

Student Packet

Grades 7–8

# Code Orange

Caroline B Cooney

NOVEL UNITS<sup>™</sup>



NEW WAYS TO LEARN READING,  
WRITING, & CRITICAL THINKING



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# CODE ORANGE

by  
Caroline B. Cooney

## Student Packet

Written by  
Linda Herman

**Contains masters for:**

- 2 Prereading Activities
- 8 Vocabulary Activities
- 1 Study Guide
- 2 Literary Analysis Activities
- 2 Comprehension Activities
- 2 Character Analysis Activities
- 2 Critical Thinking Activities
- 2 Quizzes
- 1 Novel Test

**PLUS**

- Detailed Answer Key  
and Scoring Rubric

### Teacher Note

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the appropriate reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

### Note

The 2007 Laurel-Leaf paperback edition of the book, © 2005 by Caroline B. Cooney, was used to prepare this guide. The page references may differ in other editions. Novel ISBN: 978-0-385-73260-4

**Please note:** This novel deals with sensitive, mature issues. Parts may contain profanity, sexual references, and/or descriptions of violence. Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with them.

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## Note to the Teacher

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**Basic Understanding:** The student will demonstrate a basic understanding of written texts. The student will:

- use a text’s structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

**Literary Elements:** The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters’ points of view (Point of View)
- recognize and analyze a story’s setting (Setting)
- understand and explain themes in a text (Theme)

**Analyze Written Texts:** The student will use a variety of strategies to analyze written texts. The student will:

- identify the author’s purpose (Author’s Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

**Critical Thinking:** The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author’s style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author’s tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

**Chapters Fourteen–Sixteen**

- \*1. What does the FBI ask of Derek and Olivia? Do you think Derek and Olivia will obey?
2. What theory of the FBI makes Mrs. Blake worry?
3. How does Olivia react to Mitty's room?
- \*4. Why do you think Mitty's disappearance goes unreported on the news?
5. What does Mitty find to use as a weapon?
6. Why does Mitty expect the terrorists to have glitches in their plans? What glitch does Mitty think is possible?
7. Whose example does Mitty intend to follow?
8. How strongly does Mitty feel about New York?
9. What did Mitty see during his final exam under the lightbulb?
10. How does Mitty fool the terrorists?

**Chapters Seventeen–Nineteen**

1. How does Mitty keep up the act of being sick? What is the result of his actions?
2. Why won't the terrorists key in the basement door?
3. Why does Mitty think the plan will fail once the terrorists' cell phone rings?
- \*4. Why is not seeing the terrorists' faces easier for Mitty?
5. How does Mitty create carbon monoxide?
- \*6. Do you agree with Mitty that he did not do much to save New York?
7. What is Mitty's definition of a hero?
8. What reason do the Blakes give for Mitty's stay in the hospital?
9. How does Emily help Mitty?
10. Why doesn't Mitty mind the boring view from his hospital room?

Name \_\_\_\_\_

### Decision-making Process

**Directions:** Basic steps for making decisions are listed below. Complete the chart. For each step, describe what Mitty did to keep the “bad guys” from dancing in the streets of New York City. The first step is completed for you.

Basic Steps	Mitty's Steps
Define the problem.	finds scoundrels and may be exposed to smallpox
Research the facts.	
State the best outcome.	
Identify obstacles.	
Brainstorm options.	
Evaluate options.	
Choose an option.	
Evaluate results.	
Revise plan (if necessary).	

Name \_\_\_\_\_

(Sequencing)

**A. Sequencing:** Label the following events (a–j) in the order they occurred in the novel.

- \_\_\_ 1. Mitty fakes smallpox symptoms.
- \_\_\_ 2. Olivia takes Mitty to the library at Columbia University.
- \_\_\_ 3. Mitty kisses Olivia in celebration.
- \_\_\_ 4. Mitty returns to the woman in brown.
- \_\_\_ 5. Mr. Lynch requires his students to use four books in their bibliographies.
- \_\_\_ 6. Mitty kicks the basement door shut, trapping the terrorists.
- \_\_\_ 7. Lights blind Mitty at the old smallpox hospital.
- \_\_\_ 8. Someone forwards Mitty's e-mail to the FBI.
- \_\_\_ 9. Mitty changes his opinion about the value of old medical books.
- \_\_\_ 10. Derek and Olivia talk with the FBI.

(Summarize Major Ideas)

**B. Identification:** In one or two sentences, explain how each word or phrase listed below is important to the story.

11. Internet

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12. Typhoid Mary

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13. 9/11

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14. *Beowulf*

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15. hero

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Students  
Worksheets