



**STUDENT PACKET**

**GRADES 6-8**

# Found

Margaret Peterson Haddix

**READ, WRITE, THINK, DISCUSS AND CONNECT**

# Fo u n d

Margaret Peterson Haddix

## STUDENT PACKET

**NOTE:**

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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## Note to the Teacher

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

**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)

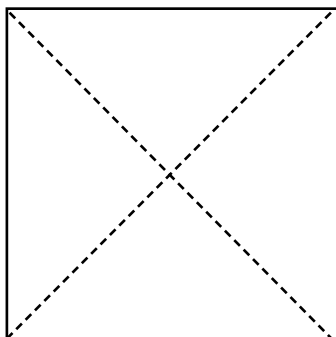
Name \_\_\_\_\_

### Vocabulary Mobile

instinctively	executing	tampered	mEEKly
transform	deprivation	revise	portal
data	crisis	paradox	speculate
aggravate	contrary	stymied	cusP

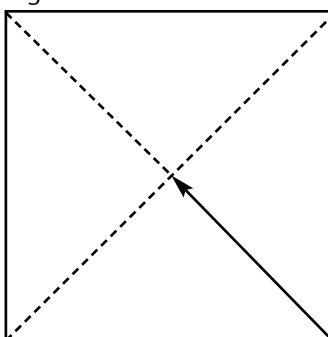
**Directions:** Working in groups of five, choose at least five words from the vocabulary list above and make a triangle for each. Cut a nine-inch square out of white construction paper. Fold paper in half diagonally (from corner to corner). Unfold the paper. Fold the paper in half again (Figure A). Then, cut one line from the outer corner to the center of the paper (Figure B). Slide one cut piece on top of the other to form a triangular shape resembling a pyramid, but without a base. (Figure C). Glue the pieces together. On one side, write a vocabulary word, its definition, a synonym, and an antonym (if applicable). On another side, write a sentence using the vocabulary word. On the third side, draw a picture to illustrate the vocabulary word. All groups should combine their triangles and hang them in the classroom as a mobile.

Figure A



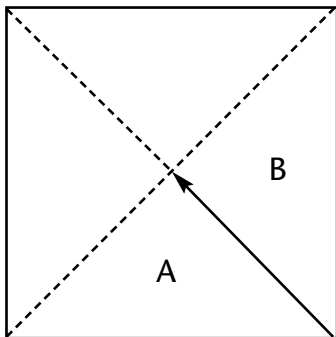
1–Fold in half diagonally.  
2–Fold in half again.

Figure B



Cut from corner to center in direction of arrow.

Figure C



Slide one cut piece (A) on top of the other cut piece (B).

Name \_\_\_\_\_

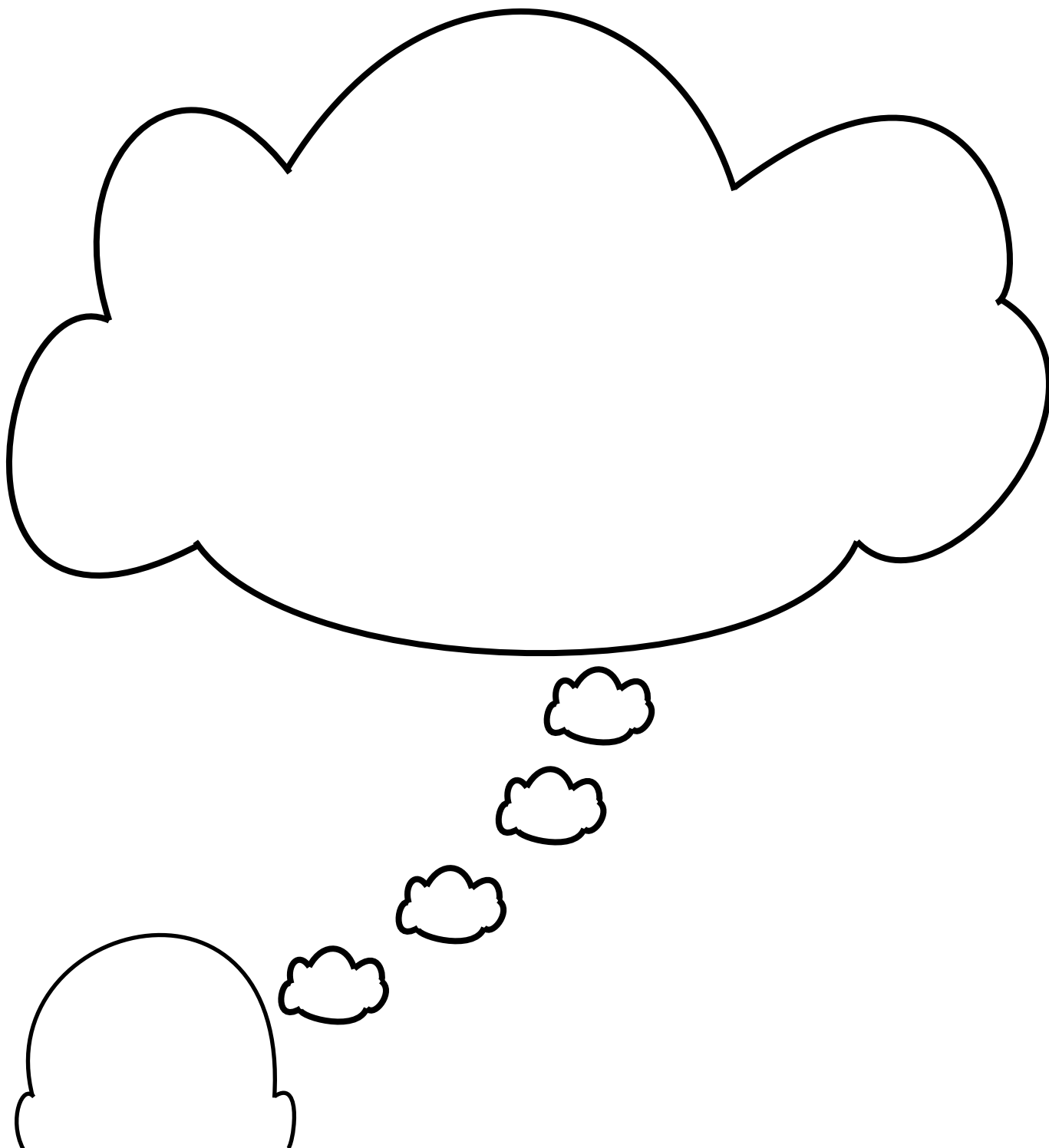
## Chapters Twenty-nine–Thirty-three

1. Whom does Jonah trust?
2. How does Angela surprise Jonah? Why does she do this?
3. Who put the cave in a “time hollow”? Explain what this means.
4. What is the purpose of Interchronological Rescue? What does JB reveal about the organization?
5. Who are the 36 babies from the plane?
6. How does JB plan to repair the damage done to time?
7. What choice do Jonah and the others have to make?
8. Why does Jonah think JB’s argument is better than Mr. Hodge’s?
9. What problem does Katherine see with JB’s plan to repair time?
10. What happens to Mr. Hodge and Gary Payne?
11. What does JB give Jonah a chance to do?
12. Where does the Elucidator send Jonah, Katherine, Alex, and Chip?

Name \_\_\_\_\_

### Thought Bubble

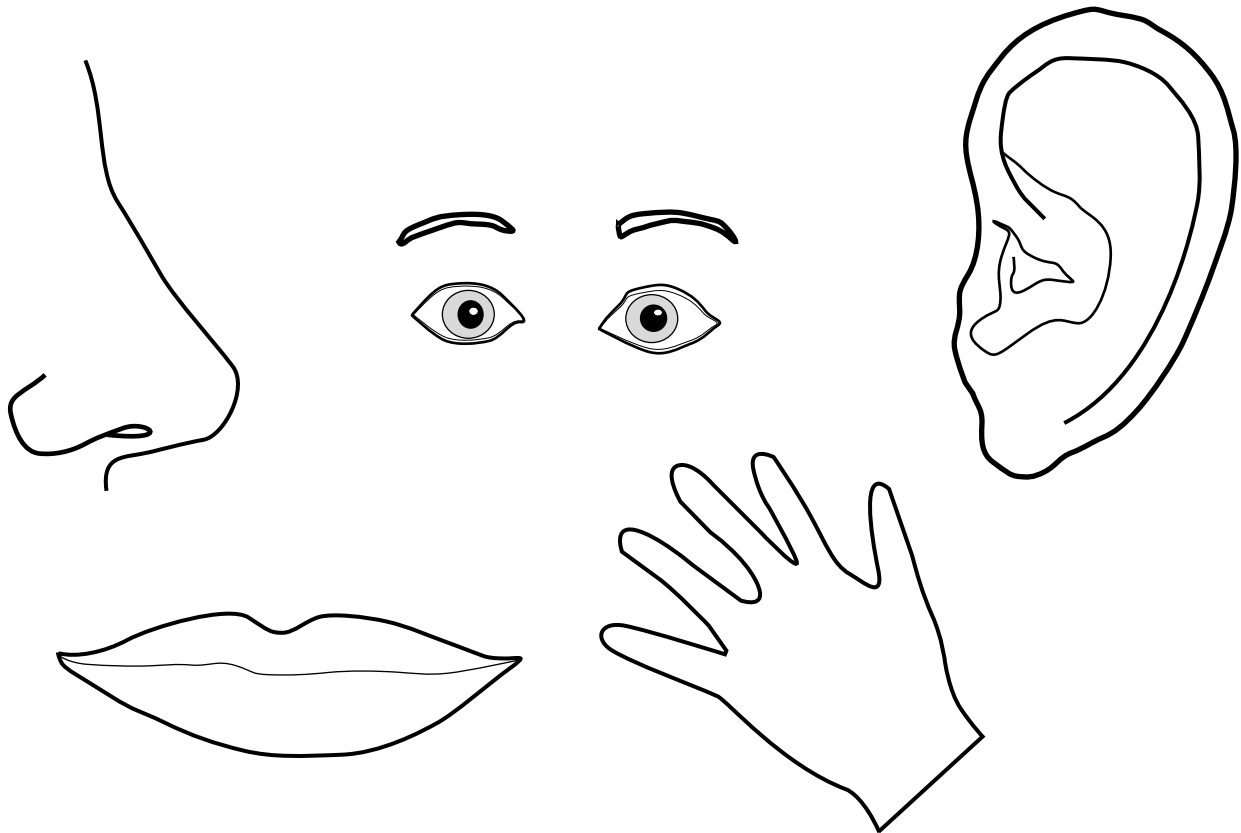
**Directions:** Think about Chip and what he experienced in Chapter Thirty-three. In the graphic below, write what Chip may have been thinking as he traveled back to the fifteenth century. Write from Chip's point of view.



Name \_\_\_\_\_

### The Five Senses

**Directions:** On the lines below, describe what Jonah experiences through each of the five senses. Include examples from the novel for each sense as well as the page numbers on which they are found.



**Character:** \_\_\_\_\_

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