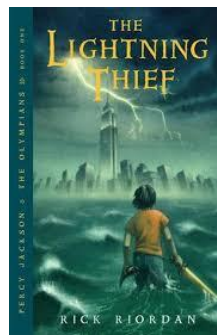


The Lightning Thief



ISBN-10	0-7868-3865-5
ISBN-13	978-0-7868-3865-3
Author	Riordan, Rick
Publisher	Disney-Hyperion
Copyright	2005
Lexile	740L
Genre	Fantasy, Greek mythology, Young adult fiction
Synopsis	Percy Jackson is about to be kicked out of boarding school...again. And that's the least of his troubles. Lately, mythological monsters and the gods of Mount Olympus seem to be walking straight out of the pages of Percy's Greek mythology textbook and into his life. And worse, he's angered a few of them. Zeus's master lightning bolt has been stolen, and Percy is the prime suspect.
Themes	Greek Mythology
Protagonist	Male
Note	Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.

More Information www.scu.edu/character



Character Based Literacy Program Writing Prompt

The Lightning Thief, Day 1



Key Paragraph, p. 13

“Mrs. Dodds spun toward me with a murderous look in her eyes. My knees were jelly. My hands were shaking so bad I almost dropped the sword.

She snarled, “Die, honey!”

And she flew straight at me.

Absolute terror ran through my body. I did the only thing that came naturally. I swung the sword.”

Writing Prompt

Nancy bullies Grover multiple times in this chapter, and antagonizes Percy to try to get him in trouble. Percy tries to stand up for his friend, but ends up getting in trouble.

What are the signs of a bully? What should you do if you see someone being a bully, or if you realize you are bullying someone? How can being a bully be hurtful? What are some strategies you can use to prevent bullying or stand up to bullies?

Write a one paragraph informative/explanatory text in which you introduce the definition and signs of a bully. Organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Character Based Literacy Program Writing Prompt

The Lightning Thief, Day 2



Key Paragraph, p. 18

“There was no way I was going to remember the difference between Chiron and Charon, or Polydictes and Polydeuces. And conjugating those Latin verbs? Forget it.

I paced the room, feeling like ants were crawling around inside my shirt.

I remembered Mr. Brunner’s serious expression, his thousand-year-old eyes. I will accept only the best from you, Percy Jackson.

I took a deep breath. I picked up the mythology book.

I’d never asked a teacher for help before. Maybe if I talked to Mr. Brunner, he could give me some pointers.”

Writing Prompt

Being a leader means being able to make tough decisions and work towards some goal. An important part of being a good leader is knowing when to ask for help. Percy realizes that he is struggling in school, and because he respects Mr. Brunner and wants to do well in his class, he is willing to overcome his pride and seek out wisdom.

Write an informative/explanatory text, explain how being willing to ask for help is a critical aspect to being a good leader. Use Percy’s example and one from your own experience as evidence. Introduce the topic clearly. Develop the topic with facts and examples. Use appropriate transitions and precise language to create cohesion. Provide a concluding statement which supports your introductions.

Character Based Literacy Program Writing Prompt

The Lightning Thief, Day 3



Key Paragraph, p. 40

"I knew I should tell my mom about the old ladies at the fruit stand, and Mrs. Dodds at the art museum, about my weird hallucination that I had sliced my math teacher into dust with a sword. But I couldn't make myself tell her. I had a strange feeling that news would end our trip to Montauk, and I didn't want that."

Writing Prompt

Have you ever been in a situation where you knew important information that someone else did not? What did you do? Percy knows that something unusual has happened, but he doesn't tell his mother. Percy doesn't share what happened, and accidentally puts himself and his mother in danger.

Write an informative/explanatory text to explain why it is important to share information that others may or may not want you to share or they may not want to hear. Explain how sharing that information or deciding to not share that information impacted others either positively or negatively. Introduce the topic clearly. Develop the topic with relevant facts, definitions, and details. Use appropriate transitions and precise language. Provide a concluding statement which follows form and supports the information presented.

Character Based Literacy Program Writing Prompt

The Lightning Thief, Day 4



Key Paragraph, p. 52

"I didn't want to split up, but I had the feeling she was right - it was our only chance. I sprinted to the left, turned, and saw the creature bearing down on me. His black eyes glowed with hate. He reeked like rotten meat."

Writing Prompt

Faced with clear danger, Percy is forced to take action. He must choose between staying with his mother and trying to save Grover. Percy quickly assessed the situation and determined that the only chance of survival would be to leave his mother and follow her orders, but that meant later that she had to face the monster alone. Sometimes we are faced with impossible situations where all choices include some loss. Percy's choice saved Grover and himself, but he lost his mother.

Write an informative/explanatory text follows a person leader making a tough decision. Explain how he or she must determine the benefits and drawbacks of each possible choice, and how whatever choice plays out in the end. Introduce the topic. Develop the topic with relevant facts, definitions, information and examples. Use appropriate transitions. Maintain formal style. Provide a concluding statement which supports the information and topic presented.

Character Based Literacy Program Writing Prompt

The Lightning Thief, Day 5



Key Paragraph, p. 54

“My year at Yancy Academy, to instruct you. We have satyrs at most schools, or course, keeping a lookout. But Grover alerted me as soon as he met you. He sensed you were something special, so I decided to come upstate. I convinced the other Latin teacher to...ah, take a leave of absence.”

Writing Prompt

Mr. Brunner came to Yancy specifically to be close to Percy. There is something unique about Percy, and without his knowledge many people have changed their lives to protect him. Put yourself in Grover's position. Imagine you were tasked with protecting someone, but couldn't tell them or anyone else.

Write and informative/explanatory text in which you share how you would best deal with protecting someone when you couldn't be entirely honest with them. Introduce the topic. Develop the topic with relevant facts and details. Use appropriate transitions and ensure your writing has cohesion. Conclude with a statement which supports the introduction.

Character Based Literacy Program Writing Prompt
The Lightning Thief, Day 6



Key Paragraph, p. 87

“I pointed to the first few cabins, and Annabeth turned pale. ‘You don’t just choose a cabin, Percy. It depends on who your parents are. Or...your parent.’”

Writing Prompt

Percy has lived most of his life believing that his father was dead. Now all of a sudden his mother is gone, and he must try to figure out who his father is.

Using what you have read so far, write an informative/explanatory paragraph proposing who you think Percy’s father is. Research some Greek gods if you want to know more about their attributes. Introduce your topic. Develop your topic with relevant facts and use quotes from the novel. Use appropriate transitions to create cohesion. Establish and maintain formal style. Conclude with a statement which supports your introduction.

Character Based Literacy Program Writing Prompt

The Lightning Thief, Day 7



Key Paragraph, p.101

“He seemed to understand how lost I felt, and I was grateful for that, because an older guy like him—even if he was a counselor—should’ve steered clear of an uncool middle-schooler like me. But Luke had welcomed me into the cabin. He’d even stolen me some toiletries, which was the nicest thing that anybody had done for me all day.”

Writing Prompt

Being in a new place can feel lonely sometimes. Luke acted with compassion toward Percy by warmly welcoming Percy to Camp Half-Blood, and going out of his way to make Percy feel comfortable. Luke’s attention meant a great deal to Percy, and helped Percy settle in to camp.

Write an informative/explanatory paragraph sharing how leaders show kindness to those who need it most. Write a paragraph that informs your reader how to be a leader to those who need it most. Introduce your topic. Develop your topic with relevant facts, details, and definitions. Use appropriate transitions. Use precise language. Conclude with a statement which supports your introduction.

Character Based Literacy Program Writing Prompt
The Lightning Thief, Day 8



Key Paragraph, p. 121

“He pushed me in the creek and I landed with a splash. They all laughed. I figured as soon as they were through being amused, I would die. But then something happened; The water seemed to wake up my senses, as if I’d just had a bag of my mother’s double-espresso jelly beans.”

Writing Prompt

The water energizes Percy, and he is able to fight for his life. In a way, the water was an encouraging force for Percy. What is something that inspires or encourages you through tough moments?

Write an explanatory paragraph in which you explain to your reader what/who encourages you and helps you through difficult times. Introduce the topic clearly. Organize your writing. Develop your topic with definitions, details, and other examples. Use appropriate transitions to create cohesion. Use precise language to follow form. Conclude with a statement which supports your introduction.

Character Based Literacy Program Writing Prompt
The Lightning Thief, Day 9



Key Paragraph, p. 144

“The poor guy needed to complete a quest with me so he could get his searcher’s license, whatever that was, but how could I ask him to do this quest , especially when the Oracle said I was destined to fail? This was suicide.”

Writing Prompt

Being a leader means being aware of the people around you, and their needs and wants, and acting in a way that advances the good of all people. Percy knows that Grover needs to complete a quest in order to accomplish his dream, but he also knows that the Oracle said he would not complete his quest.

Place yourself in Percy’s shoes, and write an informative/explanatory paragraph explaining your feelings. Explain to your audience if you would ask Grover to help you, or if you would tell him what the Oracle said, and why you chose what you did. Introduce your topic clearly. Develop your topic with relevant facts, quotes, and examples. Use appropriate transitions to create cohesion and clarify relationships. Provide a concluding statement which follows forms and supports your introduction.

Character Based Literacy Program Writing Prompt
The Lightning Thief, Day 10



Key Paragraph, p. 155.

“For the first time, the quest felt real. I was actually leaving Half-Blood Hill. I was heading west with no adult supervision, no backup plan, not even a cell phone. (Chiron said cell phones were traceable by monsters; if we used one, it would be worse than sending up a flare.) I had no weapon stronger than a sword to fight off monsters and death the Land of the Dead.”

Writing Prompt

Percy leaves Half-Blood Hill relatively unprepared for the massive quest he faces. How do you think he feels? How would you feel? Leaders often face difficult situations, often with less preparation than they would like. The sign of a truly great leader is the ability to work with only what is available to accomplish the task at hand. **In an informative/explanatory paragraph, compare how you think Percy is feeling with how you would feel if you were in his place. Explain how a leader would approach this quest.**

Do you think a leader ever feels fully prepared for their quest? Explain the difference between a leader and a follower at this moment.

Introduce your topic clearly. Develop the topic with relevant facts, definitions, and details. Use appropriate transitions, use precise language. Provide a concluding statement which supports your introduction.

Character Based Literacy Program Writing Prompt

The Lightning Thief, Day 11



Key Paragraph, p. 174

“Quite alright, Annabeth,’ she said. You have such beautiful eyes, child.’ Only later did I wonder how she knew Annabeth’s name, even though we had never introduced ourselves. Our hostess disappeared around the snack counter and started cooking. Before we knew it, she’d brought us plastic trays with double cheeseburgers, vanilla shakes, and XXL servings of French fries.”

Writing Prompt

How did Percy fail as a leader in this chapter? Who was the leader in the group during their encounter with Aunt Em? What traits and actions made them a great leader?

Write an explanatory paragraph from the perspective of Annabeth or Grover, and convey to your audience what they saw and realized before Percy did, and how they reacted. Explain who the leader was and how their reaction was different than Percy’s. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Character Based Literacy Program Writing Prompt
The Lightning Thief, Day 12



Key Paragraph, p. 192

“I thought about what Medusa had said: I was being used by the gods. What lay ahead of me was worse than petrification. ‘I haven’t been straight with you,’ I told Grover, ‘I don’t care about the master bolt. I agreed to go to the Underworld so I could bring back my mother.’”

Writing Prompt

Percy confesses to Grover his real motivation. **Rewrite the scene, using a explanatory writing style from Grover’s perspective. How would you feel if you were in his position? Do you think Percy is acting selfishly? Include your thoughts and feelings as you hear Percy tell his true plan to you, and how you plan to move forward.**

Character Based Literacy Program Writing Prompt
The Lightning Thief, Day 13



Key Paragraph, p. 210

“I glanced at the park ranger and the family. The little boy was hiding behind his father’s legs. I had to protect these people. I couldn’t just...die. I tried to think, but my whole body was on fire. My head felt dizzy. I had no sword. I was facing a massive, fire-breathing monster and its mother. And I was scared.”

Writing Prompt

This is a turning moment for Percy. Before, he was only concerned with reuniting with his mother, but now he wants to protect the people around him from the monsters. It would have been easier for Percy to just give up, and join his mother in the Underworld. Is that what Percy does? How does Percy act like a leader in this chapter? Why do you think he jumped?

Write an explanatory/informative paragraph about a time when you had to make a tough decision, and how you learned from that experience. Introduce your topic clearly. Develop the topic with relevant facts. Use appropriate transitions to create cohesion and clarify relationships. Use precise language. Establish and maintain formal style. Conclude with a statement which supports your introduction.

Character Based Literacy Program Writing Prompt

The Lightning Thief, Day 14



Key Paragraph, p. 213-214

“Why had Poseidon saved me? The more I thought about it, the more ashamed I felt. So I’d gotten lucky a few times before. Against a thing like the Chimera, I had never stood a chance. Those poor people in the Arch were probably toast. I couldn’t protect them. I was no hero. Maybe I should just stay down here with the catfish, join the bottom feeders.”

Writing Prompt

Can you be a hero and still fail? Do you think Percy has failed as a leader? Do you think it is important to fail as a leader? Explain.

Using examples from the text, write an explanatory paragraph in which you explain if you can fail as a leader? Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

Character Based Literacy Program Writing Prompt

The Lightning Thief, Day 15



Key Paragraph, p. 227

“I wanted to punch this guy, but somehow, I knew he was waiting for that. Are’s power was causing my anger. He’d love it if I attacked. I didn’t want to give him the satisfaction.”

Writing Prompt

Percy uses self-control while talking to Ares. Can you think of a time when discipline, awareness, and self-control helped you accomplish something?

Write an informative paragraph sharing with your reader what techniques you used to control yourself. Introduce your topic and set the scene. Explain how you were able to accomplish your goal. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Character Based Literacy Program Writing Prompt

The Lightning Thief, Day 16



Key Paragraph, p. 258

“I’d learned to be suspicious, the last week or so. I figured anybody might be a monster or a god. You just couldn’t tell. But this guy was normal. One look at him, and I could see. Besides, I was so relieved to hear somebody who sounded sympathetic that I nodded and said we’d love to come in. Inside, we took one look around, and Grover said, ‘Whoa’.”

Writing Prompt

How does the author let the reader know that something is about to happen? Does Percy contradict himself in this paragraph? **Write an explanatory paragraph in which you share the writers technique and how it affects the reading in this chapter. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.**

Character Based Literacy Program Writing Prompt

The Lightning Thief, Day 17



Key Paragraph, p. 268

“I got the feeling I was missing one simple, critical piece of information. It was like I stared at a common word I should know, but I couldn’t make sense of it because one or two letters were floating around. The more I thought about my quest, the more I was sure that confronting Hades wasn’t the real answer. There was something else going on, something even more dangerous.”

Writing Prompt

Think of a time when you didn’t have all the information you needed to make a decision. What did you do? **Write an explanatory/informative paragraph explaining how you resolved a situation when you did not have all the needed information you needed? How did that experience make you grow as a person and a leader?**

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Character Based Literacy Program Writing Prompt

The Lightning Thief, Day 18



Key Paragraph, p. 284

"I looked at them both, and felt really grateful. Only a few minutes before, I'd almost gotten them stretched to death on deluxe water beds, and now they were trying to be brave for my sake, trying to make me feel better."

Writing Prompt

Over the course of the quest, Annabeth and Grover have become close friends to Percy. Do you think Percy would have gotten so far without them? Describe a time when someone helped you through a challenging time. How can accepting the help of others be a sign of leadership?

Write an informative/explanatory paragraph about the time when you received help from friends, and how you learned about loyalty, fortitude, and leadership from the experience. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Character Based Literacy Program Writing Prompt

The Lightning Thief, Day 19



Key Paragraph, pp. 317

"I turned and faced my mother. I desperately wanted to sacrifice myself and use the last pearl on her, but I knew what she would say. She would never allow it. I had to get the bolt back to Olympus and tell Zeus the truth. I had to stop the war. She would never forgive me if I saved her instead. I thought about the prophecy made at Half-Blood Hill, what seemed like a million years ago. *You will fail to save what matters most in the end.*"

Writing Prompt

Percy is faced with a heartbreaking decision. His original goal was to get to the Underworld so he could save his mother, but once he has the opportunity, he realizes that it would a sacrifice that would impact far more people than just himself. How does Percy's decision show his growth as a leader?

Using evidence from the text, write an informative/explanatory paragraph giving evidence that Percy has become a leader. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Character Based Literacy Program Writing Prompt

The Lightning Thief, Day 20



Key Paragraph, p. 326

“A smaller ego, I thought, but said nothing. I kept my feet in the surf, backing into the water up to my ankles. I thought back to what Annabeth had said at the Denver diner, so long ago: *Ares has strength. That’s all he has. Even strength has to bow to wisdom sometimes.*”

Writing Prompt

Ares accepts Percy’s duel because he is confident that he will beat Percy. His pride is his own destruction. Can you think of a time when your confidence or pride caused you to fail?

In an explanatory paragraph, describe that time, how pride and hinder success. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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Character Based Literacy Program Writing Prompt

The Lightning Thief, Day 21



Key Paragraph, p. 341

“I have spared him once already,’ Zeus grumbled. ‘Daring to fly through my domain... pah! I should have blasted him out of the sky for his impudence.’ ‘And risked destroying your own master bolt? Poseidon asked calmly, ‘Let’s hear him out, brother.’ Zeus grumbled some more, ‘I shall listen,’ he decided. ‘Then I shall make up my mind whether or not to cast this boy down from Olympus.’”

Writing Prompt

How does Zeus act with restraint towards Percy? Why is it important for leaders to have patience and open minds?

Write an informative paragraph in which you explain a time when you were a good leader, or witnessed a good leader, practicing restraint. What happened? How did that impact the people around you or that person? Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Character Based Literacy Program Writing Prompt
The Lightning Thief, Day 22



Key Paragraph, p. 374

“For the first time at camp, I felt truly alone. I looked out at Long Island Sound and I remembered my father saying, The sea does not like to be restrained. I made my decision. I wondered if Poseidon were watching, would he approve of my choice? ‘I’ll be back next summer,’ I promised him. ‘I’ll survive until then. After all, I am your son.’ I asked Argus to take me down to cabin three, so I could pack my bags for home.”

Writing Prompt

Write an informative paragraph in which you define the meaning of leadership.