



**Percy Jackson and the Olympians:
THE LIGHTNING THIEF
Summer Reading Packet (6th Grade)**

A journey through identity and mission...

“In the beginning, God created the heavens and the earth.”

Genesis 1:1

Student Name: _____

School Year: _____

Start Date: _____

Due Date: _____

After completing the packet:

Parent Signature: _____

Date: ___/___/___



Dear Student,

This summer, you will read *Percy Jackson and the Olympians: The Lightning Thief* by Rick Riordan — a story that may appear simple, but holds deep truths about the origin and one's own search for their identity and purpose.

Each chapter grouping includes fun, reflective, and thoughtful activities. You'll also draw, imagine, and write your own thoughts.

Please complete the packet before the first day of school. This assignment **will be graded**, and I look forward to discussing the story as a class!

Please know of my prayers! If you have any questions, please do not hesitate to ask via email.

Br. John Nathaniel





Dear Parents and Guardians,

May the Lord bless you!! This summer, your child will embark on a spiritual and literary journey through *Percy Jackson and the Olympians: The Lightning Thief* by Rick Riordan. More than just a story, Percy invites us to rediscover our mission and identity — themes deeply rooted in our Catholic faith.

We have prepared a chapter-by-chapter reading and reflection packet that integrates:

- Catholic themes such as the Eucharist, virtues, Our Lady, the Holy Spirit, and sacramental life
- Scripture, the Catechism, and writings of the Saints to deepen connections
- Literary skills like character and plot analysis, symbolism, figurative language, and Freytag’s Pyramid

Creative expressions, including drawing, personal reflection, and writing prompts

This project is graded and serves as both a reading comprehension assessment and a spiritual enrichment experience. To ensure this project is meaningful without being overwhelming, we recommend your child set aside about **1–1.5 hours per week** over the summer.

<u>Component</u>	<u>Time Estimate</u>
Reading (entire book)	3.5-4.5 hours
Chapter packet activities	7-9 hours
Creative/drawing pages	~2 hours
Final reflections & essays	~1.5–2 hours
Total	14–17.5 hours

How You Can Help

- Encourage a calm, distraction-free reading time each week
- Offer your child space to reflect on the Catholic connections (some may spark deep conversations)
- Invite them to share their drawings or favorite quotes
- Pray with them — perhaps even use some of the Scripture or saint quotes together

We hope this project allows your child not only to grow as a reader and writer but also to grow closer to Christ through wonder, simplicity, and the lens of faith.

Thank you for supporting your child’s spiritual and academic formation. Please know of my prayers! If you have any questions, please do not hesitate to ask via email.

Br. John Nathaniel





Student Pacing Guide

How to Use This Guide:

To help you complete your Summer Reading Packet at a steady pace, here's a suggested weekly breakdown. It will help you stay on track — and enjoy the journey!

Each week you should:

- Read 2–3 short chapters
- Complete packet activities for each section
- Pause and pray with the Scripture or Saint quote
- Think with your heart, not just your head

6-Week Plan (Flexible!)

Week	Chapters to Read	Packet Pages	Focus	Estimated Time
Week 1	Chapters 1–3	Section 1	Identity & Creation	60–75 min
Week 2	Chapters 4–7	Section 2	Calling & Mission	60–75 min
Week 3	Chapters 8–10	Section 3	Baptism & Being Claimed	60–75 min
Week 4	Chapters 11–14	Section 4	Temptation & Trust	60–75 min
Week 5	Chapters 15–18	Section 5	Death & Resurrection	60–75 min
Week 6	Chapters 19–22	Section 6	Mercy & Returning Home	60–75 min



**Grading Rubric**

Category	Excellent (20)	Good (16–19)	Needs Work (10–15)	Incomplete (0–9)	Score
Completeness	Every page filled thoughtfully	Most pages complete	Several missing or rushed	Many incomplete pages	____/20
Insight & Effort	Deep, personal, and reflective	Thoughtful but uneven	Minimal personal input	No real effort shown	____/20
Creativity & Expression	Engaging drawings/writing	Some creativity shown	Plain or generic	Lack of creativity	____/20
Understanding of Text	Clear grasp of characters, themes, and plot	General understanding	Weak grasp of text	Shows no comprehension	____/20
Faith Integration & Connection	Strong Catholic links and personal connections	Basic connections made	Few or shallow connections	No meaningful integration	____/20
Total:					____/100





Section 1: Chapters 1–3

Theme: Discovering You Are Not Who You Thought You Were

Biblical Connection: The Book of Genesis, Chapters 1–3 — Adam and Eve

Catholic Focus: We are made in the image of God but wounded by original sin

Reading Check

Answer in complete sentences unless otherwise instructed.

1. What strange things has Percy noticed happening to him?

2. Why does Percy think something is wrong with him?

3. Describe what happened at the museum with Mrs. Dodds.

4. Vocabulary in Context:

- Define each word based on how it is used in the chapter:


- Vaporize: _____

- Dyslexia: _____

- Suspicious: _____

- Flicker: _____

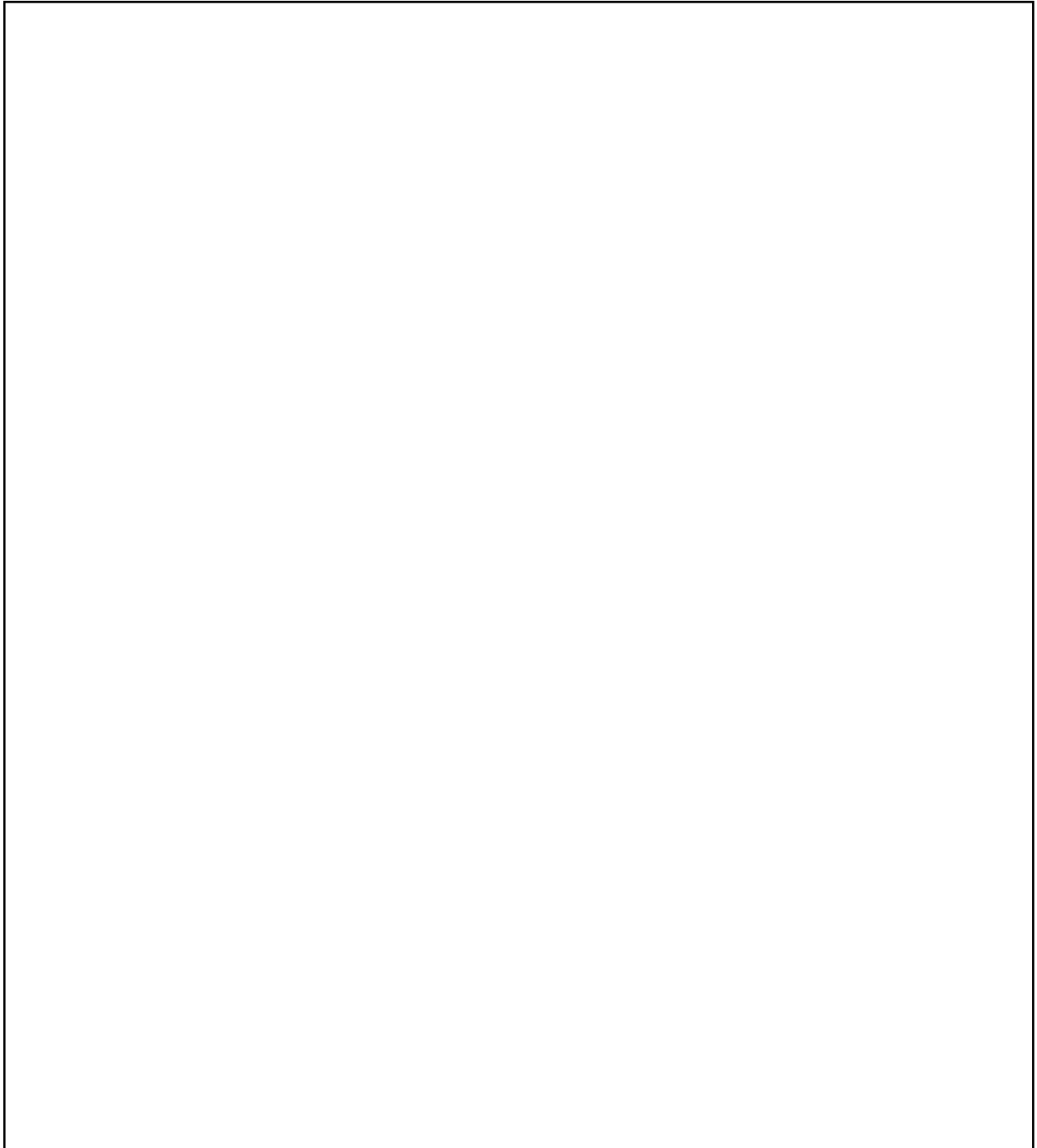


 Creative Activity

Missing Identity Poster

Draw a poster for Percy Jackson as if he is a missing person. Include:

- Suspected parent (if known)
- Strange powers or abilities
- Last seen when/where





Section 2: Chapters 4–7

Theme: The Call to Adventure

Biblical Connection: The Book of Genesis, Chapter 12 (Abraham) and The Book of Exodus, Chapter 3 (Moses)

Catholic Focus: God calls each person by name for a mission



Reading Check

Match the Character to the Fact:

1. _____ Used to be Percy's Latin teacher
2. _____ Is Percy's best friend and a satyr
3. _____ Is the daughter of Athena
4. _____ Acts like he doesn't want to be at Camp Half-Blood

Short Answer:

5. What happened to Percy's mom?

6. Who is Grover, really?

7. What is Camp Half-Blood?



 **Creative Activity**

Design Your Cabin Crest

If you were at Camp Half-Blood, but your cabin was based on a *virtue* or *spiritual gift*, what would it be?

Choose one:

- Courage
- Humility
- Prayer
- Wisdom
- Mercy

Draw your cabin crest and give it a motto. Motto Example: "Courage through Christ who strengthens me."





Section 3: Chapters 8–10

Theme: Claimed by the Father

Biblical Connection: The Gospel According to Matthew, Chapter 3 (The Baptism of Jesus), and The First Book of Samuel, Chapter 16 (David is Anointed)

Catholic Focus: Baptism reveals our true identity as sons and daughters of God

 **Reading Check**

Answer in complete sentences unless otherwise instructed.

1. What major event happens at the end of Chapter 8?

2. Who claims Percy as their child?

3. How does Percy feel about being claimed?

4. What is the prophecy given to Percy?

5. Describe Percy’s first quest assignment.



 **Creative Activity****Design Your Baptismal Identity Shield**

Imagine you receive a shield when you are baptized. On it are symbols of who you are as a son or daughter of God.

Draw a shield that includes:

- A symbol of your Baptism
- A virtue you want to grow in
- A Scripture verse or word that inspires you

Label each part of your shield. Add color!





Section 4: Chapters 11–14

Theme: Trials and Temptations on the Journey

Biblical Connection: The Book of Exodus, Chapters 14–16 (Wilderness Testing); The Gospel According to Matthew, Chapter 4 (The Temptation of Jesus)

Catholic Focus: Trusting God in times of difficulty and remaining faithful under pressure

 **Reading Check**

Answer in complete sentences unless otherwise instructed.

1. What monster attacks Percy, Annabeth, and Grover at the St. Louis Arch?

2. What happens when Percy falls into the Mississippi River?

3. Who is Ares and what deal does he make with Percy?

4. Describe what happens at the water park with Hephaestus’s trap.

5. What problem do they face at the Lotus Casino?



 **Creative Activity****Design a Wilderness Survival Guide for Demigods**

Create a fun and helpful page called: "How to Survive the Road as a Half-Blood!" Include 3–5 illustrated or written tips inspired by:

- What Percy and friends learned in these chapters
- How faith, virtue, or prayer helps us survive life's tough moments

Example Tip: “Stay close to water—and even closer to your Guardian Angel!”





Section 5: Chapters 15–18

Theme: Facing Death and the Underworld

Biblical Connection: The Gospel According to John, Chapter 11 (The Raising of Lazarus); The Book of Revelation, Chapter 1, Verses 17–18

Catholic Focus: Jesus conquers death; we do not need to be afraid

Reading Check

Answer in complete sentences unless otherwise instructed.

1. How do Percy and his friends finally arrive in Los Angeles?

2. What clues or signs help Percy find the entrance to the Underworld?

3. Describe the character of Charon and how Percy convinces him.

4. What do we learn about the Underworld from these chapters?

5. What major problem does Percy face once they're inside?



 **Creative Activity****Draw the Door to the Underworld... and the Door to Heaven**

On one side of your page, sketch what you think the Underworld looks like based on Percy's description. On the other side, draw what you imagine the gates of Heaven are like. Label each side and reflect on this:

- What separates these two places?
- What path do you want to walk?

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Section 6: Chapters 19–22

Theme: Victory, Return, and the True Hero

Biblical Connection: The Gospel According to Luke, Chapter 15 (The Return of the Prodigal Son); The First Letter of Peter, Chapter 5, Verse 10

Catholic Focus: God's mercy always welcomes us home; true greatness is humility and love

Reading Check

Answer in complete sentences unless otherwise instructed.

1. How does Percy stop the war between the gods?

2. What does Percy do with the lightning bolt?

3. What is revealed about Luke at the end of the book?

4. What decision does Percy make about staying at Camp Half-Blood?

5. What does this ending reveal about what kind of hero Percy truly is?



 **Creative Activity****Toledot Timeline: Percy's Journey of Identity**

Create a timeline of Percy's "origin story" — his *Toledot* (family line, mission, identity, and journey). Include:

- Key events from each section of the book
- A symbol or phrase for each major moment
- Your own reflection at the end: "What is *my* Toledot? What has God begun in me?"



LAFS Standards for this Packet:

Reading – Literature (LAFS.6.RL)

- LAFS.RL.6.1.1 – Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- LAFS.RL.6.1.2 – Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary.
- LAFS.RL.6.1.3 – Describe how a particular story’s or drama’s plot unfolds in a series of episodes and how the characters respond or change.
- LAFS.RL.6.3.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.
- LAFS.RL.6.3.7 – Compare and contrast the experience of reading a story, drama, or poem to listening or viewing an audio, video, or live version of the text.

Reading – Informational Texts (LAFS.6.RI)

- LAFS.RI.6.1.1 – Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- LAFS.RI.6.2.4 – Determine the meaning of words and phrases in a text, including figurative, connotative, and technical meanings.

Writing Standards (LAFS.7.W)

- LAFS.W.6.1.1 – Write arguments to support claims with clear reasons and relevant evidence.
- LAFS.W.6.2.2 – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
- LAFS.W.6.3.3 – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Language Standards (LAFS.7.L)

- LAFS.L.6.3.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content.
- LAFS.L.6.3.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Speaking and Listening Standards

- LAFS.SL.6.1.1 – Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues.

