

The Lightning Thief

By Rick Riordan

Percy Jackson and the Olympians

Story Synopsis: Twelve-year old Percy (Perseus) Jackson thinks he has big problems. He has a feeling that his impulsive behavior is probably responsible for him attending six different boarding schools in as many years. And he is positive that his dyslexia and ADHD are keeping him from ever getting any grade above a C minus. Plus that, his adored mother is married to a real loser and is trapped in a thankless job. All of these problems prove to be inconsequential after he vaporizes his math teacher and is almost killed by a raging Minotaur, who for some reason is wearing Fruit-of-the-Loom underwear. Percy finds refuge at Camp Half-Blood where he discovers that he is the son of Poseidon, the Greek god of the sea. (It appears that the Greek gods have relocated Mount Olympus to the 600th floor of the Empire State Building.) The discovery of his parentage leads Percy and his friends Grover and Annabeth on a dangerous quest to the Underworld, which is located in Los Angeles, to uncover a missing lightning bolt and thus prevent a battle between Poseidon and Zeus.

Note: It is not necessary for the students to have read this book to successfully complete these activities.

Lesson I

Mythical Monster Match

Introduction: Most students are fans of creepy creatures and mean monsters. They may be scary....but they sure are interesting!

Grade Level: 3-6

Time Allocation: 15-20 minutes (excluding extension activities)

Materials:

- Activity Sheet- Mythical Monster Match
- Writing tools
- Optional: Various mythology books from the collection

Objectives:

- The student will be introduced to various ancient Greek monsters and myths while completing a matching activity.
- The student will be given an opportunity to participate in various enrichment activities

Procedure:

1. Prepare materials prior to class.
2. Introduce the lesson by asking the students if they have ever heard of a mermaid (part woman-part fish). Discuss that while this creature does not actually exist, it can be found in myths and folk tales. Show the students where they may find the mythology books in the library collection.
3. Distribute activity sheets and writing tools. Read the introduction and directions. Students may work individually or in small groups.
4. Check for understanding. Answers: 1. D, 2. G, 3. A, 4. I, 5. B, 6. E, 7. H, 8. C, 9. F
5. Encourage students to select an enrichment activity to complete, if time permits.

Activity-

Mythical Monster Match



Percy, the main character in the *Percy Jackson and the Olympians* series, is the son of Poseidon, the Greek god of the sea. In Percy's quest to recover Zeus's missing master lightning bolt he encounters many unusual creatures. For example, when he meets a three-headed beast that is part lion, part goat, and part snake at the St. Louis Arch he recognizes it as the dreaded **Chimera** and knows he may be in big trouble.

Directions: Match the creature with the best description.

- | | |
|------------------|--------------------------------|
| ___ 1. Cyclops | A. Many-headed Serpent |
| ___ 2. Centaur | B. Gorgon with Snakes for Hair |
| ___ 3. Hydra | C. Hundred-eyed Guard |
| ___ 4. Manticore | D. One-eyed Giant |
| ___ 5. Medusa | E. Half Bull/ Half Man |
| ___ 6. Minotaur | F. Three-headed Dog |
| ___ 7. Pegasus | G. Part Man—Part Horse |
| ___ 8. Argus | H. Winged Horse |
| ___ 9. Cerberus | I. Lion with a Human Face |

Fun Enrichment Activities:

- Draw a picture of one of the mythical creatures on the back of this paper.
- Research mythical creatures from other ancient cultures. Create a list of these creatures. Share your research with the class.
- Write a poem about a mythical creature. The poem should be funny, include the creature's name, and describe some of its physical characteristics.

Percy Jackson and the Olympians
Lesson II
Unsolved Mysteries

Introduction: Is it possible that Mount Olympus could actually be located on the 600th floor of the Empire State Building? Is there a creature that is very wise but also part man and part horse? Do magical things happen during the summer solstice? The world is full of interesting unsolved mysteries that are worth researching.

Grade Level: 4-7

Time Allocation: 30-40 minutes

Grade Level: 4-7

Objectives:

- The student will use an encyclopedia to research a specific topic
- The student will list five facts related to the topic
- The student will write a source citation

Materials:

- Visual- Unsolved Mysteries A-Z
- Activity Sheets- Unsolved Mysteries- Five Facts
- Encyclopedias
- Writing Tools

Procedure:

1. Introduce the activity by informing the students that this lesson will be based on the research of unsolved mysteries using the “old-fashioned” hard copy encyclopedias. Explain that encyclopedias are sets of books, organized alphabetically, containing information on many subjects.
2. Ask the students the following questions: “Did the island of Atlantis actually exist?” “Are there such creatures as the Abominable Snowman and Bigfoot?” “Was the artist Leonardo Da Vinci the founder of a secret society?” Tell the students that scientist and historians have been trying to discover the answers to these questions for a long time.
3. Tell the students that they will be researching and recording five interesting facts concerning unsolved mysteries. Explain that while these topics have some part of them that is unknown there are still many known facts concerning them. We might know what happened to Amelia Earhart and her airplane, but it is a fact that she was one of the first female pilots.
4. Display the visual listing the topics. Allow students to select a topic of interest to them. Students may work individually or in pairs.
5. Show the students where the encyclopedias are located and encourage them to select the volume they will need to complete the exercise. (You may wish to remind the students that information concerning Amelia Earhart will be found in the “E” volume.)
6. Emphasize that an important part of this lesson is the recording of the location where the information concerning the selected unsolved mystery was found. This is called “Source Citation”. Tell the students that they are responsible for recording the name of the encyclopedia, its copyright date, volume number, and the page numbers where the information was located.
7. Distribute activity sheets and writing tools.
8. Encourage students, toward the end of the session, to share the most interesting fact they discovered with the class.

Unsolved Mysteries A-Z



1. Amelia Earhart
2. Bermuda Triangle
3. Crop Circles
4. Dragons
5. Easter Island
6. Frog Showers
7. Guardian Angels
8. Haunted Houses
9. Ichabod Crane (The Legend of Sleepy Hollow)
10. Jersey Devil
11. Kraken (giant squid)
12. Loch Ness Monster
13. Mary Celeste (Ghost Ship)
14. Nostradamus
15. Ouija Board
16. Poltergeist
17. Queen Mary (Haunted Ship)
18. Roanoke Island
19. Sasquatch
20. Time Travel
21. UFOs
22. Vampires
23. Werewolves
24. X-Files
25. Yeti
26. Zombies



Activity-

Unsolved Mysteries

Five Facts

Directions: Choose a topic concerning an unsolved mystery. Look it up in an encyclopedia. List five facts about this topic. Use complete sentences. Write down where the information was located. Be prepared to share the most interesting fact with the class.

TOPIC: _____

Fact #1 _____

Fact #2 _____

Fact #3 _____

Fact #4 _____

Fact #5 _____

Source Citation

Name of Encyclopedia: _____

Copyright Date: _____

Volume Number: _____

Page Number(s): _____

Percy Jackson and the Olympians

Lesson III

Create-a-Creature

Introduction: The first mythical monster Percy Jackson ever encounters is a huge Minotaur, a man with the head of a bull. Percy soon discovers that many more strange creatures are out there and there's a fairly good chance he is going to interact with most of them.

Grade Level: 3-6

Time Allocation: 25-30 minutes

Materials:

- Visual- Create-a-Creature
- Activity Sheet – Create-a-Creature
- Writing tools
- Markers/crayons/colored pencils
- Selection device (examples: dice, spinner)
- Optional: Books from the library collection that contain drawings and photographs of animals (Dewey Decimal Classification 590's)

Objectives:

- The student will use a choice grid to select the components of a unique creature creation
- The student will name and write a description of the new creation

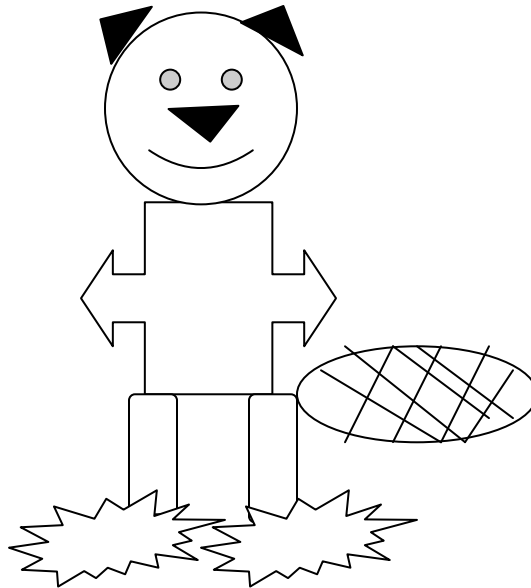
Procedure:

6. Prepare and collect materials prior to class.
7. Introduce the lesson by asking if they know the names of any mythical creatures. Examples may include Pegasus, a Centaur, the Cyclopes, and the Minotaur. Ask the students what makes these creatures unique. Answers may include: "They are a combination of several animals." and "They have supernatural qualities."
8. Display the visual. Review its contents with the students.
9. Distribute the activity sheets, writing tools, and selection devices to the students. (Students may work in pairs or small groups.)
10. Read the directions on the activity sheet to the students. Direct them the location of the DDC 590 section of library collection explaining that they may use these nonfiction books as reference tools to help them find images of any animal that may be unfamiliar to them.
11. Demonstrate a method for the arbitrary selection for an animal feature in each column. (Random selection is more exciting than letting the students make their own choices.)
12. Allow the students to work on this activity for about fifteen minutes.
13. Encourage students to share their created creatures with the class.
14. Collect completed activity sheets and bind them in a class book with an alliterative title. Examples: "Curious Classroom Creatures", "Mythical Monsters", "Bizarre Beasts" and "Annoying Anonymous Animals". Display this book for other classes to enjoy.

Visual

Create-a-Creature

The main characters in the *Percy Jackson and the Olympians* series meet some interesting creatures during their adventures. If you could make your own imaginary creature what would it look like? Where would it live? What could it do?



The Hairyfooted Aquabeast

Head of a Dog

Body of a Gecko

Legs of a Bear

Tail of a Beaver

Unique Feature of very big and hairy feet

Five Interesting Things About This Creature

1. The hairyfooted aquabeast is a shy creature.
2. It lives in remote areas around the Hudson Bay.
3. It is a fast runner and good swimmer.
4. It likes to eat fish and mosquitoes.
5. The hairs on its feet are said to be lucky. Campers and hunters like to find them and braid them into bracelets. It's said if you wear a hairy aquabeast bracelet you will never get lost.

Create-a-Creature

Part I - Use a selection device (example: dice or spinner) to select a number from each column. Circle the choice next to each number.

HEAD	BODY	LEGS	TAIL	Unique Feature
1. Buffalo	1. Turtle	1. Octopus	1. Lion	1. Horns
2. Fish	2. Lady Bug	2. Frog	2. Turkey	2. Wings
3. Tiger	3. Zebra	3. Ostrich	3. Fox	3. Five Eyes
4. Snake	4. Porcupine	4. Llama	4. Lizard	4. Huge Ears
5. Raccoon	5. Chicken	5. Elephant	5. Monkey	5. Four Arms
6. Parrot	6. Bat	6. Spider	6. Kangaroo	6. Fangs

Part II - Record each selection in the correct space.

Head of a _____

Body of a _____

Legs of a _____

Tail of a _____

Unique Feature of _____

Part III Think of interesting answers for the following questions.

1. What is this new creature's name?
2. Is this creature a funny friend or mean monster? How do you know?
3. List five interesting things about your creature.

- 1.)
- 2.)
- 3.)
- 4.)
- 5.)

Part IV Draw a picture of this new creature on the back of this piece of paper.