

ANDY ANDREWS

The NOTICER RETURNS

*Sometimes you find perspective,
and sometimes perspective finds you*

A CURRICULUM GUIDE *for* TEACHERS

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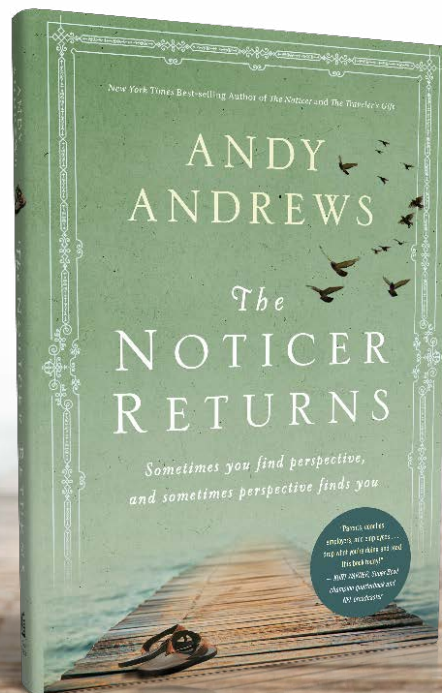


Table of Contents

Summary.....	p. 1
About the Author.....	p. 2
Before Reading Activities.....	p. 3
Build Background Knowledge.....	p. 3-4
Set Purpose for Reading.....	p. 5
Introduce Vocabulary.....	p. 6-10
Vocabulary and Word Study Activities.....	p. 11-12
Vocabulary Tools.....	p. 13-20
During Reading Activities.....	p. 21
Questions for Discussion and Comprehension.....	p. 21-38
Active Engagement Strategies.....	p. 39-42
After Reading Activities.....	p. 42
Enrich and Extend the Learning.....	p. 42-46
The Noticer Returns Test.....	p. 47-52
Book Test Answer Key.....	p. 53-54

Summary

Andy Andrews has spent the past five years doing a double take at every white-haired old man he sees, hoping to have just one more conversation with the person to whom he owes his life.

Through a chance encounter at a local bookstore, Andy is reunited with the man who changed everything for him—Jones, also known as “*The Noticer*.”

As the story unfolds, Jones uses his unique talent of noticing little things that make a big difference. And these “little things” grant the people of Fairhope, Alabama, a life-changing gift—perspective. Along the way, families will be united, financial opportunities will be created, and readers will be left with powerfully simple solutions to the everyday problems we all face.

Through the lens of a parenting class at the Grand Hotel in Point Clear, Alabama, Jones guides a seemingly random group to ask specific questions inspired by his curious advice that “You can’t believe everything you think.” Those questions lead to answers for which people have been searching for centuries:

How do we begin to change the culture in which we live?

What is the key to creating a life of success and value?

What if what we think is the end...is only the beginning?

What starts as a story of one person’s everyday reality unfolds into the extraordinary principles available to anyone looking to create the life for which they were intended.

About The Author

Hailed by a *New York Times* reporter as “someone who has quietly become one of the most influential people in America,” Andy Andrews is the author of the *New York Times* bestsellers *How Do You Kill 11 Million People?*, *The Noticer*, and *The Traveler’s Gift*, and is also an in-demand speaker for the world’s largest organizations.

Zig Ziglar said,

“Andy Andrews is the best speaker I have ever seen.”

The Noticer and *The Traveler’s Gift* were featured selections of ABC’s *Good Morning America* and continue to appear on bestseller lists around the world. His books have been translated into over 25 languages.

Andy has spoken at the request of four different United States presidents and toured military bases around the world, being called upon by the Department of Defense to speak about the principles contained in his books. Arguably, there is no single person on the planet better at weaving subtle yet life-changing lessons into riveting tales of adventure and intrigue—both on paper and on stage.

He lives in Orange Beach, Alabama, with his wife, Polly, and their two sons. His latest book, *The Noticer Returns*, is available everywhere books and ebooks are sold.

Before Reading Activities

Build Background Knowledge

Select one of the following activities to assess your students' prior knowledge and/or build background knowledge. It will also help them make connections and prepare for what they are about to read:

1. Google the following: “images for finding perspective.” You will find some great pictures here. Print four or five of these pictures prior to meeting with your class.

Introduce the word *perspective* to your students. Explain to them what it means in “student-friendly” terms. Explain how people view things from very different perspectives. Then, give an example that your students can relate to, with two very different ways of looking at the situation depending upon your perspective. One way of thinking should display viewing the situation from a positive perspective and the other from a negative perspective. For example, a person finds out their family is moving to a new city. One person sees it as an exciting adventure and an opportunity to make a fresh start, meet new friends, and discover a new town with different things to do. Their enthusiasm is contagious, and soon everyone in the family is excited about the move! The other person views it as the end of their life. They don't want to leave their friends, school, neighbors, and home. They want to stay here forever, where everything is the same. They are comfortable here. They are sad, crying, and complaining all the time. They make everyone in their family feel depressed and worried about this move.

Divide your students into small groups of three to five students. Give each group one of the pictures. Tell them they have four to five minutes to discuss their picture and figure out how it could be perceived in (at least) two very different ways depending on your perspective. Then they will be expected to explain their picture using the different types of perspective—negative and positive—to the whole group.

2. Ask students to define and explain the word “perspective.” Then ask any or all of the following questions:

- How do you find perspective?
- Is perspective a positive thing or a negative thing?
- How do you feel when you are around someone who has a negative perspective about things?
- Jodie was laid off from her job. She is bitter and feels sorry for herself. She is very negative and complains all the time. She seems tired and lies around the house napping all day. Gracie was laid off from her job. She is depressed but decides that this might be a good time to go back to school and learn some new skills that might make her more marketable. She also begins volunteering at a homeless shelter, serving meals three days a week. Which lady exhibits positive perspective? Which one do you think will have the best chance at finding another job? Why?
- Without using a name, give an example of someone you’ve seen or know with a negative perspective. How does it make you feel to be around this person?
- Without using a name, give an example of someone you know or have witnessed with a positive perspective. How do you feel when you are with this person?
- Is it possible to change someone’s perspective? How? Why would you want to change someone’s perspective?

3. Prior to students coming into the classroom, and before they see the book, post the subtitle from the book on the board: *Sometimes you find perspective, and sometimes perspective finds you.*

Then ask any or all of the following questions:

- What is perspective?
- How do you find it?
- Is perspective a good thing or a bad thing? Give some examples.
- How could it possibly find you? Explain.

Set Purpose for Reading

Tell students that you are going to read a book about perspective written by Andy Andrews. Then read the prologue at the beginning of the book to your students to give them background information about and some insight into Mr. Andrews. Next, show students the cover of the book, *The Noticer Returns*. Read the subtitle to your students. Then have them predict what the book will be about using a “***Five Word Prediction Quick Write***” (see below).

Five Word Prediction Quick Write – Give students a note card or half-sheet of notebook paper. Tell them they will make a prediction about what they think this book will be about on the paper that you just gave them. They will only have three minutes to write, and they must include the following five words in their prediction: *perspective, noticer, communicates, future, returns*. Set a timer for three minutes, and stick to your time limit. When time is up, have students “***Turn and Talk***” to their elbow partners (person seated next to them). Each person must read their prediction to their partner. As students are doing this, move around the room and listen to ensure that they are on task as well as listen for some interesting predictions. After they have had a minute or two to share, choose a few students to share their predictions with the whole group. The cards should be collected and saved for later use.

As students read, they will see how accurate their predictions are, and when reading is completed, they will return to these predictions. They will participate in another “***Five Word Quick Write Prediction***” using these same five words.

Introduce Vocabulary

The vocabulary should be introduced prior to reading. The suggested words are listed by chapters. Determine how many chapters you will assign to your students and then introduce the corresponding vocabulary prior to their reading. You may choose all the words in each section or select the ones that best suit the ages, needs, and knowledge base of your students. When choosing vocabulary words, they should be high utility words that students will use frequently in their oral vocabulary and writing. While there may be words with which they are unfamiliar, they can decipher the meaning based on context clues or look up the meaning so that these words will not interfere with their comprehension. However, they aren't necessarily high utility vocabulary words.

If you do not already have an established routine for introducing vocabulary words, use the following one. It is brief and very effective. Words should be written on the board, a chart, or on cards. Say the word, and tell students a brief, student-friendly definition. Use it correctly in a sentence. Then, check students' understanding by having a few students re-tell the definition in their own words, use it correctly in a sentence, and/or give synonyms for the new word. For your higher achieving students, you may want to differentiate their learning and allow them to choose their own vocabulary words. They would select words that are new to them or words they already know but are used in a new or different way in the book that is unfamiliar to them. If you choose to do this, your students may use graphic organizer A, B, C, or D.

Vocabulary activities and graphic organizers are found in the *Vocabulary Tools* section of this guide. You may want students to complete these individually or with a partner.

CHAPTER 1

cryptic (p. 5)	lagoon (p. 6)	yielded (p. 6)	tranquil (p. 7)
	verged (p. 7)	luminescence (p. 7)	

CHAPTER 2

trudging (p. 9)

sneered (p. 11)

scuffling (p. 12)

resonated (p. 12)

indelible (p. 14)

baffling (p. 15)

CHAPTER 3

implementation (p. 18)

regarded (p. 18)

trivial (p. 21)

rebuke (p. 22)

pronouncement (p. 22)

CHAPTER 4

clamoring (p. 30)

crescendo (p. 30)

portended (p. 30)

tumult (p. 30)

caustic (p. 30)

fluoresced (p. 30)

coalescing (p. 30)

murmuration (p. 37)

algorithmic (p. 38)

CHAPTER 5

comply (p. 39)

demeanor (p. 40)

dissipate (p. 43)

fundamental (p. 46)

CHAPTER 6

spectacle (p. 50)

inclination (p. 52)

CHAPTER 7

imminent (p. 58)

formative (p. 59)

endeavored (p. 60)

CHAPTER 8

comport (p. 65)

ominously (p. 65)

metaphor (p. 66)

imperturbable (p. 67)

conjure (p. 67)

wistful (p. 67)

delving (p. 71)

diversion (p. 71)

astute (p. 73)

CHAPTER 9

contrarian (p. 80)

convene (p. 81)

meander (p. 81)

jubilee (p. 83)

phenomenon (p. 84)

obscure (p. 84)

CHAPTER 10

discernment (p. 88)

divinely (p. 91)

abiding (p. 91)

ambiguous (p. 92)

integrity (p. 92)

excavate (p. 92)

CHAPTER 11

flamboyant (p. 100) pretentious (p. 100) harnessing (p. 101)
cognitively (p. 110) compelled (p. 111)

CHAPTER 12

broached (p. 118) ironic (p. 121) reciprocate (p. 124)
trajectory (p. 125)

CHAPTER 13

concoct (p. 127) assimilation (p. 128) legacy (p. 137)

CHAPTER 14

self-preservation (p. 140) enduring (p. 141)
inhabited (p. 143) ultimately (p. 143)

CHAPTER 15

intensity (p. 150) adversarial (p. 156)

CHAPTER 16

amiable (p. 162)	impasse (p. 162)	contemplate (p. 166)
reiterate (p. 170)	lofty (p. 171)	coveted (p. 173)

CHAPTER 17

implementation (p. 178)	acquiesce (p. 179)
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CHAPTER 18

heft (p. 187)	brandished (p. 187)	component (p. 192)
inevitable (p. 192)	terrain (p. 193)	traverse (p. 193)
exhalation (p. 196)	resonate (p. 196)	

CHAPTER 19 & EPILOGUE

grudgingly (p. 204)	buoyant (p. 210)	euphoric (p. 210)
transcendent (p. 212)	perplexed (p. 212)	plausible (p. 212)
	consistent (p. 220)	

Vocabulary and Word Study

Activities

The following activities may be used with students of various ages, based on needs and abilities. Select the ones that you believe are best suited for the various levels of your students. These activities may be used with small groups of students, with a partner, or as independent work by individual students.

1. Have students define the vocabulary words that you select using graphic organizer A, B, C, or D. (CCSS: L.7-12.4)
2. Use Word Sort Graphic Organizer E so that students can identify the parts of speech for the vocabulary words that you select. You may want to include the page numbers where the words are found, if you use words from multiple chapters. (CCSS: L.7-12.1)
3. Have students locate the base word in words that have prefixes, suffixes, and/or inflectional endings. Then have them define the base word. Next, have them list all the words that they could make with the same base word by using different prefixes, suffixes, and inflectional endings. Students may design their own graphic organizer or use F in the “Tools” Section. (CCSS: L.7-12.3, L.7-12.4)
4. Assign the vocabulary words from one, two, or several chapters, and allow students to use them to write a poem, song, or newspaper article about those chapters. (CCSS: L.7-12.6)
5. Identify the Greek/Latin roots from the following vocabulary words: intensity (ten), terrain (terr), resonate (son) and spectacle (spec, spect). You may want to allow students to work with a partner on this activity. Students may use their own paper or graphic organizer G. (CCSS: L.7-12.4)

6. Write a jingle about one of the words that explains what it means.

7. Give students a 3 x 5 index card. Have them illustrate a vocabulary word on one side. On the reverse side, they will divide the card into fourths and put the following in each fourth:

Use the word in a sentence, underlining the vocabulary word

Short definition in your own words

Two antonyms

Two synonyms

They will show other students their illustration, and students will try to guess the word. If they don't know it, then students will use the items on the back as clues, giving one clue at a time. (CCSS: L.7-12.1, L.7-12.4, L.7-12.5)

Vocabulary Tools

Vocabulary Word Definitions Using Context Clues

Word: _____ Page # found in text: _____

Sentence used in text: _____

Your definition based on context clues: _____

Word: _____ Page # found in text: _____

Sentence used in text: _____

Your definition based on context clues: _____

Word: _____ Page # found in text: _____

Sentence used in text: _____

Your definition based on context clues: _____

Vocabulary Words for
The Noticer Returns

Chapter(s) _____

WORD	SYNONYM	ANTONYM	SENTENCE

Vocabulary Word Graphic Organizer

Word: _____ Definition: _____

Synonym: _____ Antonym: _____

Source of definition: _____

Word: _____ Definition: _____

Synonym: _____ Antonym: _____

Source of definition: _____

Word: _____ Definition: _____

Synonym: _____ Antonym: _____

Source of definition: _____

Word: _____ Definition: _____

Synonym: _____ Antonym: _____

Source of definition: _____

Word:

<i>Short Definition (In your own words):</i>

Synonyms
1.
2.

Antonyms
1.
2.

Visual representation of the word. How would you illustrate this word?

Use the word in a sentence:

Vocabulary Word Sort
Parts of Speech

<i>Noun</i>	<i>Verb</i>	<i>Adjective</i>	<i>Adverb</i>	<i>More Than One</i>

*** Locate the words in the text that you listed in your last column above (that can be used as multiple parts of speech). Indicate which part of speech it is used as in the book.*

<i>Word</i>	<i>Page number in book</i>	<i>Part of speech as used in text</i>

How Many Words Can You Create?

Choose a vocabulary word that has a prefix and/or a suffix. Then identify the base word in the word. How many new words can you create by adding different prefixes and/or suffixes to the base word?

VOCABULARY WORD	BASE WORD & DEFINITION
NEW WORDS:	

VOCABULARY WORD	BASE WORD & DEFINITION
NEW WORDS:	

VOCABULARY WORD	BASE WORD & DEFINITION
NEW WORDS:	

Building with Affixes and Roots

Define the vocabulary words below. Then define the Greek or Latin root of each word and the meaning of the root. Next, use the root from each of the words to build as many new words as you can think of using various and different prefixes and suffixes.

Words: spectacle (50), intensity (150), terrain (193), resonate (196)

Word	Definition	Root	Root Meaning
spectacle		spec	
intensity		ten	
terrain		terr	
resonate		son	

<i>spec</i>	<i>ten</i>
<i>terr</i>	<i>son</i>

Answer Key for Building with

Affixes and Roots

There are many new words that can be made with the roots on the previous page. Do not limit your students to the lists below. Accept any valid combinations of affixes and roots. Also, you may find the boxes are too limiting, so allow your students to make more words on the back of the sheet, if needed.

spec = see, look ten = stretch, strain terr = land, earth son = sound

<p style="text-align: center;">inspect, respect, inspector inspection, retrospect, perspective</p> <p style="text-align: center;"><i>spec</i></p> <p style="text-align: center;">spectator, disrespect, prospect circumspect, suspect, introspect speculate</p>	<p style="text-align: center;">distend, tense, tendon, tendril distend, extend, intend, intensify</p> <p style="text-align: center;"><i>ten</i></p> <p style="text-align: center;">attend, contend, portend, superintendent, intense</p>
<p style="text-align: center;">terrarium, terrace, terra cotta subterranean</p> <p style="text-align: center;"><i>terr</i></p> <p style="text-align: center;">terrestrial, extraterrestrial Mediterranean terra firma</p>	<p style="text-align: center;">sonic, sonnet, sonorous unison, ultrasonic</p> <p style="text-align: center;"><i>SON</i></p> <p style="text-align: center;">assonance, consonant dissonant, dissonance sonar, sonata</p>

Graphic Organizer G Answer Key

During Reading Activities

Questions for Discussion and Comprehension

Chapter One

1. Who is Andy talking about and describing in the first chapter? (Jones) Andy spends quite a few pages describing Jones. What two characteristics do you find to be most intriguing about Jones, and why? Cite strong and thorough textual evidence, both explicitly and implied, to support your answer. (Accept any reasonable answers that are supported with evidence from the text.) (CCSS: RL 9-12.1)

2. At the end of page 8, Andy explains how some folks mocked and ridiculed Jones. What does it mean to be mocked and ridiculed? Why would they do this to Jones? Support your answer with textual evidence. (Mocked means attacked, ridiculed, scoffed, or jeered. Ridiculed is being made fun of. Answers as to why he was ridiculed should include, but are not limited to, something about his characteristics above and how different he was from most others in the area.) In a “Quick Write,” tell about a historical figure who reminds you of Jones and also was mocked and ridiculed. Explain why they were treated this way.

Do you think it’s for much the same reasons as Jones? (Accept any reasonable answers that can be supported with strong arguments and evidence. I see many similarities between Jones and Jesus, and your students will think of others, such as Einstein, Edison, J.K. Rowling, Dr. Seuss, etc.) (CCSS: RL. 9-12.4, W.9-12.1, W. 9-12.4, W. 9-12.6, W.9-12.9)

Chapter Two

1. In this chapter, we step back in time 32 years. Who meets up with Andy here? (Jones) Andy refers to his “current situation in life” on page 10. What is he referring to? Work with a partner to find out. (If any of your students have read Andy Andrews’ *The Noticer*, they should know and be able to explain. If not, they can find this information by conducting a search on Google or on his website at: andyandrews.com.) (CCSS: RIT. 9-12-7)
2. Why do you suppose Jones pushes Andy into the swimming pool at the Holiday Inn? (Accept any reasonable answers, but they will hopefully include something about getting Andy’s attention, to illustrate a point, or helping Andy to change his mood. Students must cite evidence from the text that helps them draw these conclusions.) (CCSS: RL 9-12.1)
3. Jones tells Andy that “a lot of folks will tell you that little things don’t matter,” then he goes on to say that, “Little things do matter. Sometimes they matter the most.” Explain why Jones says the little things do matter. Also, give an example to further illustrate his point. (Answers will vary.) (CCSS: RL.9-12.4)

Chapter Three

1. As we return to present day, where are we now? (Fairhope, AL) Look at a map. Where is this in relation to where Andy currently lives? (According to the book, it’s about a 45-minute drive; looking on a map, you can see that it’s northwest of Orange Beach. Fairhope is on the eastern side of Mobile Bay, and Orange Beach is on the southern coast of Alabama.) Why is Andy there? (To sign his books at a local bookstore, Page and Palette)

Why is he dreading going inside the store? (He is feeling a bit depressed and overwhelmed about the fact that his latest manuscript is overdue, and he’s dreading all the questions they will have inside the store about it.) (CCSS: RL 9-12.1)

2. What advice does he recall from Jones as he is contemplating getting out of his car? What did Jones mean by this? What does Andy's reflection cause him to do? (Jones taught him to never give in to feelings of despair. He said, "Lead your negative emotions, son. Never allow those emotions to lead you. Always lead them by quickly moving in the opposite direction..." Jones is basically saying not to give in to your negative emotions and let them control you. When you are feeling down or afraid, do the opposite of what your feelings are telling you: insist that you act happy instead of down or brave instead of afraid. You are in control of what you do and how you act, not your emotions! He smiled, even laughed, and got out of his car.) (CCSS: RL 9-12.1, RL.9-12.4)

3. Whose voice did Andy hear when he got out of his car? (Jones) How long had it been since he'd last seen him? (Five years) Based on what you've read thus far, why do you suppose Jones has chosen this day and this time to reappear? (Accept any reasonable answers as long as students are able to support them with evidence from the text they've read.) (CCSS: RL 9-12.1)

4. What change did Andy credit to Jones that had made such a "dramatic difference" in his life today? Why had this made such an impact on Andy's life? (He caused him to change his thinking. Jones had challenged the foundations of his thought processes and questioned his perceptions, his assumptions, and his conclusions. He challenged him to approach things with a proper perspective.) As Andy continues to reflect back on the time when he first met Jones, he shares a phrase that Jones said to him: "Move into the light." What did Andy think Jones meant when he said this? What do you think these four words meant? (At first Andy thought it meant to move into the light from the pier. Weeks later, he believed that Jones meant a light from a much broader scope than just the light from the pier. As to what students will think it means, answers will vary.) (CCSS: RL.9-12.4)

5. Andy reluctantly left Jones to go into the bookstore and begin signing his books. As he entered the store, what caught his eye that piqued his interest and also told him where he could find Jones later on? (He saw a 3 X 5 card advertising parenting classes, and it was signed by Jones.)

Chapter Four

1. At the beginning of chapter four, on page 29, we learn what Jones believes is his purpose. What is it, and what do you think about this? (Jones thinks his reason for being, or his purpose, is to help folks see the way by which they can “move into the light,” meaning gain proper perspective. Answers will vary on the last part.)
2. In this chapter, we meet Baker Larson. Based on what you’ve read, tell us what you’ve learned about him. How would you describe Baker? What’s going on in his life? (He was in a bad mood and very stressed. He recently turned 37 years old and received a foreclosure notice on the same day. He makes poor financial decisions and has for most of his married life. He married Sealy at a young age and has two daughters in high school. He made poor choices about college and career. He’s a farmer. Money, material goods, and wealth are very important to him. His extended family was a mess.)
3. On page 34, a cliché is mentioned: “Hindsight is 20/20.” In your own words, explain what this means. (Hindsight means looking back, and 20/20 is perfect vision. So it means when you look back on an event, it’s easy to see everything perfectly after it has occurred. It’s easy to have knowledge of an event once it has happened and see all the errors you’ve made.) (CCSS: RL.9-12.4)
4. What is the latest calamity to affect Baker’s crops/fields? (Starlings) As he approached his field to tackle the bird problem, what was going on, and what followed? (A murmuration, a flock of starlings, was occurring! An old man was standing in the middle of the field and waving his arms at the birds. Baker fired his gun into the flock of birds, killing many of the starlings. Then, he pointed his gun at the old man.)

Chapter Five

1. Who is the old man in the field, and why is he there? (Jones, and he says he's there to see Baker.)
2. After the confrontation with Baker, Jones does something strange. What did he do? (He turned the gun barrel away from him, put the safety on, ejected the shell, and threw it into the field. Then, staring directly at Baker, he picked up one of the dead starlings, inspected it closely, and placed it in his pocket.) Why do you think he looked at the bird so carefully and put it in his pocket? (Answers will vary.)
3. Jones says that Baker, his father, and even his father's father "have been planting bad seeds for many years." What does Jones mean by this? Have you heard this before? (Answers will vary but should include something about when you plant bad seeds, you reap a bad crop. In reference to the fathers, this does not mean actual crops but deeds and bad choices, and their bad choices led to poorly lived lives. Some students may recall there are several parables in the Bible about bad seeds.) You may want to ask your students if they've heard about something called a "generational curse," meaning generations to come will suffer for the bad deeds and decisions their ancestors have made, and discuss. They could search for examples of such.
4. Jones reveals a principle to Baker that he claims has great power. What is the principle, and explain what it means as evidenced from the text. Why do you think Baker needs to hear these words? (Jones principle: "If you are doing what everyone else is doing, you are doing something wrong." The principle and an explanation is found on page 47.)

Chapter Six

1. What characters do we meet in chapter six? Briefly describe them. (Kelli and Bart Porter. Bart is a financial analyst and Kelli a graphic artist. They have three children under age 12. Bart had grown up without a father.)
2. Where are Bart and Kelli going, and what are they going to do tonight? Why do you suppose they are doing this? (They are at the Grand Hotel in Fairhope and are about to attend a parenting class.)

3. Who is teaching the class? Do you think he is who Kelli and Bart had envisioned as their teacher? Why? (It is Jones, and no, he's not at all what they expected. It says so in the last sentence of this chapter. Also, they had discussed he was an expert, and he certainly didn't fit most people's idea of what an expert would look like.)

Chapter Seven

1. Jones asks that they move the class outside in order to enjoy the evening's sunset. He suggests they use the setting sun as a countdown and "consider it as a symbol of parental opportunity slipping through our fingers, never to be retrieved." What does Jones mean by this? How can we relate it to the opportunities in our own lives? Give some examples. (Answers will vary.)

2. Have you ever answered a question with the same answer that Kelli gave Jones: "I'm doing the very best that I can"? Is this a wise answer? Why or why not? Explain your answer. (Answers will vary.)

3. What do you think most parents would agree is the "gold standard for raising children" today? Is there just one, or are there many standards? Think of your own family and others you know (this is not a time for family bashing). (Allow time for discussion in small groups, then bring it back to the whole group for sharing with everyone.)

Chapter Eight

1. Who joins the group on the pier? (Andy Andrews) What does Andy share that Jones has taught him? (That no matter how we feel, we can always control the way we act.) Do you agree or disagree with this? Use the example of patience on page 66 to help you with your explanation.

2. Why is everyone having a difficult time answering Jones' question about the "gold standard for raising children"? Use textual evidence to explain your answer. (On pages 67 and 68, Jones explains that our society ridicules anyone who dares to attempt to answer this question.)

They are seen as presumptuous or intolerant. We say that's their opinion, and we are all entitled to our own opinion, but it doesn't mean that we all will agree with all those opinions. So basically, we all just agree to disagree and never address the issue of one acceptable standard. Therefore there are all sorts of opinions out there about the way children should be raised.) (CCSS: RL 9-12.1) Do you see evidence of this in your community? Is it a problem or an asset? (Allow students to discuss this in small groups for a few minutes. Then have one student from each group summarize their group's conversation for the whole group.)

3. On page 69, Jones explains that people are a lot like trees and that you “can know them by their fruit.” Explain what he meant by this saying. Support your answer with evidence from the text. Have you heard this saying before? (You can identify the type of tree you are looking at when you notice the fruit it bears. You can also learn a lot about the condition of a tree by examining the fruit it's growing. Has it had enough water or nutrients? Is the tree infested with bugs, or does it have a disease? If the trees get proper care and nourishment, they will bear better fruit. Students may tell about the Meyer lemons or the Satsuma tree in the text. Basically, he's saying that you can tell a lot about people and what they are really like on the inside by the “fruit,” or results, they are bearing in their lives. Are they encouraging or discouraging? Do people want to be around them, or do they avoid them? Accept any reasonable explanations. Students may mention they've read several references to this in the Bible.) (CCSS: RL 9-12.1, RL.9-12.4)

4. Jones asks the participants what results they want in the lives of their children. In essence, what kind of fruit do they wish to see? What were some of the things they listed? (Common sense, wisdom, confidence, humility, financial astuteness, good manners, and the ability to get a job were some of the things on their list.) What do you think should be on this list? What would you add? (Give students a minute or two to make a list. Then have them share their lists with each other in small groups. This strategy is called Think, Pair, Share. Then have them combine their lists into one list. Have each group share their list with the whole group while one student records the list, omitting repeats. Save the list for later use.)

(CCSS: SL.9-12.1, L.9-12.1)

Chapter Nine

1. At the beginning of chapter nine, Jones reveals an important principle: “A principled process—one that produces as it is intended every single time—can be created only when the final result desired is clearly defined.” As a teacher, I always focus on the final result that I desire for my students, what I want them to learn from a lesson; then I plan the lesson (planning with the end result in mind). There are many ways that I can go about teaching that lesson and many strategies that I may use, but the end result is the bottom line. I have to know this first to get to that final result. If I do not accomplish the purpose of this lesson, then I must try a different strategy, not change the desired results. Can you give an example of this process in your life? (Accept all reasonable answers.)

2. Describe the new character that we meet in chapter ten. (Christy Haynes—talkative, young, mother of three, married to minister Brady, talented photographer, tall, thin, dark hair, beautiful, bubbly personality, joyful, laid-back, happy, lives on a tight budget, and a bit different from most people.)

3. Some folks described Christy with the cliché “marches to the beat of her own drum.” What did they mean by this? (She was different; she didn’t always do what everyone else did or dress like they dressed. She thought differently from the people around her, saw things differently, and acted differently.) Jones saw this as an advantage, where most people would see it as a disadvantage. What do you think? Support your answer with factual evidence or real-life examples. (Answers will vary.) (CCSS: L.9-12.3, L.9-12.4)

4. On page 83, Polly and Andy discuss a jubilee. What is a jubilee? (A jubilee is defined as a celebration or a festivity. The one they are referring to is something to celebrate, but it’s an unannounced, irregular phenomenon that occurs two or three times a year, early in the morning, within a small area on the Eastern shore near Point Clear, AL. Flounder, shrimp, and crab come into the shallow water, seemingly stunned and unable to swim. It lasts for a short window of time, sixty to ninety minutes; then they “wake up” and swim away. If you just happen to be there at that point in time, you may haul away a pretty large catch!) (CCSS: L.9-12.4)

Chapter Ten

1. Bart, Kelli, Andy, Polly, and Christy have all gathered for Jones' parenting class this evening. Kelli shares the list from the previous week with the twenty desired results they hope for their children (page 91). Jones feels the phrase "good morals" in number seven is too ambiguous and suggests they change it to integrity and character, so now there are 21. Display your students' list from the Think, Pair, Share they did during chapter eight. Compare and contrast their list with the list the adults composed. What do they notice? How are they different? How are they the same? (CCSS: SL.9-12.1, SL.9-12.4, SL.9-12.6, L.9-12.1)
2. According to Jones, what is the difference between integrity, character, and morality? (See the explanation on pages 93 and 94.) Do you agree or disagree? Why or why not? (CCSS: L.9-12.4)
3. Jones uses the analogy of a seed growing and developing with that of a child growing and developing critical thinking skills. Can you retell his analogy and explain his reasoning? (CCSS: L.9-12.4)

Chapter Eleven

1. Baker finds himself reflecting on a conversation with Jones. He recalls Jones telling him, "If your situation is the fault of anything or anyone else, there is very little hope and absolutely zero power over your own life." Jones goes on to share about responsibility, seeking wisdom, and choices one makes. What did he mean by all this? Exactly what is he telling Baker? Can you think of any examples that illustrate this in your own life or the lives of others you know? (Answers will vary.)
2. Baker finds himself at the home of Jack Bailey per Jones' directions. Why would Jones send him to meet Jack Bailey? (Answers will vary but should include something about Jack knows Jones too and/or is learning a lesson.)

3. Jack and Baker have a discussion about “confusion precedes learning.” Read the discussion they have in the text and explain what they mean by this. Cite textual evidence to support your answers. (Accept any reasonable answers, but answers should be based on the information on pages 108-110.) (CCSS: RL.9-12.1, SL.9-12.4, L.9-12.1, L.9-12.4)

4. As Jack and Baker are talking about proper perspective, Jack shares some great wisdom with Baker. He tells him that we can always find “something for which we can choose to be grateful.” Notice he said it’s a choice. Do you agree with this statement? Is this possible even when things seem really bad or hopeless? Explain your answer.

Chapter Twelve

1. Who joins the group at Jack’s house? (Jones) Who comes along and sweeps Jones away? (Mary Chandler Bailey, Jack’s wife) What does Jones want to talk about with Mary Chandler and how does she feel about this? (Jones wants to talk about Mary Chandler’s mother, who has Alzheimer’s. Mary Chandler feels her mother’s illness is “cruel and unusual punishment” and that her mother no longer has a purpose or a reason to live.)

5. In your own words, explain Jones’ analogy of the “discouraged seller of shoes.” (A long time ago, two shoe companies each sent a salesman to Africa. They both realized that no one in Africa wore shoes. One salesman saw it as a huge mistake to sell shoes here since no one wore them. The other salesman saw it as a tremendous opportunity and that they needed to increase their production immediately. Where one salesman saw a mistake and disaster for his shoe company, the other saw it as an opportunity and a great investment.) How does this relate to the butterfly effect? (Answers will vary but should include something about the idea that everything happens for a reason, and discovering the purpose of those things that “happen” to us involves the perspective from which we approach them. We can choose to dwell on the bad, or we can find the positive outcomes and growth opportunities of the situation. Jones is telling her she still has much to learn from her mother, if she will choose to do so. In doing so, she will be able to affect the lives of others through the lessons she learns. “Perspective changes things.”) (CCSS: RL.9-12.10, SL.9-12.4, L.9-12.1, L.9-12.4)

Chapter Thirteen

1. On page 132, Jones tells Baker that he has to make a choice. What is the choice? (He must choose between living an average life or an extraordinary life.) Which choice does Baker want to choose? (Extraordinary life) Do you agree that we have the ability or power to choose this? Why or why not?
2. On average, most people would think that the fact that you can't get a loan would be a huge disadvantage. Think about what you just read on pages 133-136, and compose two or three paragraphs to argue your belief about whether you agree or disagree with that statement. Write your answer using logical claims and reasoning. Cite examples and evidence to support your claims. (CCSS: RL.9-12.1, W.9-12.1, W.9-12.4, L.9-12.1, L.9-12.2)
3. How would you define the word "value"? How does Jones define it? (Definitions of value will vary, but most will probably say something about money and worth. Jones says that the most important value is "the value you create with your life and how you use it for others." Then he goes on to give an example showing that even though the Baileys are wealthy, their worth, or true value, comes from the people they've become, not their money. He also adds that in the future, they will be judged by what contributions they made to the lives of others, not their great sums of money.) Do you agree or disagree with Jones? Why or why not? (Answers will vary.) (CCSS: L.9-12.1, L.9-12.4)

Chapter Fourteen

1. What is the scene in chapter fourteen, and why has Andy been asked to come there? (He's presumably in the home of Darrel and his wife, who is dying. Jones is there, and he has invited Andy to come to write about what Jones is about to reveal to Darrel about death and what his wife is experiencing.) Why would Andy include this scene and this talk about death? What does it have to do with the rest of the story? (Accept any reasonable answers.) (CCSS: RL.9-12.5, RL.9-12.10)
2. In your own words, retell what Jones has described for Darrel. Do you agree or disagree with Jones? Why?

(Jones is describing life, death, and beyond. While Darrel has become anxious and full of fear, Jones is explaining why his wife is not fearful and why death isn't something to fear or dread. He talks about an afterlife that one might assume is Heaven. Jones reminds Darrel that he can one day join her. He seems to find peace in Jones' explanation. Students should use more detail in their summaries.)

Chapter Fifteen

1. On page 145, Sealy reminds herself of these words of wisdom from Jones: "I am choosing to think differently. I am choosing to see my situation with perspective. When I find perspective, I establish power over my current circumstances." Explain what Jones' words mean. How have they changed Baker and Sealy? (Answers will vary but should include something about how seeing situations, circumstances, and people through proper perspective, can change your whole attitude; that you can choose to see things with a critical, negative view or you can choose to find the good in all situations. It's your choice, and there is much power in viewing things from a proper perspective. Baker has changed the way he views life and their situation. He is hopeful and filled with ideas, and Sealy is slowly beginning to come around too.) If your students have read *The Traveler's Gift* or *The Young Traveler's Gift* by Andy Andrews, they may also want to talk about the fifth decision and Anne Frank's view of life. (CCSS: RL.9-12.4, RL.9-12.10)

2. Jones asked Sealy, Baker, and Christy to come to parenting class early tonight. He wants to ask them what their aspirations are for earning a living. What are their plans, and what are they lacking in order to begin? (Christy wants to have a photography business. She has already developed a website, but she doesn't have the camera that she needs yet. She wants to work with designers to create unique wall galleries from photographs. Sealy wants to help people plant and care for their seasonal flowerbeds. She already has eight customers and \$3,000. She also has enlisted the help of her daughters. Baker wants to work on boats and boat motors, serving as a personal mechanic for select boat owners. He also desires to offer a fishing service to accompany folks on their own boats and serve as a fishing guide. Then he will have a traveling outdoor kitchen and cook the fish on his grills. Jack Bailey already wants to hire him.)

3. Jones also invited a guest to this special session before the class. Who, and why? (He invited Jack Bailey to come and share with the three he'd gathered early about adding value to the lives of others and how it will create an extreme business advantage when you focus on this kind of value.) Jack stressed to the group that "the more they focus upon themselves, the further they push away from their ultimate objective, which is to grow and prosper." Read pages 155-159 to see what else Jack shared. Explain what Jack told them and how you can apply this principle of adding value to what you do in your everyday life. How will it make a difference, and who will benefit from your actions? Cite evidence from the text to explain your answers. (Answers will vary.) (CCSS: RL.9-12.1, RL.9-12.4, L.9-12.1, L.9-12.4)

Chapter Sixteen

1. On page 162, Jones says that our society has reached an "amiable impasse" regarding child-rearing standards today. What does he mean by this? (Amiable means friendly, agreeable, or sociable. Impasse is like a roadblock or a position from which there's no escape. So amiable impasse basically means we are all just agreeing that we don't agree on one set standard. Therefore we're sort of at a roadblock, and there are many standards by which children are being reared. (CCSS: RL.9-12.4, L.9-12.1, L.9-12.4)

2. He continues on to say we have become complacent. What does this mean? How do complacency and the amiable impasse regarding child-rearing affect our society, or culture, of today? Cite evidence from the text to support your opinion. (Complacent as it is used here means accepting or satisfied with the way things are. Answers will vary as to how these affect society but should include some of the things Jones mentions on page 162.) (CCSS: RL.9-12.1, RL.9-12.4, L.9-12.1, L.9-12.4)

3. On pages 163 and 164, Jones goes on to say that the way we raise our children today will affect future generations of children, as well as our nation's future. Then he continues to explain the collapse of a society by explaining the fall of the Roman Empire. After reading his explanation, explain or retell what he is saying in your own words. Do you agree or disagree? Cite evidence from the text to support your thinking. (Answers will vary but should include some of what Jones shared on pages 163 and 164.) (CCSS: RL.9-12.1, RL.9-12.4, RL.9-12.10)

4. Explain why Jones believes that “the greatest generation” was NOT the best that we ever were. Do you agree or disagree? Support your thinking with evidence (either from this text or other reliable sources). (Jones’ thinking can be found on pages 167 and 168. Students’ answers will vary, but they should support their views with valid evidence.) (CCSS: RL.9- 12.1, RL.9-12.10, L.9-12.1)

5. Most people believe that it takes a long time to change thinking and other things. What do you think, and why? (Accept any logical answer.)

6. Jones says there are two elements that must be present in order for a person to change their thinking. What are they, and why are these needed to effect change? Cite evidence from the text. (The first element is “What’s in it for me?” Jones says on page 179 that people have to know how that change will affect or benefit them. The second element is “proof beyond a logical doubt.” Jones isn’t referring to a mathematical formula kind of proof but a kind of proof that makes sense to the person involved in the change. Students may even go into the explanation of proving a standard here.) (CCSS: RL.9-12.1, RL.9-12.10, L.9-12.1)

7. On page 172, Jones says, “The culture you live in today is the culture you have allowed. That is true of your family, and it is true of your country.” Explain what he means by this. Do you agree or disagree? Why? (Accept any logical answer.) (CCSS: RL.9-12.4, RL.9-12.10, L.9-12.1)

Chapter Seventeen

1. Why are Christy, Sealy, and Baker up so early in the morning, and where are they going? (Jones summoned them all and instructed Christy to pick him up as well. No one knows where they are going, except Jones, and he won’t tell the others.) What do you think Jones has planned, and where do you predict they are going? (Answers will vary.)

2. Explain what Jones meant on page 179, when he said that a “wise teacher understands that the child who runs free can achieve greater success by himself.”

(Answers will vary but should include some of the following: a) child has more energy, b) teacher creates the desire for the student to want to know more instead of telling them all there is to know, c) teacher gives student opportunity to explore, learn, and develop their own ideas about the topic, d) teacher helps create a thirst for learning, e) purest form of learning, f) (learning by establishes the foundation for developing wisdom...) (CCSS: RL.9-12.1, RL.9-12.10, L.9-12.1)

3. How can one seed have the power within to change the world? Explain this concept as it applies to a real seed and also as it applies to a seed of knowledge planted in a person's life. (Accept all reasonable answers.) (CCSS: RL.9-12.1, RL.9-12.10, L.9-12.1)

4. What is a reputation? What are the advantages to establishing a good reputation for yourself? Why is it important to choose to associate with or surround yourself with people and friends who have a good reputation? (Answers will vary but should include some of the thoughts or language from the text on pages 180-182.)

5. We end this chapter at a cemetery. Why do you think Jones brought them here? What are they going to be doing here? Allow students to Turn and Talk to their neighbors for about a minute to share their thoughts on what is about to happen. Then have some students share their predictions aloud with the whole group.

Chapter Eighteen

1. As they are tramping to “who knows where” in the dark, wooded area, Christy is concerned that Jones is lost. He soon lets them know that he is not lost and assures them that he is always around. He goes on to say that his eyes are always on them and they are never alone. How is this possible? Try to explain how Jones has the ability to always be around and to often seemingly appear at just the right time. (Accept any reasonable explanations.) (CCSS: L.9-12.1)

2. Have students read pages 192 and 193, and use a 3-2-1 Chart (Strategy number 5 in the Student Engagement Strategies section) independently to monitor their comprehension and thinking as they read this part of the book.

It's important for them to look for the symbolism here and make some connections about what they think the author is trying to accomplish on these pages. What is Mr. Andrews' purpose, and what is he trying to communicate to the readers about Jones? After students have had sufficient time, allow them to share their summaries in small groups. Return to the whole group, and have one member from each group share a summary of the explanations within their group. (CCSS: W.9-12.4, RL.9-12.2, RL.9-12.4, RL.9-12.5, SL.9-12.1, SL.9-12.3, SL.9-12.4, L.9-12.1, L.9-12.4)

3. After reading pages 196 to 198, explain what is happening here. What phenomenon is occurring? Explain what it means. (Students should recognize the jubilee that is happening. The author includes an explanation of a jubilee on pages 84-85 in the book. Students should include some of the information found here, or you may choose to have them research it from another source as well.) Since no one has figured out how to predict when a jubilee might occur, explain how Jones knew to bring the three here at just the right day and time. (Accept any reasonable answers.) (CCSS: RL.9-12.10)

4. During the jubilee, what were Christy, Baker, and Sealy about to accomplish? (They each caught five bags full of flounder, blue crabs, whiting, and shrimp.) What do you suppose is the purpose of their catch? (Students' answers may vary but should be logical.)

5. At the end of the chapter, Jones disappears once again. Based on what you already know about Jones and the events that have occurred thus far, where do you think he is, and what is he doing? (Answers will vary.)

Chapter Nineteen

1. Why has Jack Bailey summoned Andy to meet him at the beach? (Jones has disappeared again, and Christy fears he has drowned. She and Sealy even call 911 to report it. Jack is convinced that Jones is okay and it's just his usual "disappearing act," like he always does. He needs Andy to back him up and convince the ladies that Jones is okay.)

2. How much seafood did the three end up catching, and what did they do with it? (There were fourteen bags full, weighing over 600 pounds.)

Jack arranged for a friend, who is a seafood dealer, to come pick it up and buy it all.) How much was each person's share of the deal? (Christy: \$1,824.50, Baker: \$2,512.50, and Sealy: \$1,505.) What is significant about each of these amounts? (It was almost the exact amount each person had revealed to Jones that was needed to get what they required to begin their businesses on page 183. Christy needed around \$1,800, Baker needed \$2,500, and Sealy needed about \$1,500.) Do you think this is a coincidence? Why or why not? (Answers will vary.) (CCSS: RL.9-12.10)

3. At the top of page 210, Jack and Andy are sharing seed analogies, or references Jones made in the past. Choose one of the analogies, and rewrite it. Then write an explanation of it in your own words. Also share a real-life example of this theory in action. (The two references were: "Wisdom cannot be diminished. Wisdom will grow" and "Seeds only grow to full maturity in soil that was being tended diligently." Accept any reasonable answers and explanations.) (CCSS: W.9-12.2, W.9-12.4, RL.9-12.4, L.9-12.1, L.9-12.2, L.9-12.4, L.9-12.5)

4. Why was Baker acting so strangely when he shared his positive feelings about the safety of Jones? (When he was alone searching for Jones, he had a visit from a little bird. It landed on the railing, inches away from his right hand. The bird was a starling, and it wouldn't leave; it even became very vocal, almost as though it were trying to tell Baker something. Baker was also surprised to realize he no longer felt animosity toward the bird but was more or less grateful instead. Then the bird suddenly grew quiet and perched itself upon Baker's left knee. The bird made some gentle sounds and lifted her wings, looked at Baker, and flew away. This starling had a bright white spot under its wing, just like the one Jones had placed in his pocket that day, long ago in Baker's ruined crops.) What was the significance of this starling to Baker? (Answers will vary but should include something about the text saying this was the first time Baker felt hope. Some might even mention it was a sign from God because of Baker's reference to the song, "His Eye is on the Sparrow.") (CCSS: RL.9-12.1, RL.9-12.2, RL.9-12.3, RL.9-12.10)

Epilogue

1. Andy recalls a lesson that Jones once taught him and reflects on it now. Jones told him, "Regret is tough to repair." Read page 219 and the first two paragraphs on page 220. Explain what Jones was trying to tell Andy. Cite textual evidence to support your answers.

(Answers will vary but should include something about never leaving things unsaid. Make the most of every opportunity to show your appreciation to those people in your life that you care about and love. Hug them, tell them you love them, and thank them often. You never know when it may be the last time you see them. None of us is promised a tomorrow.) (CCSS: RL.9-12.1, RL.9-12.2, RL.9-12.4, RL.9-12.5, RL.9-12.10, SL.9-12.3, SL.9-12.4, L.9-12.1, L.9-12.4)

2. Why was Andy feeling as though everyone had answers to the problems they'd been facing except him? (Christy, Baker, and Sealy now had the money to begin their businesses. Baker had a whole new perspective about life. Jack and Mary Chandler continued adding value to the lives of others. Mary Chandler had a whole new perspective about her mom's Alzheimer's. Bart and Kelli were starting their own parenting classes for others. Andy's frustration stemmed from his lack of a story idea and still being way behind deadline. So he was feeling like he was the only one in the group who hadn't solved his greatest problem.) (CCSS: RL.9-12.10)

3. In the end, as Andy continued to reflect upon all that had happened while Jones was around this time, what did he realize? (Jones was right all along! Everyday life had enough excitement and drama for an interesting storyline! His story was unfolding right there in front of him, just by observing the lives of those around him. He called his publisher and told him so. Students may also include something about the light and the darkness analogy on page 222 and Andy's decision to "wake up.") (CCSS: RL.9-12.2, RL.9-12.10)

STRATEGIES for STUDENT ENGAGEMENT

The research on the adolescent brain shows that we must keep our students actively engaged during reading and class discussions. The more involved the students are in their reading and learning, the more they will take away from the discussion. It will increase their likelihood for staying focused, actually participating, making connections, and remembering what is read and discussed. The more we can get our students involved in writing and talking about what they've read, the more likely they are to understand and remember what has been read. Also, most likely it will peak their interest in the topic and positively impact their motivation for learning as well. These are also great strategies for making sure all students are involved in the discussions—100% participation.

Suggestions have been made for the use of some of these strategies during several of the comprehension questions. You may use any of the strategies multiple times, with many of the questions. These strategies may also be used in other subject areas across the curriculum.

Active Engagement Strategies

1. Quick Write

- a). Introduce a phrase or a single word to students.
- b). Students write the word or phrase on a 3x5 or 4x6 note card.
- c). Give students two minutes (set a timer) to write anything that comes to their mind related to this word or phrase. They may jot down their thoughts in “bullet” form, single words, phrases, or sentences. Teacher will specify any or all of the above. Just remember they must write as much as they are able, quickly.
- d). When timer sounds, students must put down their pencils. Teacher will ask for volunteers to share their thoughts.

Why use a **Quick Write**? It helps students connect their prior knowledge to the new concept you are introducing, and it gives students an opportunity to learn from one another. Also, when we connect reading to writing, it increases the students’ learning as well as their comprehension.

2. Five-Word Prediction

- a). Choose five key vocabulary words from the material students will be reading.
- b). Write words on board.
- c). Explain or define any unfamiliar words.
- d). Students will write one paragraph on a note card or half-sheet of notebook paper. The paragraph predicts what students think the text is about or its theme using these five words.

- e). Teacher will ask for volunteers to read their predictions.
- f). Upon completion of the text or lesson ask students to once again use these five words to write a summary of what they just read.

Why use a ***Five-Word Prediction?*** It will encourage students to make predictions about what they are about to read, thus jump-starting their thinking by activating their prior knowledge. It will set a purpose for reading, and it's a great way to introduce vocabulary.

3. Turn and Talk

- a). Students simply turn to their pre-established partner (as determined by teacher), make eye contact, and share whatever their thoughts are related to the question or topic the teacher has just asked them to talk about.
- b). Teacher should designate Partner "A" and Partner "B" or Partner "1" and Partner "2" early in the year, prior to Turn and Talk, and designate which partner goes first before students turn toward one another.
- c). Allow students a minute or two to talk (set a timer).
- d) When timer rings, students must turn back around to face the teacher.
- e). Teacher asks for volunteers to share or summarize what they and their partner discussed.

Why use ***Turn and Talk?*** It gives all students a chance to talk and also creates an opportunity for them to learn from one another.

4. Think, Pair, Share

- a). Teacher gives students about 30-40 seconds to Think about a topic, video clip, music, picture, or question he/she has just shared with them. There is no talking, just a short time for thinking.

- b). Next, students have the opportunity to Pair up with their pre-established partners and talk about what they were thinking as related to whatever it was that the teacher shared prior to the “think time.” Allow students two to three minutes for this discussion.
- c). Students will now Share with the rest of the class the most unusual or interesting thoughts they and their partner discussed. Teacher may want to record notes in bullet form for later use.

Why use *Think, Pair, Share*? It gives all students a chance to talk and also creates an opportunity for them to learn from one another.

5. 3-2-1 Chart

- a). After reading a section of text, watching a portion of a video, or listening to a portion of a lecture, have students fold or divide a piece of notebook paper into three equal sections. In the top left corner of the first section, they will write the number 3. In the second, a number 2, and in the third, a number 1.

3.
2.
1.

- b). Students may work with a partner, a small group, or independently to complete the chart. In the top section, they will write three important details. In the middle section, they will write two connections they made. In the last section, they will write one question that they have about what they read, saw, or heard.
- c). This procedure is repeated until the entire content or lesson is completed.
- d). Once the lesson or content is completed, students can use the important details from the 3-2-1 Charts to write a summary of the material or to orally summarize it to a partner.

Why use a *3-2-1 Chart*? It breaks the learning into smaller, more digestible chunks, allowing students time to process and identify the important details. It helps students monitor their own comprehension and identify things, or parts, that they don't understand. It also gives them the opportunity to make connections to the material.

After Reading Activities

Enrich and Extend the Learning

1. After students have completed their reading of the book, remind students about the Five-Word Prediction Quick Write they did before they began reading it. Post the same five words they used in their earlier prediction: perspective, noticer, communicates, future, returns. Give students another blank note card or half-sheet of notebook paper. Tell them they will now write a more accurate summary explaining what the book was about, using the same five words. They will only have only two minutes to write, and they must include each of these same five words. Set a timer for two minutes. When time is up, give students their cards or paper with their original prediction. Give them a minute to reread and compare the two cards. Next, have students Turn and Talk to their elbow partners (person seated next to them). They will share their before-reading predictions and their after-reading summaries with their partner. Have them compare and contrast how they are alike and different. How accurate were they with their predictions? What misconceptions did they have? How did their thinking change? After students have had three to five minutes to discuss with partners, invite students to share with the whole group any key ideas from their discussions as they compared and contrasted their predictions and summaries. (CCSS: W.9-12.4, RL.9-12.10, L.9-12.1)

2. Have students keep a journal to record the phrases and words of wisdom that Jones imparts throughout the story. They should give it a clever title. As they record the phrases, have them also share how they can use this wisdom in their daily lives. You may want them to record any examples of times they have used them while reading the book. (CCSS: W.9-12.10, RL.9-12.4, RL.9-12.10, L.9-12.1, L.9-12.2, L.9-12.4, L.9-12.5)

3. Students may work with a partner or in small groups to create posters containing one of Jones' wise sayings. They may illustrate it and decorate it in a way to cause people to really notice it. Posters may be created using a free poster template from the Internet, such as www.tuxpi.com, or your favorite computer software. These posters may be used to decorate the classroom or to brighten up the hallways of the school. (CCSS: SL.9-12.1, SL.9-12.3, SL.9-12.5)

4. Students should research the jubilee phenomenon. Have them approach their research as a journalist and prepare an article that is of publication quality. They will explain what happens during a jubilee and find any historical accounts of some that have occurred in the same region as that described in the book near Fairhope. Are they able to find examples of this phenomenon in other areas as well? (CCSS: W.9-12.2, W.9-12.4, W.9-12.5, W.9-12.6, W.9-12.7, W.9-12.8, W.9-12.9, W.9-12.10, L.9-12.1, L.9-12.2, L.9-12.3)

5. Using a Venn Diagram, T-Chart, or some other student-generated Graphic Organizer, compare and contrast two of the main characters in the book. Explain which one you would most like to be like and why. (CCSS: RL.9-12.3, W.9-12.2, W.9-12.4)

6. Other than Jones, have students choose one of the characters that they most admire from the book, and write a character analysis of this person. They must include why they admire this person. Cite character traits exhibited by this person that are exemplary, and explain why these are admirable traits. Have them include any other important information you think is valid or necessary. (CCSS: RL.9-12.3, W.9-12.2, W.9-12.4)

7. Have students form two teams and debate if Jones is a real person or not. (CCSS: SL.9-12.1, SL.9-12.3, SL.9-12.4, L.9-12.1)

8. Jones challenged several of the main characters in the book to really “think outside the box” in choosing a career or creating a business providing a valuable service to others. Have students work with a partner to think like an entrepreneur and develop a proposal for a unique business opportunity in your community. They must show how it would add value to the lives of others and explain why. They should explain what they would need to get started and the steps they would take to begin this business. You may even allow the class to choose one of the ideas and actually work together to begin a business at the school to raise money for school projects or to help those in need in your community.

9. Divide students into small groups. Have them pick an interesting or exciting scene from the book, or you may choose to designate some, and assign one to each group. They will develop and write a script for this section of the book and act it out for the whole group. After all have completed their skits, students choose the one they think that would make the best segment to send to a movie producer in order to convince them to make a movie of *The Noticer Returns*. Students will now work in small groups to revise the script, cast the best actors, design the set, determine a film-making crew, write the proposal to persuade the film-maker, create movie posters to promote the movie, etc. (CCSS: RL.9-12.10, W.9-12.3, W.9-12.4, W.9-12.5, W.9-12.6, SL.9-12.1, SL.9-12.5, SL.9-12.6, L.9-12.1, L.9-12.2)

10. Depending on the number of students in your class, assign each student or a set of partners a chapter in the book. Give them each a sheet of big chart paper or a strip of butcher paper. Have them summarize their chapter in Twitter format. Their tweet may only use 140 characters, just like using Twitter. They will provide an illustration (computer-generated or hand-drawn) for the chapter as well. Then include any words of wisdom from Jones (if any) in their chapter. This can be a list of words, phrases, bullet-format, etc. Students will share their posters as a review of the book before the test. (CCSS: RL.9-12.10, W.9-12.4, SL.9-12.1, SL.9-12.4, L.9-12.1, L.9-12.2)

11. If students have read the first book about Jones, *The Noticer*, have them compare and contrast the two books as a group. Then divide the group into two groups to debate: which book was better, the role that Jones played in each book, which character was the wisest in each book (not including Jones), book formats, or any other issue that you might choose to include. (CCSS: SL.9-12.1, SL.9-12.3, SL.9-12.4, L.9-12.1)

12. Have students draw a map/diagram of the area of the U.S. where this story takes place. They may use Google maps and Google maps street view as well as other excellent sources available on the Internet, to help them construct the most accurate maps possible. It should be drawn to scale and include many of the places and landmarks mentioned, such as Orange Beach, Fairhope, Mobile Bay, The Grand Hotel, Point Clear, Page and Palette (real bookstore), etc.

13. Students could research murmuration, or the butterfly effect, to find out more information about either of these. They could search for real-life examples of these occurrences and include these examples in their research paper. (CCSS: W.9-12.2, W.9-12.4, W.9-12.5, W.9-12.7, W.9-12.8, L.9-12.1, L.9-12.2)

14. Students may work with a partner to write a book review of *The Noticer Returns*. This could be submitted to the school newspaper, the local newspaper, or to an online bookseller. (CCSS: W.9-12.2, W.9-12.4, W.9-12.5, L.9-12.1, L.9-12.2)

15. Find out more information about the people in the group known as “the greatest generation.” Why were they known as this? What made them so much more different from “great” people in our current generation, or were they? Choose one of the people from this era who had a significant positive impact on society and others. Find out what they did and what made them so special. What kind of character traits did they exhibit? How were they able to accomplish the things they accomplished? Present this information to the class in some sort of creative multi-media format. (CCSS: W.9-12.2, W.9-12.4, W.9-12.5, W.9-12.7, W.9-12.8, L.9-12.1, L.9-12.2)

16. In the epilogue, we read another tidbit of wisdom from Jones: “Regret is tough to repair.” Have students explain what he meant. Ask them to think about and identify anyone that they need to say thank you to. They may do it now by writing them a thank you note, letter, or email or making a phone call expressing their gratitude. This should be something that they do privately, not something they share with the class or the teacher, unless they really want to do so. It would be interesting for students to share the results of such a gesture. (CCSS: RL.9-12.4)

17. Write an essay to answer the following questions. In what ways would our community or school be impacted by and benefit from a visit from Jones? Would it enrich our lives? Would it help us to solve problems? How do you think it would affect the parenting skills of people if they had a list of common outcomes they desired for their children? How would it affect the behavior and habits of children in school? Finally, can you think of anyone that you already know in your community, or another figure in history, that you could compare to Jones? Is there or has there ever been anyone like him? Explain your answers. (CCSS: W.9-12.1, W.9-12.4, W.9-12.5, L.9-12.1, L.9-12.2)

18. Andy Andrews uses figurative language throughout his book. Have students find several examples and identify the type of figurative language being used (simile, metaphor, analogy, etc.). Also explain why authors use figurative language and what purpose it serves in the story. (CCSS: RL.9-12.4)

19. Ask students to explain why they think Andy Andrews wrote this particular book. They must cite textual evidence from the book that caused them to infer this and support their reasoning. Why did he choose a character like Jones? Were the other characters believable and appropriate choices to deliver his message? Was the structure of the text conducive to delivering his message and accomplishing his purpose? Who do they think will benefit most from reading this book? Who should read it, and why? (CCSS: RL.9-12.1, RL.9-12.3, RL.9-12.5, RL.9-12.10, L.9-12.1, L.9-12.2)

The Noticer Returns Test

Circle the best answer.

Vocabulary

1. Which of the following is not a synonym for **resonated**?

- a). echoed b). oscillated c). resolved d). reverberated

2. Which word best completes the following sentence? Please keep _____ substances away from your eyes and skin.

- a). obscure b). caustic c). lofty d). cryptic

3. Read the following sentence from the book, and determine the correct definition for **broached** as it is being used in this sentence. “That reason, when he had **broached** the subject seconds before, had totally shut down the previous, engaging conversation.”

- a). to mention or suggest for the first time
b). to tap or pierce
c). to enlarge and finish
d). to break the surface of water

4. Coming, fast-approaching, likely, near, and probable are all synonyms for which word below?

- a). formative b). resonate c). imminent d). intensity

5. The root terr, found in the word **terrain** means:

- a). wet b). sky c). hard d). earth

6. When you concoct a story, it means you:

- a). sang it b). made it up c). whispered it d). shared it

7. When adding the prefix in- to *evitable*, what does **inevitable** mean?
a). just *evitable* b). by *evitable* c). with *evitable* d). not *evitable*
8. Which of the following words is the best antonym for **dissipate**?
a). collect b). agree c). proud d). deplete
9. The ability to judge well or understand; keen insight
a). buoyant b). discernment c). pronouncement d). wistful
10. The sunset is a **spectacle** Andy rarely misses. In this sentence, the best meaning for the word **spectacle** is:
a). eyeglasses b). spyglass c). impressive sight d). public show
11. Which word best completes the following sentence? According to Jones, people in today's society have reached an _____ when it comes to child rearing standards.
a). inclination b). assimilation c). adversarial d). impasse
12. Investigating or conducting thorough research on something.
a). trudging b). scuffling c). delving d). coalescing
13. The best synonym for **meander** is:
a). traipse b). run c). skip d). manner
14. Which word best completes the following sentence? The neighbors always assumed she was _____ because she lived in such a huge house!
a). ambiguous b). pretentious c). uncanny d). perplexed
15. To obey or go along with something; to agree
a). demeanor b). comply c). abiding d). conjure

Comprehension

16. This story takes place in:
- a). East Alabama
 - b). South Alabama
 - c). Florida Panhandle
 - d). North Alabama
17. What does Jones believe is his purpose in life?
- a) To help people become successful in life
 - b) To make people angry and challenge them to do something
 - c) To help people change their thinking and gain proper perspective
 - d) To tell people what to do with their lives and teach them to be prosperous
18. Which of the following advice was given to Andy by his friend, Jones?
- a). Always run from fear.
 - b). Listen to your emotions.
 - c). Move in the opposite direction that your negative emotions insist you go.
 - d). Always keep a smile on your face.
19. Which of the following does not describe Baker Larson when Jones first met him?
- a). He was in a bad mood.
 - b). He made good choices about college and a career.
 - c). Wealth and material goods were very important to him.
 - d). He was a farmer.
20. Which of the following principles did Jones share with Baker?
- a). If you are doing what everyone else is doing, you are doing something wrong.
 - b). It's important to do what everyone else is doing if you want to be successful.
 - c). If you are doing what everyone else is doing, you will be able to have a positive influence on others.
 - d). You will learn important life lessons by doing the same thing that everyone else is doing.

21. Jones asked the participants in his parenting class the following question: “What do today’s parents agree is the gold standard for raising children?” What was the correct answer?

- a). Children should have good manners and be respectful.
- b). Spare the rod and spoil the child.
- c). There is no single agreed-upon standard; there are many.
- d). Everyone agrees that children should be allowed to explore, try new things, and develop their own understanding of what is right and what is wrong.

22. Jones explains that people are a lot like trees: you “can know them by their fruit.” This is an example of:

- a). personification
- b). an analogy
- c). alliteration
- d). a simile

23. Complete this principle from the book: “A principled process—one that produces as it is intended every single time—can be created only when _____.”

- a). the final result desired is clearly defined
- b). you follow all the rules
- c). everyone agrees on the original principle
- d). the principle makes sense

24. The parents who participated in Jones’ parenting class came up with a list of results that they hoped for their children to achieve. Which of the following was not on the list?

- a). To be financially astute
- b). To have great friends
- c). To have a servant’s heart
- d). To be famous

25. According to Jones, what is the most important value?
- a). The material things that you accumulate and that are worth the most money
 - b). The people whom you choose to spend your time with each day and doing the things they want to do
 - c). Working long, hard hours every day to make a good life for yourself and your family
 - d). The value you create with your life and how you use it for others
26. Sealy learned that in order to be able to “establish power over her current circumstances,” she must:
- a). Be bold and strong
 - b). Take charge of her life
 - c). Find proper perspective
 - d). Increase her financial status
27. Jones identifies two elements that must be present in order for a person to change their thinking. What are they?
- a). “What’s in it for me?” and “Proof beyond a logical doubt”
 - b). “What will I have to do?” and “How will it make me successful?”
 - c). “How radical will the changes be?” and “What effect will it have on others?”
 - d). “Will it cost me anything?” and “How much fun will it be?”
28. According to Jones’ philosophy, which of the following is not true about a person’s thinking?
- a). Thinking guides decisions.
 - b). Your thinking will not determine your success or failure.
 - c). How a person thinks determines every choice they make.
 - d). A person’s thinking is the foundational structure upon which a life is built.
29. Which statement best describes the most significant result of Baker, Christy, and Sealy experiencing the jubilee?
- a). They experienced an event that most people have just heard or read about.
 - b). No one got severely injured or lost during the event.
 - c). Each one earned the amount of money that they needed to begin their new business.
 - d). They discovered a rare species of fish.

30. At the end of the book, Andy reflects upon an important lesson he learned from Jones: “Regret is tough to repair.” According to Jones, which of the following actions will help you avoid regret?

- a). Express your gratitude and always say, “I love you.”
- b). Keep your thoughts to yourself.
- c). Let people know when they hurt your feelings.
- d). Tell others what they want to hear, not what they need to hear.

Essay Questions

Select two of the following questions and answer them on the back of this page.

31. Jones explains that society becomes complacent as a result of individuals giving in to the belief that nothing can be done about their culture. Do you believe that our society has become complacent? Explain your answer, and give examples to support your claim.

32. Jones surprised the group by telling them that he was probably the only person they would ever meet who does not believe that the group of people known as “the greatest generation” were the best that ever were. Who does he believe the real heroes of that generation actually were? Why? Do you agree or disagree with Jones? Explain your answer.

33. Why is it wise not to associate with a person who has developed a bad reputation? What difference does it make, as long as you are doing what is right? Explain your answer. Give examples.

34. What kind of person was Jones? Think of someone that you know, or that you have heard about or read about, who is/was most like Jones? Who is/was this person, and why are/were they like Jones? Support your answer with examples.

Book Test Answer Key

Vocabulary

1. c
2. b
3. a
4. c
5. d
6. b
7. d
8. a
9. b
10. c
11. d
12. c
13. a
14. b
15. b

Comprehension

16. b
17. c
18. c
19. b
20. a
21. c
22. b
23. a

24. d

25. d

26. c

27. a

28. b

29. c

30. a

Essay Questions

Questions 31-34 will have varying answers. Accept all reasonable answers in which students can thoroughly explain and support with factual evidence and logical thinking.