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### Extract 3

- Read the extract together, with you as the narrator and volunteers for the parts of Percy and Hades. While preparing, discuss how to interpret the text as a class. It's a conversation. Ask: *Which words indicate how to say the dialogue?* (Adverbs with 'said'; alternatives to 'said', such as 'bellowed', 'blurted'.) Point out that much of the dialogue has no explicit speaker. Ask: *What shows a change in speaker?* (new paragraph, with opening speech marks) Ask: *In the second paragraph, why are some of Percy's words italicised?* (indicates what he wanted to say, not what he said) *Why aren't speech marks used?* (he only thought the words)
- Initially, Percy feels intimidated by Hades' aura of power. What techniques make Hades seem less terrifying? (He's made more human, with regular, recognisable concerns; the humour in the ludicrous vision of Hades' concerns and the Underworld through his eyes offsets the darkness of the mythological version.) Ask: *Is Hades' reason for not wanting war what you expected?* (probably not)
- Ask: *What punctuation and text effects increase our understanding of the characters' feelings?* (italics for emphasis, exclamation marks, rhetorical questions, varied sentences types and lengths reflecting Hades' speech pattern, the ellipsis) Ask: *What does it mean here to be 'on a roll'?* (unstoppable, uninterrupted) *How would you describe the dialogue language? Give examples.* (informal: contractions, idiom, words ('guys', 'on a roll'), tone, sentence structure)
- End with a prediction: *What does Hades think Poseidon's plan is?*

### Extract 4

- Provide each child with a copy of the extract and ask them to skim read the text. Ask: *Is the text fiction or non-fiction? What tells you this?* (non-fiction: columns, numbered headings) Ask: *Where would you find a text like this?* (encyclopaedia, reference book, internet and so on)
- Choose a reader for each paragraph. Ask the rest to follow, underlining unfamiliar words. Discuss any unfamiliar words at the end, highlighting them on an enlarged copy. Remind the children to use context as well as prior knowledge of word structure and origin.
- Paragraph one: Ask: *Why is 'dark' a good word in this context?* (multiple meanings: absence of light, evil, despair and so on) Ask: *What is the colon for?* (introduces a list)
- Paragraph two: Ask: *How is the list in the sentence 2 introduced?* (with an adverbial) Ask: *Which sentences begin with adverbials?* (sentence 2 – 'Following...'; sentence 4 – 'Although...') Underline 'perpetually', and ask: *What synonyms do you know for this word?* ('always', 'forever', 'eternally' and so on)
- Paragraph three: Ask: *What is the purpose of the dashes in sentence 2?* (to give additional information) *What else could you use?* (parenthesis: brackets or commas) *Can you find two pairs of antonyms? How are they linked?* ('idyll' and 'nightmare', 'good' and 'bad'; with 'nor') *What part of speech are the antonym pairs?* (two nouns, two adjectives)
- Ask: *What does the past tense suggest?* (that it no longer exists or is no longer believed) Ask: *Can you think of other questions that could be used as headings?* Collate the children's ideas to use later for research.

## 3. Parallel realities

### Objective

To summarise the main ideas drawn from more than one paragraph.

### What you need

Copies of *Percy Jackson and the Lightning Thief*, media resource 'Map of Long Island', atlases or online maps, printable page 'Map of the USA'.

### Cross-curricular link

Geography

### What to do

- Begin by asking: *What is the opening setting for the novel?* (in and around New York, USA) Ask the children to re-read Chapter 5, where Grover escorts Percy to Chiron and Mr D. Ask: *What is a 'Sound' in this context?* (a large ocean inlet or deep bay) Show the media resource 'Map of Long Island' and ask a volunteer to point out the Sound, Montauk and the possible whereabouts of Camp Half-Blood. Ask: *Is Camp Half-Blood a real location?* (no, fantasy but situated in/accessed from a real location) Ask: *What other fantasy places are accessed via real locations?* (the Underworld and Olympus)
- Provide printable page 'Map of the USA' and ask the children to find some of the real locations mentioned in the book in an atlas or online map. Then ask to them mark each place the trio had a fantastical encounter using a symbol (for example, a lotus flower for the Lotus Hotel). Ask them to create a key on a separate sheet, briefly summarising each encounter, including: place name, specific location (for example, Empire State Building), date, who was encountered, what happened and, if possible, who the character is in mythology.
- Choose one of the keys to read out.

### Differentiation

**Extension:** Encourage children to include the trio's modes of transport and other landmarks in their keys.

## 4. The hero's journey

### Objective

To identify and discuss conventions in and across writing.

### What you need

Photocopiable page 30 'Percy's heroic journey', media resource 'The heroic journey'.

### Cross-curricular link

History

### What to do

- Briefly revise the phases of classic story structure: introduction, problem, build-up, climax, resolution, conclusion. Ask: *How does this story follow this pattern?* (Percy discovers he is a half-blood; Zeus's master bolt is stolen, potential for war; Percy's quest, ordeals on his journey; the climax as Percy battles Ares; returning the bolt, saving his mother; finally, coming to terms with his heritage.)
- Introduce the 'heroic journey' concept: the story pattern found in ancient myths and many modern 'hero' adventures. Use the media resource 'The heroic journey' to show the stages: ordinary world; call to adventure; refusal of call/quest; supernatural aid; crossing the threshold to 'special world'; tests, allies and enemies; approach; ordeal; reward, journey home; atonement; return (or presented in key phases: Call, Test, Transformation, Return). Ask: *Is Percy's journey a heroic journey?* (yes)
- Hand out photocopiable page 30 'Percy's heroic journey'. Ask the children to read the stage summaries and compare them to the contents page in the book. Ask volunteers to suggest which chapters fall into each stage and discuss as a class before the children complete the sheet.

### Differentiation

**Support:** Children can omit the reasons column.

**Extension:** Challenge children to find other myths ('Odysseus', 'Labours of Hercules') or modern-day books/films following a similar pattern (Disney's *Hercules* and *Lilo & Stitch*).

## Percy's heroic journey

- Read the summary for each stage in Percy's journey. Then fill in the chapters from the book that match each stage, including reasons to explain your choices.

Summary of stage	Chapters	My reasons
<b>Ordinary world:</b> hero's ordinary life		
<b>Call:</b> something happens to start the adventure		
<b>Refusal:</b> hero briefly refuses to be drawn in		
<b>Supernatural aid:</b> hero finds a mentor or helper to train or advise him		
<b>Crossing threshold:</b> hero enters other world of unknown rules and values		
<b>Tests, allies, enemies:</b> hero is tested – finds his friends and enemies		
<b>Approach:</b> hero and allies prepare for main challenge in other world		
<b>Ordeal:</b> hero confronts death or greatest fears		
<b>Reward:</b> hero finds what he seeks		
<b>Journey home:</b> hero faces further danger on return to fulfil quest		
<b>Atonement:</b> climax as hero severely tested a final time		
<b>Return:</b> hero completes quest bearing a gift or power to transform		