

# EDUCATOR'S GUIDE





## Dear educators and librarians,

Everyone knows that kids love animal stories and that National Geographic Kids Books strives to bring you the most captivating, colorful, and cool animals on the planet—but, get ready to hear about some critters you’ve never heard of before in our new fact-based fiction series **ZEUS THE MIGHTY!**

These animals believe they are Greek gods and goddesses, and their mighty quests in ancient Greece—aka the Mount Olympus Pet Center in Athens, Georgia—will give readers a whole new experience with Greek mythology. As the title suggests, each book in the series will follow our heroic hamster, Zeus, and his companions on epic journeys, battling mythical monsters and misunderstandings. We hope you enjoy this book and will join our quest to bring an exciting new world of Greek mythology to middle-grade readers everywhere.

This second series in our fact-based fiction imprint, *Under the Stars*, gives readers a rollicking romp through reimagined tales, such as Jason and the Argonauts, while the “Truth Behind the Fiction” section in each book provides the original myth along with facts about ancient Greek history and culture. This fun combination of laughing and learning will appeal to fans of animals, mythology, and funny stories.

Check out **ZeusTheMighty.com** for videos, excerpts, quizzes, educator and reader guides, and information about our companion podcast *Greeking Out*.

Thank you for your valued partnership and support of our program.



Rebecca Baines  
Vice President, Editorial Director  
National Geographic Kids Books

# ACTIVITY 1: MAP IT!

**OBJECTIVE:** Read for understanding and demonstrate knowledge of the elements of a story.

Time to get organized with a story map! As you read, fill out your graphic organizer. Record the story's setting and main characters. Describe the main problem that occurs in the narrative and how the problem is eventually resolved. Hint: What did Zeus really want? Make sure to include page numbers in each box detailing where the textual evidence can be found to support your answers. Also answer the following questions. What was the central message, lesson, or moral of the story? What was your favorite part of the story and why?

Name: _____	
Title: _____	
Author: _____	
Setting:	Main Problem:
Main Characters:	Resolution (how is the problem of the story resolved?):
Central Message, Lesson, or Moral of the Story:	
Favorite Part of the Story:	

## STANDARDS:

**CCSS.ELA-LITERACY.RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**CCSS.ELA-LITERACY.RL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.


**CCSS.ELA-LITERACY.RL.3.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**CCSS.ELA-LITERACY.RL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

**CCSS.ELA-LITERACY.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-LITERACY.RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.





**CCSS.ELA-LITERACY.RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

**CCSS.ELA-LITERACY.RL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

**CCSS.ELA-LITERACY.RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-LITERACY.RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**CCSS.ELA-LITERACY.RL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

**CCSS.ELA-LITERACY.RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-LITERACY.RL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**CCSS.ELA-LITERACY.RL.6.3** Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**CCSS.ELA-LITERACY.RL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

**CCSS.ELA-LITERACY.RL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

**CCSS.ELA-LITERACY.RL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-LITERACY.RL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

**CCSS.ELA-LITERACY.RL.7.3** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**CCSS.ELA-LITERACY.RL.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

## ACTIVITY 2: GREEK OUT!

**OBJECTIVE:** Demonstrate grade-appropriate content knowledge about Greek mythology.

Pick a character in the book that is based on Greek mythology. Choices include:


Zeus, the hamster  
Demeter, the cricket  
Artie, the caretaker  
Poseidon, the pufferfish  
Charybdis, the whirlpool  
Typhon, the sea monster  
Ares, the pug  
Athena, the cat  
Phineus, the blind hamster



What character in Greek mythology is your book's character based on? Research and learn all you can about your chosen character! Begin by studying the additional information about your character on pages 182-187. Expand your research using school-approved websites or other text sources, including your social studies textbook if applicable. Who is your character? Perhaps he or she is a Greek god or goddess, a king or a monster in classic Greek mythology. Take notes on what your character is known for and record any other important details. Be sure to base your character summary on textual information that you read. After your research is complete, divide into groups where each person has picked a different character. Have each member share about his or her character from Greek mythology. Greek out on all the information you are learning!

### STANDARDS:

- CCSS.ELA-LITERACY.RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- CCSS.ELA-LITERACY.RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- CCSS.ELA-LITERACY.RI.3.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- CCSS.ELA-LITERACY.RI.3.5** Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- CCSS.ELA-LITERACY.RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.
- CCSS.ELA-LITERACY.SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.



**CCSS.ELA-LITERACY.SL.3.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**CCSS.ELA-LITERACY.RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-LITERACY.RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**CCSS.ELA-LITERACY.RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**CCSS.ELA-LITERACY.RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

**CCSS.ELA-LITERACY.RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**CCSS.ELA-LITERACY.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**CCSS.ELA-LITERACY.RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-LITERACY.RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**CCSS.ELA-LITERACY.RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.


**CCSS.ELA-LITERACY.RI.5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

**CCSS.ELA-LITERACY.RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

**CCSS.ELA-LITERACY.RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

**CCSS.ELA-LITERACY.RI.5.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

**CCSS.ELA-LITERACY.RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.



**CCSS.ELA-LITERACY.SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.5.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**CCSS.ELA-LITERACY.RI.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-LITERACY.RI.6.2** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**CCSS.ELA-LITERACY.RI.6.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**CCSS.ELA-LITERACY.RI.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**CCSS.ELA-LITERACY.RI.6.7** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**CCSS.ELA-LITERACY.SL.6.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.6.4** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

**CCSS.ELA-LITERACY.RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-LITERACY.RI.7.2** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

**CCSS.ELA-LITERACY.RI.7.3** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

**CCSS.ELA-LITERACY.RI.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

**CCSS.ELA-LITERACY.SL.7.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.7.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.



## ACTIVITY 3: WHAT HAPPENED?

**OBJECTIVE:** Summarize the central ideas of a text in writing.

Write a two-page book summary! Make sure your report includes the main characters and describe how their feelings and actions affected the story. Also describe the setting and trace the development of the plot line through the major events. Your writing should be clear, and it should convey the important elements of the narrative. Include introductory statements, linking words and phrases, concrete details, and a concluding statement. Share your writing with a partner after your first draft is finished and have them complete the below rubric. Revise your writing accordingly.

	3 points	2 points	1 point
Topic Introduction and Grouping of Information	My partner introduced the topic clearly in the first paragraph and grouped related information in subsequent paragraphs.	My partner introduced the topic somewhat clearly in the first paragraph and grouped some related information in subsequent paragraphs.	My partner grouped some related information in paragraphs.
Setting and Characters	My partner included the setting and main characters from the book.	My partner included the setting and some of the characters from the book.	My partner included a couple of characters from the book.
Details From the Story and Plot Development	My partner included the main details from the book and described the plot development.	My partner included some of the main details from the book and described some of the plot development.	For the most part, my partner did not include details or the plot development from the book.
Concluding Statement	My partner provided a concluding statement.	My partner provided a concluding statement with some applicable information.	For the most part, my partner did not provide a concluding statement.

### STANDARDS:

**CCSS.ELA-LITERACY.RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**CCSS.ELA-LITERACY.RL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

**CCSS.ELA-LITERACY.RL.3.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**CCSS.ELA-LITERACY.RL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**CCSS.ELA-LITERACY.RL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.



**CCSS.ELA-LITERACY.W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**CCSS.ELA-LITERACY.W.3.2.A** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

**CCSS.ELA-LITERACY.W.3.2.B** Develop the topic with facts, definitions, and details.

**CCSS.ELA-LITERACY.W.3.2.C** Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

**CCSS.ELA-LITERACY.W.3.2.D** Provide a concluding statement or section.

**CCSS.ELA-LITERACY.W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**CCSS.ELA-LITERACY.W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)

**CCSS.ELA-LITERACY.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-LITERACY.RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**CCSS.ELA-LITERACY.RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**CCSS.ELA-LITERACY.RL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

**CCSS.ELA-LITERACY.W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**CCSS.ELA-LITERACY.W.4.2.A** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

**CCSS.ELA-LITERACY.W.4.2.B** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

**CCSS.ELA-LITERACY.W.4.2.C** Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

**CCSS.ELA-LITERACY.W.4.2.D** Use precise language and domain-specific vocabulary to inform about or explain the topic.





**CCSS.ELA-LITERACY.W.4.2.E** Provide a concluding statement or section related to the information or explanation presented.

**CCSS.ELA-LITERACY.W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**CCSS.ELA-LITERACY.W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)

**CCSS.ELA-LITERACY.RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-LITERACY.RL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

**CCSS.ELA-LITERACY.RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**CCSS.ELA-LITERACY.RL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

**CCSS.ELA-LITERACY.W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**CCSS.ELA-LITERACY.W.5.2.A** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

**CCSS.ELA-LITERACY.W.5.2.B** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

**CCSS.ELA-LITERACY.W.5.2.C** Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

**CCSS.ELA-LITERACY.W.5.2.D** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**CCSS.ELA-LITERACY.W.5.2.E** Provide a concluding statement or section related to the information or explanation presented.

**CCSS.ELA-LITERACY.W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**CCSS.ELA-LITERACY.W.5.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)

**CCSS.ELA-LITERACY.RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-LITERACY.RL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**CCSS.ELA-LITERACY.RL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**CCSS.ELA-LITERACY.RL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

**CCSS.ELA-LITERACY.W.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**CCSS.ELA-LITERACY.W.6.2.A** Introduce a topic; 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.

**CCSS.ELA-LITERACY.W.6.2.B** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**CCSS.ELA-LITERACY.W.6.2.C** Use appropriate transitions to clarify the relationships among ideas and concepts.

**CCSS.ELA-LITERACY.W.6.2.D** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**CCSS.ELA-LITERACY.W.6.2.E** Establish and maintain a formal style.

**CCSS.ELA-LITERACY.W.6.2.F** Provide a concluding statement or section that follows from the information or explanation presented.

**CCSS.ELA-LITERACY.W.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**CCSS.ELA-LITERACY.W.6.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)

**CCSS.ELA-LITERACY.RL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-LITERACY.RL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.





**CCSS.ELA-LITERACY.RL.7.3** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**CCSS.ELA-LITERACY.RL.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

**CCSS.ELA-LITERACY.W.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**CCSS.ELA-LITERACY.W.7.2.A** 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.

**CCSS.ELA-LITERACY.W.7.2.B** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**CCSS.ELA-LITERACY.W.7.2.C** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

**CCSS.ELA-LITERACY.W.7.2.D** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**CCSS.ELA-LITERACY.W.7.2.E** Establish and maintain a formal style.

**CCSS.ELA-LITERACY.W.7.2.F** Provide a concluding statement or section that follows from and supports the information or explanation presented.

**CCSS.ELA-LITERACY.W.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**CCSS.ELA-LITERACY.W.7.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.)



**THE QUEST FOR  
THE GOLDEN FLEAS**

By Crispin Boyer

Ages 8-12 years

Grades 3-7