

Big Idea Language of the Discipline Rules

A CRITICAL THINKING

RESOURCE FOR...

# THE LIGHTNING THIEF

Engage your students like never before with critical thinking questions for each chapter of the book.

Unanswered Questions Patterns Ethics

Trends Across Disciplines Details

Multiple Perspectives Relate Over Time

# Big Idea Language of the Discipline

**Increase rigor in your classroom while developing an exciting, more meaningful relationship with a well-loved piece of literature!**

This critical thinking resource is a unique novel study guide for Rick Riordan's, *The Lightning Thief*. This set of chapter companions was designed to meet an important need in the classroom; novel companions and/or resources that push students to think beyond the basics and more deeply engage with the text. In this guide you will find a graphic organizer for each chapter in the book. Each organizer focuses on 4 of 11 critical thinking elements (**Big Ideas, Rules, Trends, Patterns, Language of the Discipline, Ethics, Relationships Over Time, Details, Unanswered Questions, Across Disciplines, and Multiple Perspectives**). There is also a "Core Question", which draws on information from the 4 critical thinking elements of the graphic organizer.

The questions on each chapter companion are designed to encourage higher level thinking skills and more complex interactions with the text than traditional novel units typically provide. Students also learn to support responses with evidence from the text, even in the case of contradictory opinions.

These graphic organizers are aligned with the "K-12 Common Core Anchor Standards for Reading" and are perfect for providing more complex literary analysis for GATE students, while also allowing students of different ability levels to further develop their critical thinking skills.

The graphic organizers in this unit can easily be used in a variety of different ways:

- As post chapter individual literary response activity and/or assessment
- As a base for jigsaw groups- each group member from a "home base" group meets with an "expert" group to discuss/answer one of the four questions. They then return to their "home" group and lead a discussion utilizing the information they gathered. The home group then works together to discuss/answer the "core question".
- As a foundation for literature group discussions- the graphic organizers help guide the discussion and provide the group with clear defined objectives
- As a scaffolded literary response activity- the organizers for certain chapters can easily be used to assist your students in writing an in-depth literary response piece. The four questions can be answered with support and thoroughly discussed. The students can then use that information as a source/pre-write for developing a longer written response for the "Core Question".
- As a "think-pair-share" activity- Students meet with a different partner to discuss/answer each of the four questions. They then work by themselves or with another partner to complete the "Core Question".

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Ethics Rules Trends Patterns

Unanswered Questions Multiple Perspectives

Across Disciplines Relate Over Time Details

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Also, thank you for all that you do with our most precious resource—children! Your job is far from easy, so anything I can do to help you brings me great joy. Please feel free to email me anytime with questions, feedback, or comments.

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# The Lightning Thief: Chapter 1, I Accidentally Vaporized My Pre-algebra Teacher

Name:

Date:

## RULES

Were the characters' actions what you expected in this chapter? Explain your answer.

## MULTIPLE PERSPECTIVES

This story is told from Percy's perspective. How might this chapter be different, if it were told from another character's perspective?

## Core Question

Our main character, Percy, is not exactly the "model" student. Yet, the author does an effective job at making him a "likable" character. Describe this paradox.

## TRENDS

Does Percy remind you of a character from another story you know? How are they similar or different?

## UNANSWERED QUESTIONS

The author leaves the reader with many unanswered questions in this chapter. Jot down a few that you have so far.

# The Lightning Thief: Chapter 2, Three Old Ladies Knit the Socks of Death

Name:

Date:

## DETAILS

Describe how the characters work to resolve the issues that arise in this chapter?

## TRENDS

Approximately when in time does this story take place, and what are the clues (e.g., vehicles, clothing, word usage)?

## Core Question

How does the author begin building a tone of suspense and danger in this chapter? Provide evidence from the book to support your answer.

## MULTIPLE PERSPECTIVES

What do you think Grover's main conflict or problem is in this chapter? How do you think it connects to Percy?

## RELATE OVER TIME

What impact might an event or detail from this chapter have on the future of the story?

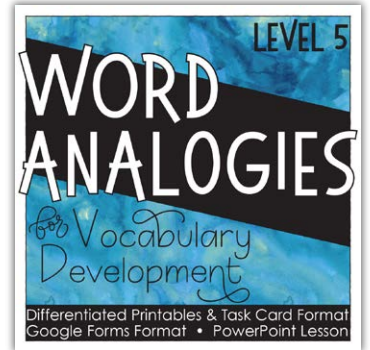
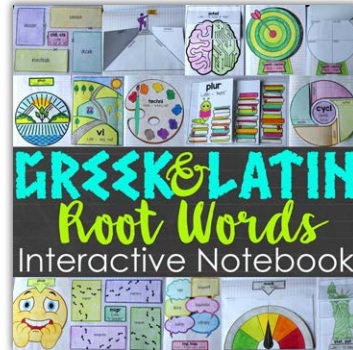
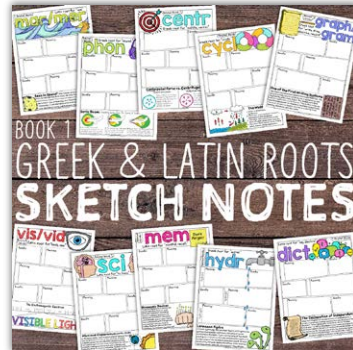
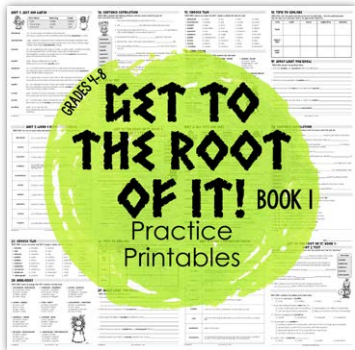


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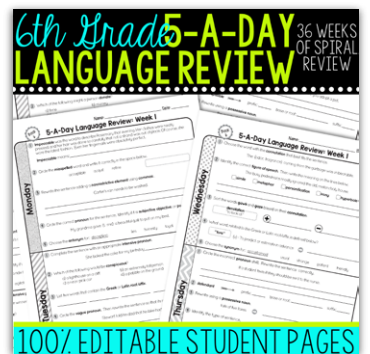
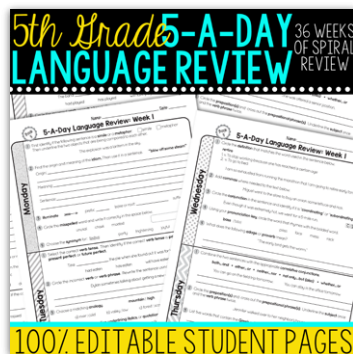
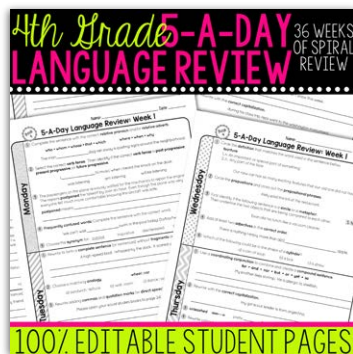
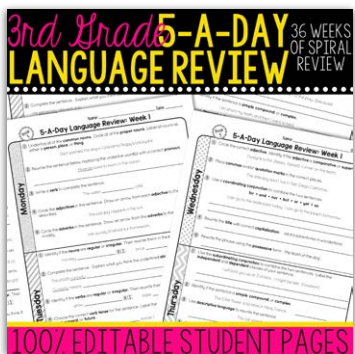


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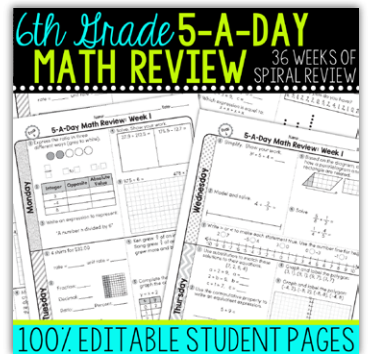
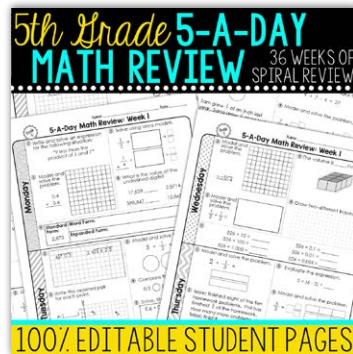
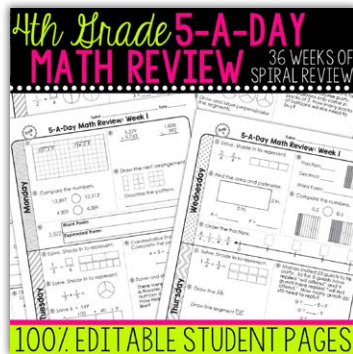
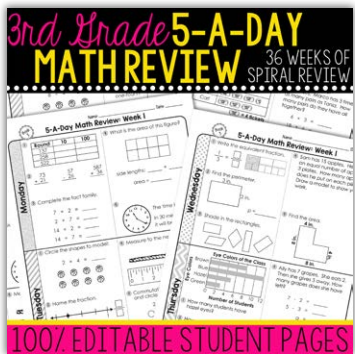
## VOCABULARY RESOURCES



## DAILY LANGUAGE REVIEWS (GRADES 3-8)



## DAILY MATH REVIEWS (GRADES 3-6)



## HANDS-ON MATH TILES

