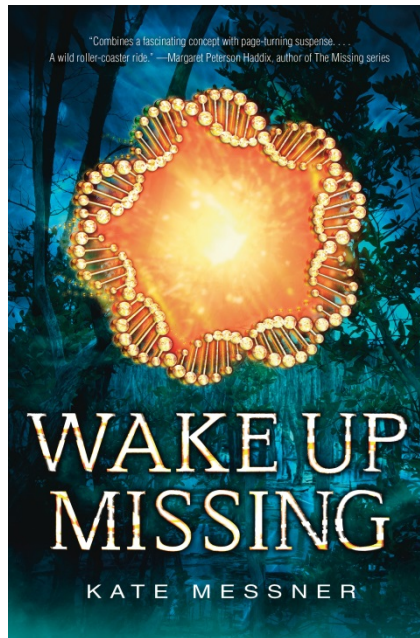


TEACHER'S GUIDE

Wake Up Missing

By Kate Messner

www.katemessner.com



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About Wake Up Missing:

Meet Quentin, a middle school football star from Chicago...
Sarah, an Upstate New York girls' hockey team stand-out...
Ben, a horse lover from the Pacific Northwest...
And Cat, an artistic bird watcher from California.

The four have nothing in common except for the head injuries that land them in an elite brain-science center in the Florida Everglades. It's known as the best in the world, but as days pass, the kids begin to suspect that they are subjects in an experiment that goes far beyond treating concussions....and threatens their very identities. They'll have to overcome their injuries – and their differences – to escape, or risk losing themselves forever.

Praise for Wake Up Missing:

Kate Messner combines a fascinating concept with page-turning suspense. Cat Grayson just wants to get rid of her constant headaches — but what if the cure makes her a totally different person? Reading this book is like a wild roller-coaster ride through the Florida swamps.

~Margaret Peterson Haddix, author of *THE MISSING* and the *Shadow Children* series.

Wowza! WAKE UP MISSING is a winner. I read it in a single sitting. As the secrets were revealed and the suspense mounted, I found myself turning pages at an ever-increasing pace. I had to find out what happened next!

~Bruce Coville, author of *THE UNIVERSE CHRONICLES* and *MY TEACHER IS AN ALIEN*

WAKE UP MISSING scared the pants off me. Loved it! Mystery, intrigue, danger, and creepy futuristic science set in today's world? Yes, please!

~Lisa McMann, New York Times bestselling author of *WAKE* and *THE UNWANTEDS*

WAKE UP MISSING is a compelling mystery full of paranoia and suspenseful twists and turns, with villains as menacing as Everglades alligators lurking beneath the surface of the water, and heroes confronting danger with bravery and heart.

~Matthew J. Kirby, author of *THE CLOCKWORK THREE* and *ICEFALL*

WAKE UP MISSING uniquely blends the fast-paced kid adventures of Carl Hiassen, an attuned awareness of nature's awe, and a lovely largesse of heart and humanity... As usual, Kate provides us with a group of smart, self-reliant kids you can't help but cheer for.

~Jane Knight, Bear Pond Books, Montpelier, VT

Contents:

1. Checking for Understanding: Use these chapter-based questions to stimulate and guide conversation as you read the book. These questions ask students to dig into the text and find evidence to support their answers.
2. Discussion Questions: These questions are for when the book is complete and could be used in classrooms, book groups, and Literature Circles.
3. Website links for further research.
4. About the Author

Checking for Understanding: Chapter Questions

Chapter 1: Why do you think Cat has such mixed feelings about going to I-CAN?

Chapter 2: Based on Cat's first encounter with her, what kind of person does Molly seem to be? What does Molly do or say in this chapter to make you think that?

Chapter 3: Does the treatment program at I-CAN sound like it might be successful? If you were Cat, do you think it would be worth trying?

Chapter 4: Because of Cat's concussion, she has trouble sorting out what she's heard outside Dr. Ames's office. If you overheard that conversation with a clear head, what would you think?

Chapter 5: Based on what you know about Cat, Sarah, Ben, and Quentin, why do you think they have different opinions and suspicions about the clinic? Why might some be more accepting of things than others?

Chapter 6: What do you think is going on with Trent? What other explanations might there be?

Chapter 7: If you were Cat, what would you do after hearing Dr. Ames on the phone?

Chapter 8: Take a look at the list of emails in Dr. Gunther's in-box. Make some predictions about how each one might play into the story.

Chapter 9: In this chapter, Cat and Sarah learn more about what might be happening at the clinic. If they're right, what possible motives could Dr. Ames and Dr. Gunther have for conducting such experiments?

Chapter 10: Does Phase Three of the I-CAN treatment plan seem reasonable to you? If you were Cat, what concerns would you have?

Chapter 11: How does Cat's friendship situation at home affect her view of things at I-CAN and her friends there?

Chapter 12: Does Quentin's theory of what might be happening at I-CAN fit the evidence you've seen in emails and overheard conversations?

Chapter 13: Was Molly the right person for the kids to ask for help?

Chapter 14: What kind of relationship exists between Dr. Ames and Dr. Gunther? Who's in charge, and what role do you think each man plays in what's happening at I-CAN?

Chapter 15: The kids head out into the Everglades on their own for the first time in this chapter. What effect do you think the swampy setting has on the mood of the story?

Chapter 16: At the end of this chapter, Cat looks to Molly for reassurance. Why do you think Molly responds the way she does? What impact do you think that had on Cat?

Chapter 17: How is Ben's relationship with Dr. Ames different from that of the other patients? Why do you think that might be?

Chapter 18: Why do you think Dr. Ames stays outside Cat's room? How much do you think he knows?

Chapter 19: While some of the kids are hopeful in this chapter, Cat is wary of the change in plans. Do you think she's right to worry? What evidence can you find that something may be wrong?

Chapter 20: Imagine that you stay back in the cafeteria to hear the conversation between Ben and Dr. Ames. What do you think you'd hear?

Chapter 21: At the beginning of this chapter, Cat remembers her first day at the clinic, when she was "nervous for all the wrong reasons." What do you think she means by that?

Chapter 22: How do you think hearing the voicemail from Dr. Gunther will affect the kids' decision about what to do now? What conclusions might you draw after hearing his message?

Chapter 23: After talking with Trent in this chapter, Cat concludes, "Somewhere, the old Trent was still in there." Do you think she's right? Why or why not?

Chapter 24: Why do you think Ben is so calm about the information he shares with the others at the end of this chapter? What do you think he's thinking?

Chapter 25: Does it feel believable to you that a government would do something like this? Can you think of any real-life situations in history where something comparable has happened?

Chapter 26: Why do you think Ben feels the way he does about Team Phoenix? If you were the other kids, how would you deal with him now?

Chapter 27: Would you say the doctors were successful with Trent's change? What evidence is there to suggest they were? Can you find any signs that the project wasn't a total success?

Chapter 28: The kids make an incredibly risky choice in this chapter. Would you have made the same choice? What else could they have done?

Chapter 29: Why do you think Cat puts so much faith in Molly? Do you think the kids will find her? And if they do, what do you think she'll do?

Chapter 30: Why don't you think Ben takes advantage of his chance to go back to Dr. Ames in this chapter?

Chapter 31: Why do you think Gus and Eugene reacted the way they did when they looked inside the cabin?

Chapter 32: When Cat says, "Dr. Ames had destroyed both of them," what do you think she means? Is it true?

Chapter 33: If you were Cat, would you have taken the time to go back into the clinic to the office? Why or why not?

Chapter 34: How does the osprey Cat saw on her first day at I-CAN serve as an inspiration to her in this chapter? Who do you think is responsible for what happened to Dr. Ames? What would you have done about Dr. Gunther?

Chapter 35: Why do you think Cat chose to put her trust in the people she went to for help? Was it a good decision? What do you think will happen with Trent and Kaylee now?

Chapter 36: At the end of the book, Cat says in some ways, she's "the same old Cat," but in other ways, she is different. How do you think she's changed and why?

Discussion Questions

Use these questions to start a conversation about Wake Up Missing once all readers in the book group or literature circle have completed the book.

1. Imagine that you are Cat or Sarah, trying to convince the other patients that something at I-CAN is desperately wrong. Write a note to Quentin or Ben explaining your concerns. They'll want proof – evidence that your suspicions are true, so think about everything you've seen and heard at I-CAN. What specific details and quotes support your argument that something is wrong?

Common Core Connections:

CCSS.ELA-Literacy.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.W.4.1-5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
CCSS.ELA-Literacy.W.6.1, 7.1, and 8.1 -	Write arguments to support claims with clear reasons and relevant evidence.

2. Choose your favorite I-CAN patient and write a series of four short journal entries from that character, showing how he or she changed throughout the story. Include journal entries written:
 - on the day he or she first arrives at I-CAN.
 - after a few days of treatment.
 - after Sarah and Cat begin to suspect something is wrong.
 - at the end of the book.

Common Core Connections:

CCSS.ELA-Literacy.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
CCSS.ELA-Literacy.W.4.3, 5.3, 6.3, 7.3, 8.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

3. How would WAKE UP MISSING change if it were written in third person instead of first person from Cat's point of view? How does having a first person narrator suffering from a concussion affect the story?

Common Core Connections:

CCSS.ELA-Literacy.RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
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4. Sometimes, Cat uses similes to describe the effects her concussion has on her thinking. What do you think she means when she offers the following comparisons, and how do they add to the reader's understanding of her situation?

I tried to remember the conversation but it broke apart like a staticky phone call.

Sarah's bouncy voice was like a jackhammer to my muddled head.

Thoughts fired like machine guns in my head. There was no time to pull them together.

Common Core Connections:

CCSS.ELA-Literacy.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
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5. Like WAKE UP MISSING, Kate Messner’s EYE OF THE STORM is a science thriller that explores the idea of science gone too far. If you’ve read both books, how do you think they’re similar in the treatment of this theme? How are they different? And how do the scientists in the two stories compare to one another?

Common Core Connections:

CCSS.ELA-Literacy.RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
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6. Why do you think the patients at I-CAN have such different reactions to their treatment and to the discovery that something at the clinic might be wrong? How might Cat, Sarah, Quentin, and Ben’s personal histories affect their reactions?

Common Core Connections:

CCSS.ELA-Literacy.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
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7. Because WAKE UP MISSING is narrated by a character suffering from a concussion, she sometimes fails to understand or remember things that might be important to her situation, so readers of the book may realize things that Cat doesn’t. How does this contribute to the book’s suspense?

Common Core Connections:

CCSS.ELA-Literacy.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
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Explore online:

Check out Kate's WAKE UP MISSING Pinterest board, full of related photos and CCS-based nonfiction pairings for students to read alongside the novel.

<http://pinterest.com/katemessner/wake-up-missing-a-science-thriller-from-walker-blo/>

Challenge students to compare the informational texts shared above with the portrayal of science topics & history in the world of *Wake Up Missing*.

- [CCSS.ELA-Literacy.RL.7.9](#) Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

About the Author:

Kate Messner is the author of more than a dozen current and forthcoming books for kids, including E.B. White Read Aloud Award winner *The Brilliant Fall of Gianna Z.* and *Eye of the Storm*, a science thriller recommended by the National Science Teachers Association. Kate loves visiting schools and is a frequent presenter at state and national conferences for teachers, librarians, and writers. When she's not traveling, you'll find her at her home on Lake Champlain where she enjoys spending time outside with her family. To learn more and connect, follow Kate on Twitter @KateMessner and visit her online at www.katemessner.com.