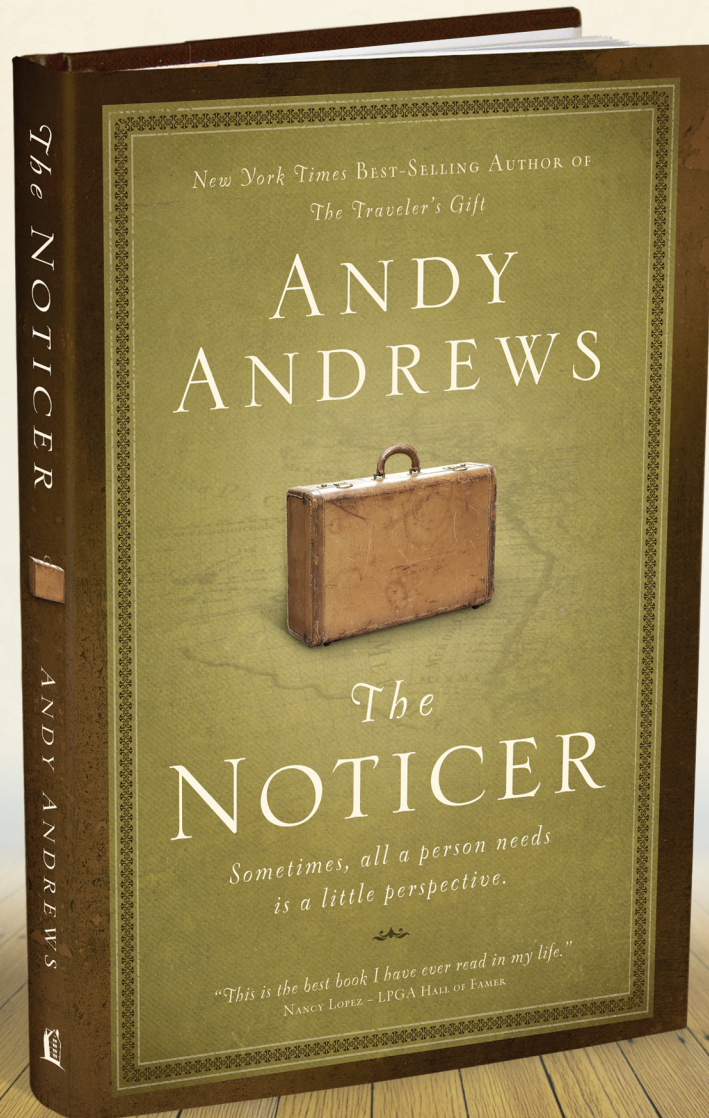


New York Times BEST-SELLING AUTHOR OF *The Traveler's Gift*

# ANDY ANDREWS



## *The* NOTICER

*Sometimes, all a person needs is a little perspective.*

**A CURRICULUM GUIDE FOR TEACHERS**

*The*  
**NOTICER**

*Sometimes, all a person needs is a little perspective.*

by **A N D Y A N D R E W S**

**Curriculum Guide for Teachers  
Middle and High School Students**

*Including Student Reproducible Pages*

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**Summary**

Orange Beach, Alabama, is a simple town filled with simple people. But they all have their share of problems—marriages teetering on the brink of divorce, young adults giving up on life, businesspeople on the verge of bankruptcy, and many of the other obstacles that life seems to dish out to the masses.

Fortunately, when things look the darkest, a mysterious old man named Jones has a miraculous way of showing up. A man of indiscriminate age and race with white hair and wearing blue jeans, a white T-shirt, and carrying a battered old suitcase, Jones is a unique soul with angelic-like qualities. Communicating what he calls “a little perspective,” Jones explains that he has been given a gift of noticing things about life that others miss. In his simple interactions, he speaks to that part in everyone that is yearning to understand why things happen and what they can do about it.

Based on a remarkable true story, *The Noticer* beautifully blends fiction, allegory, and inspiration. It provides simple, yet powerful distinctions about love, relationships, value, and integrity and will inspire readers to take that first step toward a major life change.

**About the Author**

Hailed by a *New York Times* writer as “someone who has quietly become one of the most influential people in America,” ANDY ANDREWS is the author of *New York Times* Bestsellers *The Noticer* and *The Traveler’s Gift*, and is also an in-demand speaker for the world’s largest organizations. *The Noticer* and *The Traveler’s Gift* were featured selections of *ABC’s Good Morning America*, have been translated into nearly 20 languages, and continue to appear on bestseller lists around the world.

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.

## Before Reading Activities

### Build Background Knowledge

Fill a small suitcase with a few biographies (if available, include ones on Winston Churchill, Will Rogers, and George Washington Carver) and some packets of seed. Display the suitcase at the front of the room where students can see it prior to your discussion. Later in the day, ask students any of the following questions:

- Why do you think this suitcase is here?
- How do you think it got here today?
- To whom do you think it belongs?
- Where do you think it came from?
- What does it usually mean when you see someone with a suitcase?
- What do you suppose is inside?

After exploring several options and opinions and hopefully a lively discussion, open the suitcase and reveal the contents. Allow the students some time to think and reflect upon the items as you display each one. Then ask some or all of the following questions:

- Is this what you expected to find?
- Do you think biographies and seeds are an unusual combination to find in a suitcase?
- Why do you think they are here?
- What might be the significance of each?
- How would you explain these contents?
- What do seeds and books have in common? Are there any similarities between the two?
- Can we make a chart to compare and contrast packets of seed to biographies?

## Set Purpose for Reading

Show students the cover of the book. Explain to them that they will be reading a book about a person who is a noticer. Then ask:

- **What do you think a noticer is?**
- **What kind of person is a noticer? Have students make a list of adjectives that would describe a noticer.**
- **What is the significance of being a noticer?**
- **What kind of impact would a noticer have on others?**

Next, read the quote on the bottom of the cover of the book,

*“Sometimes, all a person needs is a little perspective.” You want them to discover who this noticer is, what perspective has to do with being a noticer, and how it (perspective) affects the way people view things, people, and events.*

As students read, you may choose to have them keep a “Noticer Journal.” They might want to jot down what they notice about the noticer, characters in the book, and the effect that the noticer has on them. It could also be a place where they reflect after each assignment. You could provide them with the discussion questions and they could record their answers in their journal. The journal might also be used for note taking after group discussions. They could record any new thinking or changes in their thinking based on things others said during the discussion. The journal could simply be a place where students write down any significant or important quotes from each chapter. There are numerous possibilities and opportunities for journaling along with the reading of this book.



**Introduce Vocabulary**

The vocabulary should be introduced prior to reading. The 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. Remember, when choosing vocabulary words, they should be high utility words that students will use frequently in their oral vocabulary and writing. The fact that some words are unfamiliar to students doesn't necessarily make them high utility vocabulary words.

For older students, you may want to differentiate their learning by allowing 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 way that is unfamiliar to them. If you choose to do this, your students may use the graphic organizer on p.16.

Vocabulary activities and graphic organizers are on the pages following the vocabulary lists.

**Chapter 1**

<b>anguished</b> (p.2)	<b>succumbed</b> (p.2)	<b>forays</b> (p.5)
<b>perspective</b> (p.5)	<b>adage</b> (p.7)	<b>summit</b> (p.8)
<b>contention</b> (p.9)	<b>chortled</b> (p.10)	<b>rebuke</b> (p.13)

**Chapter 2**

<b>gingerly</b> (p.23)	<b>impose</b> (p.24)	<b>humility</b> (p.27)
<b>vicinity</b> (p.28)	<b>grimace</b> (p.28)	<b>throes</b> (p.29)
<b>mesmerized</b> (p.30)	<b>dialects</b> (p.35)	<b>murmured</b> (p.38)

**Chapter 3**

**convey** (p.40)

**devastating** (p.43)

**cower** (p.43)

**affirmation** (p.44)

**Chapter 4**

**compelling** (p.45)

**traversing** (p.45)

**elusive** (p.46)

**perpetually** (p.46)

**sabotage** (p.46)

**leery** (p.48)

**condescending** (p.52)

**assail** (p.53)

**imminent** (p.53)

**Chapter 5**

**eccentric** (p.60)

**eschewing** (p.62)

**excavate** (p.66)

**eliciting** (p.68)

**susceptible** (p.71)

**sauntered** (p.74)

**Chapter 6**

**endure** (p.75)

**enthralled** (p.77)

**raconteur** (p.78)

**banish** (p.80)

**patently** (p.80)

**aghast** (p.80)

**gall** (p.80)

**Chapter 7**

**suffice** (p.93)

**precariously** (p.93)

**entrepreneur** (p.96)

**overtly** (p.97)

**ethics** (p.97)

**curt** (p.98)

**haranguing** (p.99)

**composure** (p.100)

**unmitigated** (p.104)

**Chapter 8**

**feeble** (p.115)

**intense** (p.116)

**restitution** (p.118)

**insincerity** (p.119)

**imbue** (p.121)

**impart** (p.121)

**impediments** (p.121)

**remorse** (p.122)

**Chapter 9**

**eclectic** (p.123)

**cacophony** (p.126)

**emanated** (p.128)

**dynamic** (p.134)

**dense** (p.135)

**introspection** (p.136)

**endeavoring** (p.137)

**fortuitous** (p.137)

**retrospect** (p.137)

**Chapter 10**

**stout** (p.141)

**intervened** (p.150)

**delirious** (p.150)

**squander** (p.154)

**turmoil** (p.154)

## Vocabulary and Word Study Activities

Vocabulary instruction doesn't take a great deal of time, but it is time well spent. Students with a wide vocabulary have better comprehension skills, and are better readers and writers. Research clearly shows that a student's vocabulary is directly related to their academic success. It is important for students to internalize their own concept of a word so that they will "own" the word and begin using it in their oral and written vocabulary. As they explore words on their own, they need to have an understanding of what the word is, what it is not, the origins of the word, what part of speech it is, if it has multiple meanings, antonyms and synonyms for the word, and even be able to visualize the word. As they explore words and use them in everyday situations, their vocabulary will increase.

The activities have not been divided into age groups. I believe that any of these activities can be used with students of various ages. Select the ones that you believe will best meet the needs and ability levels of your students. They may be used as small group activities or for individual students.

- 1 Use the Word Sort Graphic Organizer on page 15 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.
- 2 Have students define your selected vocabulary words using the graphic organizers on pages 14, 16, and 17.
- 3 Have students locate the base word in words that have prefixes, suffixes, and/or inflectional endings. Then, have them indicate the language of origin of the base word and its meaning. Next, have them list all the words they could make with the same base word by using different prefixes, suffixes, and inflectional endings using the Graphic Organizer on page 18.

- 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.
- 5 Identify the Greek/Latin roots from the following vocabulary words: cacophony (phon), eccentric (centr), and perspective, retrospect, and introspection, (spec, spect) You may want to allow students to work with a partner on this activity. Students may use their own paper, or the graphic organizer on page 19.
- 6 Have students choose ten words, or the teacher may assign ten words, from the vocabulary list and have them write a poem using these words.
- 7 Students could work in pairs or in small groups to create their own crossword puzzle using the vocabulary words. The puzzles could then be reproduced and students would swap puzzles and solve them.
- 8 Students work with a partner. One student gives the definition of a word and the other student must write the word for that definition. Students must use correct spellings of the words.

**Vocabulary Word Definitions** Using context clues

Word: \_\_\_\_\_ Page # found in text: \_\_\_\_\_

Sentence used from text:

\_\_\_\_\_  
\_\_\_\_\_

Your definition based on context clues:

\_\_\_\_\_  
\_\_\_\_\_

Word: \_\_\_\_\_ Page # found in text: \_\_\_\_\_

Sentence used from text:

\_\_\_\_\_  
\_\_\_\_\_

Your definition based on context clues:

\_\_\_\_\_  
\_\_\_\_\_

Word: \_\_\_\_\_ Page # found in text: \_\_\_\_\_

Sentence used from text:

\_\_\_\_\_  
\_\_\_\_\_

Your definition based on context clues:

\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

**Vocabulary Word Sort**

### Parts of Speech

Noun	Verb	Adjective	Adverb	More than One**

\*\*Find the words that can be used as multiple parts of speech. Then, locate the word in the text and indicate which part of speech it is used as in the book.

Word	Page Number in Book	Part of speech as used in text

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



Name \_\_\_\_\_

### Vocabulary Word Graphic Organizer

Word: \_\_\_\_\_

Short Definition (in your own words):

Synonyms	
1.	
2.	

Antonyms	
1.	
2.	

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

Use the word in a sentence.

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### 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
<b>New Words:</b>	

Vocabulary Word	Base Word
<b>New Words:</b>	

Vocabulary Word	Base Word
<b>New Words:</b>	

Vocabulary Word	Base Word
<b>New Words:</b>	

### Building with Affixes and Roots

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

**Vocabulary Words:** cacophony, eccentric, perspective, retrospect, introspection

Word	Definition	Root	Root Meaning
cacophony		phon	
eccentric		centr	
perspective		spec	
retrospect			
introspection			

**phon**

**centr**

**spec**

## Answer Key for Building with Affixes and Roots

There are so 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.

phon		
telephone	phony	xylophone
telephonic	symphonic	earphone
phonics	phonograph	euphony
phoneme	homophone	saxophone
phonetic	microphone	symphony

centr	
center	centrifuge
egocentric	centrifugal
central	concentrate
concentric	concentration
ethnocentric	concentrated

spec					
specimen	aspect	respect	retrospective	inspector	circumspect
specific	speculate	spectacle	aspect	inspection	spectacular
spectator	inspect	prospect	expect	suspect	speculation

## During Reading Activities

*Questions for Discussion and Comprehension*

### Chapter One

1. Who is the Noticer? Why do you think he has suddenly appeared in Andy's life? In your own words, explain what a noticer is and what they do. *(Jones – Answers will vary as to why Jones has shown up in Andy's life, but may include he's alone and homeless, his parents have passed away, he's angry and needs someone to help him get proper perspective, he needs someone to encourage and motivate him... Accept any reasonable answers here, but they might include: A noticer is a person who notices things that most people might miss. They see things from a different perspective, a broader view. They try to accentuate the positive in what appears to be a bad situation and take the negatives and point out how they can actually work to create something positive. A noticer is reflective, not reactive.)*
2. What kind of books did Jones give Andy to read? Why did he give these to him? *(He gave him three biographies—Churchill, Rogers, and Carver. He told Andy that the best teacher was other people's experience. He wanted him to read about some great men who accomplished great things in their lives and the lives of others, so that he might "unlock the secrets" to what made them different from ordinary people. Then, he might apply those principles to his own life to help him succeed.)*
3. On page 13, Jones told Andy that "whatever you focus upon, increases." Explain what he meant by this. Give an example from your own life, or an example you have observed in someone else's life. *(Accept any reasonable answers)*
4. Jones points out an important question that we need to ask ourselves every day. How would you answer this question: "What is it about me that other people would change if they could?" Now, list three things that others would change about you. Beside each one, give two reasons why they would change this. *(Answers will vary)*

5. How was Andy affected when he read the note from Jones that told him he was proud of him? How does it make you feel when you hear these words? Give some examples of simple ways that you can encourage others. *(Answers will vary)*
6. Did Andy read the books that Jones gave him? What effect did they have upon him? How did they shape his future and his outlook on life? *(Answers will vary, but should include some of the following: He read those books and continued to read other biographies over the next several years, over 200. He was able to identify seven things that these people had in common. He then identified these things or principles and began to apply them to his own life. It changed his life so much that he wrote about these principles in The Traveler's Gift so that he could share them with others. The book became a bestseller and he travels all over the world sharing these principles with people...)*

## Chapter Two

1. How does Jones describe a true friend? How would you describe a true friend? Give an example and explain why they are a true friend. *(Jones said a friend holds you to a higher standard than other people do and that they will bring out the best in you. They won't just accept you for who and what you are; they expect more. They always tell you the truth and will try to show you things from a wise perspective. A true friend brings out the best in you. Answers will vary.)*
2. Even though everyone in your family or group of friends speaks the same language, their dialects probably aren't the same. These different dialects can really interfere with communication. What does this mean? *(Answers will vary, but should include some of the following: We may speak the same language, but what we try to communicate doesn't always translate the same to everyone. We each have our own different way of communicating, not just in words, but in actions, as well. Some people need to hear spoken words of approval, while others see actions and deeds as a way of showing approval. So, the dialect would be your unique way of communicating the same things as others, but in your own way.)*
3. Why is it important to understand the dialects of others around you? Is it unreal to expect others to communicate in a dialect that is not natural for them? *(Accept any reasonable answers)*

**Chapter Three**

1. How many dialects does Jones tell Andy about? What are they? Give a brief explanation of each one.  
*(There are basically four, but there can also be combinations. 1. Spoken words of approval—this means using your words to tell people you care about them. 2. Favors and Deeds—this means doing little things for people to show that you care, like taking out the garbage or cleaning up your room. 3. Physical contact—like when you hug someone or pat them on the back or hold their hand. 4. Quality time—when you spend undivided time with someone doing something with them only.)*
2. In the book, an animal represents each dialect. Tell which animal goes with each dialect and explain why it is a good representation of that particular style of communication. Can you think of another animal that would better depict each dialect? *(1. Spoken Words—Puppy dog—Dogs always wag their tails when you praise them and they respond by doing that behavior that earned them the praise over and over. When you yell at them, they tuck their tails and put their head down. They won't even look at you. 2. Favors and Deeds—Goldfish—They don't need to be touched and they don't even notice if you're there or not. They just need you to feed them, give them fresh water, and clean out their home every now and then. 3. Physical Contact—Cats—They don't really listen to you, but they do like it when you pat them and rub behind their ears. They will rub up against you to get your attention. 4. Quality Time—Canary—They like to sing and they want you to just sit and listen to them. They don't care if you say anything to them at all; they just want your time so they can sing to you. Answers will vary as to why and if another animal should have been chosen.)*
3. Which category signifies your communication style? Why do you think this? Do you think others are aware of your dialect? How do you know this? What can you do to help others understand the best way in which to communicate with you? *(Answers will vary)*

**Chapter Four**

1. Do you think happiness happens by chance? Is it based on places, people, and things? Explain your answer. *(Accept any reasonable answers)*

2. What did Jones mean on page 49 when he said, “A person could lose everything, chasing nothing”? Give an example. *(Answers will vary)*
3. Walker wanted to blame his problems on feelings, events, and people in his past. Jones told him that his worries and fears are a product of his being smart. In your own words, explain what Jones meant. *(Accept any reasonable answers)*
4. Worry is a real joy robber. On page 56, we learn that we worry when we focus on the wrong things. What does this mean? What can we do to overcome our worries? Give an example. *(Accept any reasonable answers)*

## Chapter Five

1. What is the difference between someone who is smart and someone who is wise? *(Answers will vary, but should include some of the following: You can become smart by paying attention, studying, and working hard at school. You can seem smart because you make good grades on tests. Someone who is smart isn't necessarily wise. Wisdom goes deeper than just being smart. A wise person has a good sense of discernment, and they aren't reactive. They are reflective thinkers and learn from their own mistakes and those of others as well. They choose their friends carefully and think through their actions before they react...You may want to have students create a T Chart or a Venn Diagram to compare and contrast the two.)*
2. In this chapter, Jones explores some important questions with the teens at the golf club about relationships, dating, and marriage. What did you learn from their conversation on pages 65-72? Why is this significant to you at this point in your life? *(Answers will vary)*
3. Explain how a leaf is an indicator. How can you apply this to your own life? What kind of leaves are you dropping? Are you pleased with the leaves your friends drop? Explain your answer. *(A leaf can be an indicator of all kinds of information about the tree it came from and the conditions surrounding it: season, weather, drought, kind of tree, size of tree, poisonous or not...The same can be said for people; you can tell a lot about them by the “leaves” they drop...the things they say, their actions, etc. Answers will vary and some may get very personal. You might want to allow students time to reflect on this one in a personal journal.)*



**Chapter Six**

1. What did Willow mean when she said that she had “outlived her usefulness”? How does our society often view old people? Using some of the examples from the book, how would you highlight the value of older people in our world? *(Willow thought she had outlived her usefulness because she was old. She felt she was in the way of those around her. Society often shares Willow’s view, thinking that old people aren’t useful and that they are in the way. We should value the wisdom, life experiences, and knowledge of older people. We can learn from their mistakes or gain insight from their successes. The book says that Colonel Sanders was 65 when he began Kentucky Fried Chicken. Ben Franklin was 78 when he invented bifocals and Winston Churchill was 78 when he wrote a Nobel Prize winning book, etc...)*
2. According to Jones, the very fact that you are breathing is an indicator of what? Do you agree with this? Why or why not? *(Jones said that if you are breathing, you are alive. If you are alive, then you are still on this earth for a reason. He said if you are still alive, then your purpose still has yet to be completed on this earth. Answers will vary for the next questions.)*
3. Explain the story about Norman Borlaug and its significance to Jones’ conversation with Willow. *(He was trying to show Willow her worth and the importance and far-reaching consequences of her actions and how they could make a difference. Norman saved the lives of over two billion people by hybridizing corn and wheat so that they could grow in harsh conditions. Then, he goes on to point out that others had a significant impact on Norman’s discovery—Henry Wallace for hiring Norman, George Washington Carver instilled a love and knowledge about plants in Henry, Moses for saving GWC’s life...Jones’ point was that each person’s actions influenced the other’s life. If any one person hadn’t done what he was supposed to do, then Norman may not have been able to accomplish his task of developing the seeds, and those two billion people may have starved to death. He wanted Willow to know that her actions could and do have a serious impact on what happens to others.)*
4. What is a “victory garden”? Explain the reason(s) Americans planted them. Do you think we could benefit from “victory gardens” today? Why or why not? *(Answers will vary)*

**Chapter Seven**

1. Henry promised to have a job done in six days even though he knew there was no way that he could finish it that quickly. Was that right? Why or why not? *(Accept any reasonable answers)*
2. Often, we have heard people say, “Don’t sweat the small stuff,” meaning that we shouldn’t worry about the little things in life. However, Jones has a different philosophy about this; he says that the little things actually do matter. Explain what he meant by this. *(Answers will vary)*
3. Some people would define success as having a lot of money, a big house, fancy cars, expensive jewelry, wearing famous designer clothes, etc...How would you define success? *(Answers will vary)*
4. One of Henry’s employees is Martin. Martin’s dad wanted him to have this job so that he could learn about running a business from Henry. What kind of lessons do you think Martin will take away from his experience with Henry? Do you think Martin’s dad was wise to allow Martin to have this experience? Why? *(Answers will vary, but should include some of the following: Martin can see the horrible way that Henry treats his employees, how he lies to his clients, how he uses inferior materials, etc...Martin’s dad knew this would be an experience that he would never forget. One day when he is managing a business, he will remember how awful it felt working for Henry and he will use his experience to treat his clients and workers ethically. Henry was an example of what NOT to do.)*
5. Once you have established a reputation for being dishonest, treating people unfairly, cheating, etc...Is it possible to repair the damage of a bad reputation? Can you change the image that people have of you? What can you do? *(Answers will vary)*

**Chapter Eight**

1. What is the difference between a choice and a mistake? Give an example of each (not from the book). When is an apology appropriate and meaningful? Why? *(A choice is a conscious decision that you make, usually after exploring the options. It’s not usually something that you enter into blindly. You select your*

*preference for action, usually after careful consideration. Sometimes, you will make a choice knowing that it is the wrong choice, but you do it anyway simply because you want to do it. A mistake is when you unknowingly make a careless decision without enough information. It is a genuine accident. An apology is appropriate when you have made a mistake. An apology usually isn't effective after a poor choice. It's usually better to own up to the poor choice and try to make it right, if possible. Examples will vary among students' personal experiences.)*

2. Jones tells Henry that his son, Caleb, "will become what his father becomes." Parents have a huge responsibility. Do you believe that you have that kind of power over people in your life? Do you think your actions and words have that kind of influence over others? Explain and give an example. *(Accept any reasonable answers)*

## Chapter Nine

1. On page 129, Andy refers to the phrase, "move into the light." He said when he heard that phrase almost 30 years ago, he assumed it meant something different than it had come to mean to him now. What do you think he assumed it meant when Jones said it to him as a young, homeless man under a pier? What meaning do you think it has for him now, as an adult who has been through some tremendous changes in life? *(Answers will vary)*
2. On page 132, Jones said, "No matter your past...you can choose your future." In your own words, explain what he meant. Do you agree with him? Why or why not? *(Accept any reasonable answers)*
3. Why is it important to be a "people magnet"? What are the benefits? What are some ways to become one? *(People need people in order to receive opportunities and encouragement. When people enjoy being around you, they want to hang out with you. As you are encouraged by these people, doors will open and you will become successful. You are less likely to grow discouraged and dissatisfied with yourself. Things just seem to get better and better. People are drawn to other people who are likeable, thoughtful, considerate, honest, sincere, polite, and respectful of others. You must hold yourself to the highest standards in order to draw people to yourself.)*

## Chapter Ten

1. Why did Ted call Andy? Why didn't he call the police instead? *(Ted called Andy because Jones' suitcase*

*was in the middle of the parking lot and Jones was nowhere to be found. Answers will vary as to why he called Andy instead of the police)*

2. Where do you think Jones is? What has happened to him? Why did he leave his suitcase? *(Answers will vary)*
3. For almost three hours, stories about Jones were exchanged. What do you think is most significant about these stories and/or those he has helped? Why would he be known by different names (Jones, Garcia, Chen)? *(Accept any reasonable answers)*
4. What did they discover inside the suitcase? *(Inside the case, they found a note and packages of fruit, flower, and vegetable seeds.)* Why would Jones leave them a suitcase filled with seeds? What was the significance of the seeds? *(Answers will vary but should mention that the note said they were a reminder to plant their own seeds in the minds and hearts of others. That people would share perspective with others who needed it, just as Jones had and they would honor him in helping each other...)*
5. What did Jones mean when he said in his note that “the best is yet to come”? *(Answers will vary, but hopefully the story about the fork and the dessert will be mentioned. The phrase itself will have different meanings for each one.)*

## After Reading Activities

### Enrichment/Extend the Learning

- 1 Use a “Character Log” to track the characters in the book as students read each chapter. They should be listed in the order in which they appear in the book. Students can make their own logs or you can give them several copies of the one on page 32 to use. Then, when they are finished reading the entire book, they will choose two characters (or the two the teacher chooses) to compare and contrast, using a Venn Diagram, T Chart, or the graphic organizer on page 33.
- 2 Students could plant flower seeds in individual pots to give to people in nursing homes. This could be a collaborative project between several classes. The pots could become an art project in art class and the plants could be part of a science class.
- 3 Students could plant a vegetable garden, much like the victory gardens discussed in the book. All the food raised could be donated to a local food shelter or other group in need. Students could also sell the vegetables and use the money to help a service organization in the local community. Maybe their products could even be used in their school cafeteria. Again, this could be a collaborative project with other classes (math, science, etc...).
- 4 Students could choose a biography about a famous person they admire and whose life experiences would teach them valuable life lessons. They would then write about this person and answer the following questions: Whom did you read about and why? Where and when did they live? What was their family life like? What kind of friends did they have? What was their educational background? What character traits did they exemplify? Who, in their life, had the most influence upon them? What contributions did they make to society? How did others feel about them? Why do you most admire this person? What lessons can you learn from them that would help you lead a more successful, productive life? Students could then share this information with their class, another class, or maybe even at a parent meeting.

- 5 Students could write a note of encouragement to someone who they have noticed needs to be encouraged. Also, they could write a note of thanks to someone who has encouraged them.
- 6 Students could participate in The Noticer Project on [www.thenoticerproject.com](http://www.thenoticerproject.com), or they could simply choose five people to write a note of thanks and appreciation to who have been a positive influence upon them and their lives. Perhaps they could even enclose a packet of seeds in the note and explain why they chose this particular type of seed for them.
- 7 Students could work in small groups to write a script for one scene in the book and then perform their script for the class. Each group could be assigned a different scene. Then, students could select what they think is the best script and use it as the basis for convincing a fictitious movie director that this book should be made into a movie. They could even design a set (based on the setting in the book) and film the scene for another audience to view. They would also decide which modern day actors should play each role and why. Movie posters could be created for the movie, as well. The following website can be used to import photos and create free posters: [www.tuxpi.com](http://www.tuxpi.com). Use the section titled “Photomontages, Fun & Art” to create the posters.
- 8 Create motivational posters using the website above (or any other tool) with different wise sayings or quotes from Jones on it to display around the school. The students must be prepared to explain what the posters mean, as others who have not read the book may begin to ask questions about the posters.
- 9 Students could write a book review for *The Noticer* to submit to the local or school newspaper.
- 10 Have students write their own ending for this story. They might choose to explain what happened to Jones, or they might have him return to the community, or they may place him in another area...The possibilities are endless.

- 11 Students could write a news article about Jones' disappearance. How did his suitcase get to the parking lot? Where did he get all those seed packets? Did someone locate him? What did the people in the community do with the seed packets?
- 12 Students should work in pairs or small groups to create a graphic organizer or a timeline to record the important events in the book.
- 13 Students should choose two of the people from the biographies that Andy read to research online. Compare and contrast their lives, then write a short essay on why these people were good role models for Andy. What do they think was the most important character trait that each of these people possessed? How can they apply what they have learned about these two people to their own lives?
- 14 Write an essay to answer the following questions. In what ways would a Jones-like character impact our community? Would they enrich our lives? How might they help us solve problems? Do you think we could possibly have fewer misunderstandings and conflicts in our town? Can you think of anyone whom you already know in your community, or another figure in history whom you could compare to him?

### The Noticer Character Log

<b>Character's Name</b>	<b>Important Facts and Character Traits of this person <u>before</u> they met Jones</b>	<b>Important Facts and Character Traits of this person <u>after</u> they met Jones</b>



**Compare, Contrast, and Draw Conclusions**

**Two Characters from The Noticer**

<b>Character #1:</b>		<b>Character #2:</b>
<b>Different</b>	<b>Same</b>	<b>Different</b>

Based on these comparisons, what conclusions can you draw about these two characters, how other people felt about them, and the type of character traits and personality they possessed after they met Jones? *(Continue your answer on back, if necessary.)*

**Vocabulary Quiz***Circle the best answer.*

- 1 Rivalry, dispute, and controversy are all synonyms for which word?
  - a.) rebuke
  - b.) contention
  - c.) eschewing
  - d.) affirmation
  
- 2 Pretty is to smile as ugly is to \_\_\_\_\_.
  - a.) leery
  - b.) curt
  - c.) feeble
  - d.) grimace
  
- 3 Which word best completes the following sentence? He heard my \_\_\_\_\_ cries for help.
  - a.) enthralled
  - b.) emanated
  - c.) anguished
  - d.) intervened
  
- 4 Which word below is not a synonym of **succumbed**?
  - a.) submitted
  - b.) resisted
  - c.) surrendered
  - d.) yielded
  
- 5 What is the root word in **perspective**?
  - a.) spec
  - b.) pec
  - c.) per
  - d.) tive

- 6 Cold is to hot as **summit** is to \_\_\_\_\_?
- a.) highest
  - b.) peak
  - c.) base
  - d.) pinnacle
- 7 Which definition best describes **chortled**?
- a.) chuckled loudly
  - b.) chuckled softly
  - c.) chuckled wickedly
  - d.) chuckled gleefully
- 8 Which word is the best synonym for **gingerly**?
- a.) cautiously
  - b.) spicy
  - c.) quietly
  - d.) silly
- 9 A person who acts with great **humility** is thought to be \_\_\_\_\_.
- a.) proud
  - b.) shy
  - c.) hurtful
  - d.) humble
- 10 Which word does not belong in the same group as **mesmerized**?
- a.) fascinated
  - b.) spellbound
  - c.) murmured
  - d.) hypnotize

- 11 Special variety of language
- a.) throes
  - b.) dialects
  - c.) ethics
  - d.) cacophony
- 12 Puppies sometimes \_\_\_\_\_ when you use an angry tone of voice.
- a.) excavate
  - b.) cower
  - c.) impart
  - d.) assail
- 13 Which vocabulary word means tricky or puzzling?
- a.) elusive
  - b.) susceptible
  - c.) haranguing
  - d.) imbue
- 14 Which word is not a synonym for **sabotage**?
- a.) disable
  - b.) overthrow
  - c.) assist
  - d.) undermine
- 15 The two boys **sauntered** through the park. What does the word **sauntered** mean in the previous sentence?
- a.) ran
  - b.) skipped
  - c.) hopped
  - d.) strolled

- 16 If someone is known as a **raconteur**, they are considered to be:
- a.) a person who steals and cheats
  - b.) a person who is skilled in telling stories
  - c.) a person who makes a lot of noise
  - d.) a person who is a fine musician
- 17 Lasting a long time; continuously:
- a.) patently
  - b.) overtly
  - c.) perpetually
  - d.) precariously
- 18 What is the prefix that means “not” in the word **unmitigated**?
- a.) mit
  - b.) un
  - c.) ed
  - d.) mitigate
- 19 Obstruction; hindrance; obstacle
- a.) impediment
  - b.) cacophony
  - c.) foray
  - d.) restitution
- 20 If you take a look at your own mental or emotional state, we would consider this be:
- a.) introspection
  - b.) inspection
  - c.) retrospection
  - d.) intervention

**The Noticer Test***Circle the best answer.*

- 1 Which of the following best describes someone who is a “noticer”?
  - a.) A person who always notices what others are doing and sees life from a negative point of view
  - b.) A person who is very smart and reads a lot of books, but lacks perspective and common sense
  - c.) A person who has a gift for noticing things that most people would overlook
  - d.) An older person who has lived many places, met many people, and has learned a lot from various life experiences
  
- 2 How did Andy end up homeless under the Gulf State Pier?
  - a.) Poor choices, bad decisions, and a lousy attitude
  - b.) His parents left him and he didn't have any friends
  - c.) His home was destroyed in a hurricane
  - d.) He liked to fish at the pier
  
- 3 Which of the following best answers why Jones left Andy with three biographies to read?
  - a.) He knew Andy liked to read history books
  - b.) He knew that other people's experiences are the best teacher
  - c.) He felt that you learn best from your own experiences
  - d.) He thought that Andy needed a positive way to spend his time
  
- 4 According to Jones, which of the following does not describe a true friend?
  - a.) Someone who will tell you the truth
  - b.) Someone who accepts you as you are
  - c.) Someone who brings out the best in you
  - d.) Someone who will give you a healthy dose of perspective

- 5 Andy learned about four main dialects that people use to show their love and feel loved. Why would it be beneficial for more people to develop an understanding of these dialects?
- a.) It would make the world a better place
  - b.) People would relate to one another better
  - c.) We would never have any misunderstandings
  - d.) It would improve your communication skills with everyone around you
  - e.) A, B, and D
  - f.) A, B, C, and D
- 6 Which of the following is not one of the four main dialects?
- a.) Spoken words of approval
  - b.) Doing favors and deeds
  - c.) Buying lots of gifts
  - d.) Spending quality time together
- 7 Walker was consumed by worry. The advice that Jones offered him was to:
- a.) Focus on doing volunteer work in his community
  - b.) Focus on the things in his life that he could control and have a grateful heart
  - c.) Focus on his past mistakes and to try and figure out what he could do differently from now on
  - d.) Focus on getting more rest and eating healthy
- 8 The book stated that, “The car’s headlights wound through the park, dancing off the blacktop...” This use of figurative language is known as:
- a.) personification
  - b.) alliteration
  - c.) onomatopoeia
  - d.) simile
- 9 The kids at the golf club learned there was an important difference between being smart and being wise. Which of the following are ways to gather wisdom, according to Jones?
- a.) People around you
  - b.) Books that you read
  - c.) Music that you listen to
  - d.) Programs that you watch on T.V.
  - e.) A,B, and D
  - f.) A, B, C, and D

- 10 In the book, it stated that Willow Callaway was “hanging around like somebody’s forgotten holiday wreath, still on the front door in March.” This use of figurative language is known as:
- a.) personification
  - b.) alliteration
  - c.) onomatopoeia
  - d.) simile
- 11 If you are still on this planet, breathing and alive, then, according to Jones, this is proof of what?
- a.) That you are very healthy
  - b.) You are well-liked by others
  - c.) You have not yet completed what you were put on earth to do
  - d.) That you have lived a good life and made good choices
- 12 Who was the person Willow learned about that was responsible for saving the lives of over two billion people?
- a.) Norman Borlaug
  - b.) George Washington Carver
  - c.) Henry Wallace
  - d.) Moses Carver
  - e.) A, B, and D
  - f.) A, B, C, and D
- 13 From Jones’ perspective, which of these would symbolize a successful life?
- a.) Taking your family on expensive vacations
  - b.) Buying a big house and wearing designer clothes
  - c.) Making a positive difference in others’ lives
  - d.) Spending a lot of money on gifts for family members
- 14 Henry Warren learned an important lesson about forgiveness and the fact that it is something that others can give you. What did he learn that he would have to earn from others?
- a.) Trust and Respect
  - b.) Popularity and Friendship
  - c.) Generosity and Respect
  - d.) Time and Money



- 15 Toward the end of the story, Jones took Andy down to the Gulf State Park Pier. Why did he take him back to the place where he first met him?
- a.) So that they could go fishing with Jason, who was living under the pier
  - b.) To pick up trash and clean the beach under the pier
  - c.) To make Andy feel uncomfortable
  - d.) To remind Andy of a conversation similar to the first one Jones had with him in order to provide Andy reflection time
- 16 Where did Jones tell Jason life's opportunities and encouragement come from?
- a.) Doing good deeds for others
  - b.) Having lots of money
  - c.) People
  - d.) Hard work
- 17 Before Jones left Jason that evening, he gave him three books. What was the most significant thing about these books?
- a.) They had been read many times
  - b.) They were the same ones he had given to Andy
  - c.) They were written by Andy Andrews
  - d.) They were Jones' favorite books
- 18 In the last chapter, why did the folks gathered at The Pack N' Mail think there was something very significant about Jones' disappearance this time?
- a.) He took Jason with him
  - b.) He told everyone he was leaving
  - c.) He left his suitcase unattended
  - d.) He called Andy and told him he was leaving
- 19 What was the greatest gift Jones gave to the people whose lives he touched in the story?
- a.) a new perspective
  - b.) seed packets
  - c.) his old suitcase
  - d.) a fork

- 20 Which of the following best describes Jones?
- a.) wise and mysterious
  - b.) smart and rude
  - c.) old and crazy
  - d.) nosey and troublesome

***Answer the following questions on the back of this page.***

- 21 Jones told Walker that we worry when we focus on the wrong things. Explain what he meant by this. Give an example of how a person can overcome being a worrier.
- 22 If someone is smart, are they also wise? Explain your answer and give an example.
- 23 Even though most people never know about or understand the difference they make in the lives of others, every single thing you do matters. Andy Andrews explains how “every single action a person takes has far reaching consequences.” Explain how significant this concept is by giving an example. You may use the one from the book or tell about something you have experienced.

**Answer Keys****Vocabulary Quiz**

1. (b). Contention
2. (d). Grimace
3. (c). Anguished
4. (b). Resisted
5. (a). Spec
6. (c). Base
7. (d). Chuckled Gleefully
8. (a). Cautiously
9. (d). Humble
10. (c). Murmured
11. (b). Dialects
12. (b). Cower
13. (a). Elusive
14. (c). Assist
15. (d). Strolled
16. (b). A person who is skilled in telling stories
17. (c). Perpetually
18. (b). Un
19. (a). Impediment
20. (a). Introspection

**Book Test**

1. (c). A person who has a gift for noticing things that most people would overlook
2. (a). Poor choices, bad decisions, and lousy attitude
3. (b). He knew that other people's experiences are the best teacher
4. (b). Someone who accepts you as you are
5. (e). A, B, and D
6. (c). Buying lots of gifts
7. (b). Focus on the things in his life that he could control and have a grateful heart
8. (a). personification
9. (f). A, B, C, and D
10. (d). simile
11. (c). You have not yet completed what you were put on earth to do
12. (f). A, B, C, and D
13. (c). Making a positive difference in others' lives

**Answer Keys****Book Test**

14. (a). Trust and Respect
15. (d). To remind Andy of a conversation similar to the first one Jones had with him in order to provide Andy with reflection time
16. (c). People
17. (b). They were the same ones he had given to Andy
18. (c). He left his suitcase unattended
19. (a). a new perspective
20. (a). wise and mysterious
  
21. Answers and examples will vary, but should include something about worry happens when we focus on the things that we cannot control. Instead of worry, we should look for the things in our lives that we are grateful for, not those that make us sad.
22. Answers will vary, but should state that wisdom and being smart are two very different things. On page 64, there are some great examples of some of the differences.
23. Students may choose to give the example from the book about Norman Borlaug, Henry Wallace, George Washington Carver, and Moses Carver and their roles in developing the hybridized seeds that saved the lives of over two billion people. This story begins on page 86 in the book. If students choose to give an example from their own life experiences, accept any reasonable answers.