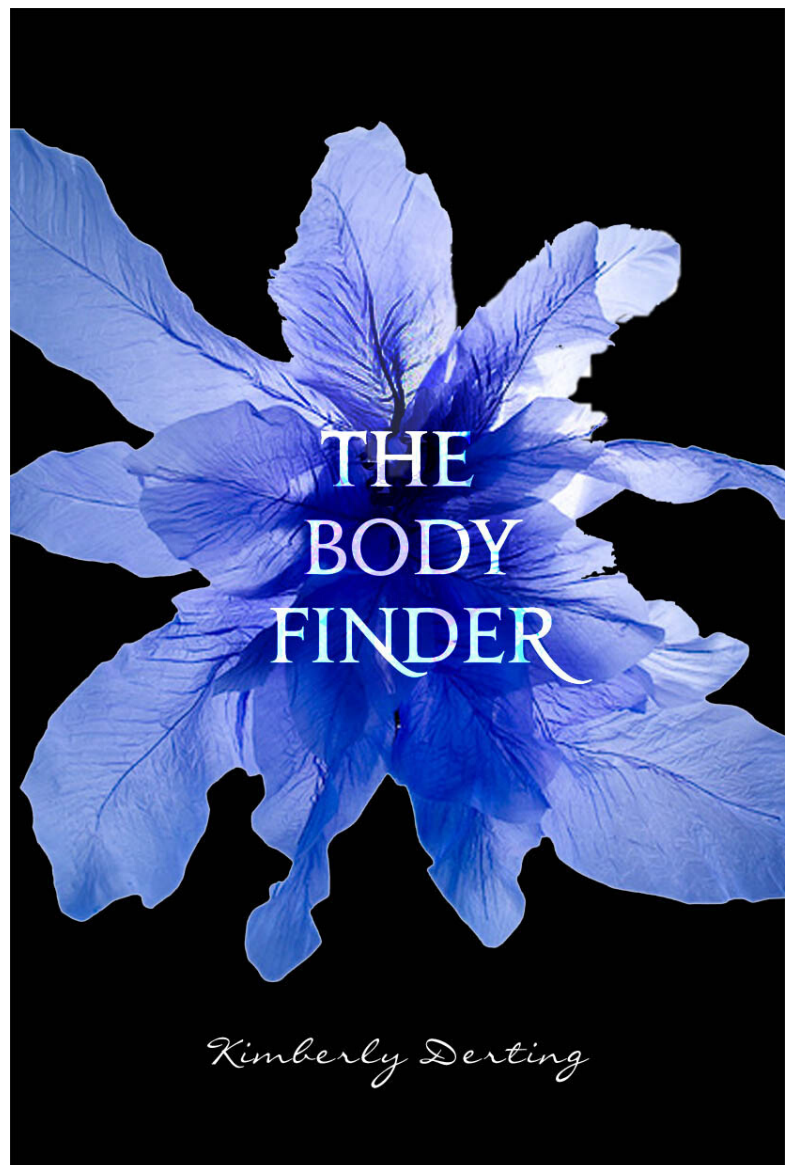


AN

EDUCATOR'S GUIDE FOR:

The activities in
this guide
align with
**COMMON CORE
STANDARDS**

The Lexile Level:
940



ABOUT **THE BODY FINDER**

Sixteen-year-old Violet is hiding two secrets. The first is her confusing new feelings for her childhood best friend Jay. The second is her unusual ability to sense the dead...and the people who killed them. Violet has never considered her morbid ability to be a gift, but when a serial killer begins terrorizing her small town, Violet realizes she may be the only person who can stop him.

- **2011 YALSA Best Fiction for Young Adults selection**
- **2011 Chicago Public Library Best of the Best for teens**

ABOUT **KIMBERLY DERTING**

Kimberly Derting is the author of the award-winning young adult THE BODY FINDER series, THE PLEDGE trilogy, and THE TAKING trilogy. She has also co-authored the new picture book series CECE LOVES SCIENCE with Shelli R. Johannes. Her books have been translated into 15 languages, and both THE BODY FINDER and THE PLEDGE were YALSA Best Fiction for Young Adults selections. She lives in the Pacific Northwest, where the gloomy weather is ideal for writing anything dark and creepy.



"THE SUMMER HAD CHANGED THINGS . . . TOO MANY THINGS FOR VIOLET'S LIKING."

DISCUSSION QUESTIONS

TITLE:

- What event, character, object or idea does the title refer to?
- Does the title suggest any general ideas or feelings? If yes, what are they? How are these ideas or feelings related to story details?

SETTING:

- When and where do the events take place?
- What mood, or feeling, does the setting create?
- What is life like in the setting?

CHARACTERS:

- What are each character's traits?
- Are there any strong contrasts between characters?
- Does the main character(s) change during the story? If yes, what lesson do these changes suggest?

PLOT AND CONFLICT:

- What is the conflict of the story? Is it internal, external, or both?
- What lesson does the outcome suggest? Meaning, what does the main character learn by the end of the story?

SYMBOLS:

- Are any people, objects, or events strongly associated with an idea – are they symbols in the story?
- How does the idea represented by each symbol relate to other story elements?

STANDARDS

RL.8.2. – Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

1. Write an objective summary of the book *The Body Finder*.

2. As a class, you determined the theme of *The Body Finder* was

Do you still agree with your classes thinking? If not, what do you think the theme of *The Body Finder* is? If you agree, explain why.

3. Analyze (break down) the theme (you decided upon either as a class or in which you stated) and its development over the course of the book *The Body Finder*.

*How does the theme relate to the characters?

*How does the theme relate to the setting?

*How does the theme relate to the plot?

RL.8.6. – Analyze how differences in the points of view of the characters and the audience or reader created such effects of suspense or humor.

4. What are the two different points of view the book, *The Body Finder* is told from?

5. Explain how the differences in the two narrators' point of view, in combination with what you, the reader knows, created suspense while reading the book *The Body Finder*. You will want to provide at least two specific examples from the book.

RL.8.3. – Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

6.. Explain how specific lines of dialogue in *The Body Finder*, propel the action, reveal aspects of a character, or provoke a decision.

POST-READING

ACTIVITIES

SOCIAL STUDIES

- Research the terrain of the Pacific Northwest and the plants and animals found there.
- Write a feature article on personal safety for teens.
- Interview someone from your local police or sheriff's department.

ART

- Create a missing poster for THE BODY FINDER.
- Design a movie poster for the book.



DRAMA

- Create a book trailer that would encourage others to read the book.
- Act out a pivotal scene from the book. You can even do this as a class and have groups of students act out different parts of the book, video each group and create a movie for the book.
- Write and (video) record a Public Service Announcement or infomercial for charities that search for missing children.

**"VIOLET WORKED LIKE AN ARCHAEOLOGIST,
CAREFULLY SIFTING AND BRUSHING
ACROSS THE TOP OF HER DISCOVERY, SO AS NOT TO DISTURB
WHAT MIGHT BE BURIED THERE.**

**AND AWAY FROM THE GIRL'S FACE STARING UP
AT HER FROM BENEATH THE SOIL."**

"The echo, whatever it happened to be for that individual creature, would also attach to the one responsible for the death – forever marking the killer."

"Multihued light radiated up from beneath the water, centered among the reeds, and then diffusing outward as it reached the surface. Violet had never seen anything like it, and she knew that the spectrum of light was defying its very nature by behaving in that way. It could only be one thing.

There was something dead down there."

BOOKING AN AUTHOR VISIT

Dear Educator,

I enjoy doing interactive classroom visits that offer kids an exciting glimpse into how a professional writer creates stories. My goal is to spark a lifelong love of reading and writing! If you're interested in bringing me in to meet your students, shoot me an email at **kim@kimberlyderting.com**, so we can discuss further. Mention this study guide for a discount.



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