

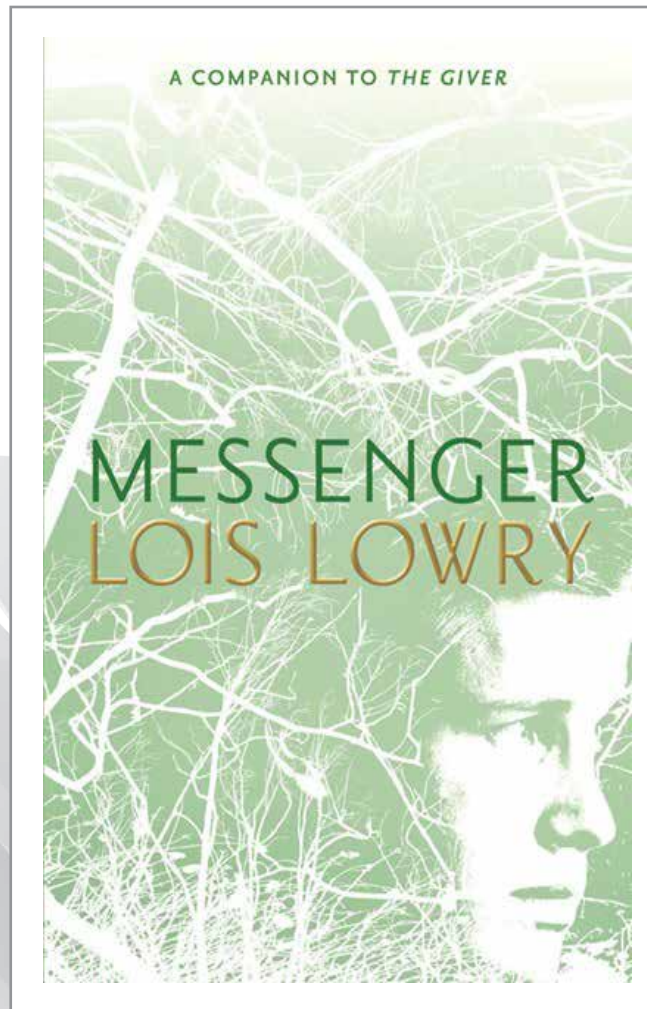


STUDENT PACKET

GRADES 6-8

Messenger

Lois Lowry



READ, WRITE, THINK, DISCUSS AND CONNECT

Messenger

Lois Lowry

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 Word Map

infusion compelled commotion	frivolous dissenters nipping	yarrow invalid scornful	steeling pervaded
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Directions: Complete a word map like the one below for six of the vocabulary words.

Synonyms _____ _____ _____		Antonyms _____ _____ _____
	WORD _____	
Definition in your own words _____ _____ _____		Used in a sentence _____ _____ _____

Name _____

11. What message does Matty give Kira from her father?
12. What are Mentor and his crew beginning to build in Village?
13. What does Leader see that he does not tell Seer?

Chapters 16–21

1. Why are Kira's feet so injured after the first day's journey?
2. What burns Matty's skin?
3. What do Matty and Kira plan to do to survive the rotting smell in Forest?
4. Why does Matty tie himself to Kira with a thick vine?
5. Why are Kira's clothes shredded?
6. Whom does Kira discover is coming to help them?
7. What does Leader say is his weapon?
8. What part of Kira's body does Forest attack as night falls?
9. What animal helps Leader find the hidden path?
10. How are Kira and Leader able to communicate with one another while still far apart?
11. What message from Leader does Kira deliver to Matty?
12. As he presses himself to the ground, of what is Matty aware?
13. What is Matty's true name?

Name _____

Cause/Effect Chart

Directions: Make a flow chart to show decisions a character made, the decisions s/he could have made, and the result(s) of each. (Use your imagination to speculate about the results of decisions the character could have made.)

