



THE TIME FETCH

AMY HERRICK

This guide includes questions and activities aligned with the Common Core State Standards, grades 5–8

BOOK TALK:

When Edward innocently mistakes a sleeping Time Fetch for an ordinary rock, he wakes its foragers early, and they begin to multiply and gobble up time. Soon the bell rings to end class just as it's begun. Buses race down streets, too far behind schedule to stop for passengers. Buildings and sidewalks begin to disappear as the whole fabric of the universe starts to unravel. To try to stop the foragers, Edward must depend on the help of his classmates Feenix, Danton, and Brigit—whether he likes it or not. They all have touched the Fetch, and it has drawn them together in a strange and thrilling adventure in which the boundaries between worlds and dimensions are blurred. The places and creatures on the other side are much like the ones they've always known—but slightly twisted, a little darker, and much more dangerous.

ABOUT THE AUTHOR:

AMY HERRICK is a graduate of the Iowa Writers' Workshop. Every morning, she and her dog take a long walk in Prospect Park in Brooklyn, New York, looking for adventure. They've seen and heard many wondrous things there, some of which have served as inspiration for this story. Turn to page 6 to imagine some of the walks they may have taken. *The Time Fetch* is her first book for young readers.



Photo Credit: Breukellen Riesgo

COMMON CORE

Reading: Literature

Connection to

ANCHOR READING

RL.5.2 RL.6.2

RL.7.2 RL.8.2

R.2

DISCUSSION QUESTIONS:

1. What would you say are the themes of *The Time Fetch*? Why? How do they develop over the course of the story? How do the characters, setting, and plot relate to the themes?

"Determine central ideas or themes of a text and analyze their development . . ."

2. On page 11, when Edward and his aunt Kit are having breakfast, the narrator says that Edward "thought about how it was hard to really see people you've been living with for a long time." What does this mean? Is this an idea you relate to? Why or why not? What does the fact that Edward thinks this tell you about him? How does it relate to the story overall?

"Read closely to determine what the text says explicitly and to make logical inferences from it . . ."

3. On page 28, the author uses personification to describe the wind: "The wind muttered. It groaned." Why might she have chosen to do this? How does this choice contribute to the meaning and tone of the story?

"Interpret words and phrases as they are used in a text, including determining . . . figurative meanings, and analyze how specific word choices shape meaning or tone."

RL.5.1 RL.6.1

RL.7.1 RL.8.1

R.1

RL.5.4 RL.6.4

RL.7.4 RL.8.4

R.4



COMMON CORE
Reading: Literature

Connection to
ANCHOR READING

RL.5.1 RL.6.1
RL.7.1 RL.8.1

R.1

RL.5.1 RL.6.1
RL.7.1 RL.8.1

R.1

RL.5.6 RL.6.6
RL.7.6 RL.8.6

R.6

RL.5.1 RL.6.1
RL.7.1 RL.8.1

R.1

RL.5.3 RL.6.3
RL.7.3 RL.8.3

R.3

RL.5.3 RL.6.3
RL.7.3 RL.8.3

R.3

DISCUSSION QUESTIONS:

4. Take a look at page 38, when Feenix grabs the Time Fetch away from Edward. Is what Feenix does to Edward bullying or teasing? What are her motivations for doing what she does? Why do you think so? Explain your answer using specific examples from the book.

“Read closely to determine what the text says explicitly and to make logical inferences from it . . .”

5. On page 160, Feenix insists that her name is “Feenix” and not “Edith.” Why has Feenix chosen to go by Feenix instead of Edith? Why do you think Feenix calls Edward “Dweebo”? How do these names represent aspects of the characters over the course of the story? Have you ever wished you had a different name or a nickname?

“Read closely to determine what the text says explicitly and to make logical inferences from it . . .”

6. *The Time Fetch* is told in the third person throughout, but the point of view shifts from one character to another. How does the author make the various characters’ points of view distinctive? How do the various point-of-view sections affect the way you and other readers might view the characters?

“Assess how point of view or purpose shapes the content and style of a text.”

7. On page 90, Mr. Ross says, “It doesn’t do to get too comfy, my young friends.” He is referring to forces that affect the earth, but in what other ways does the sentence contribute to the story—particularly to its themes and tone? Do you think what Mr. Ross says applies to real life? Why or why not?

“Read closely to determine what the text says explicitly and to make logical inferences from it . . .”

8. Compare and contrast Danton and Brigit. Use specific incidents, lines of dialogue, or other elements from the text to support your answer. How do these two characters change each other and the overall story? Why do you think these two characters like each other?

“Analyze how and why individuals, events, or ideas develop and interact over the course of a text.”

9. Compare and contrast Edward and Feenix using specific lines of dialogue, incidents, or other elements from the text. How do these two characters change each other? Why do you think these two characters begin as antagonistic characters but end up as friends?

“Analyze how and why individuals, events, or ideas develop and interact over the course of a text.”



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COMMON CORE
Reading: Literature

Connection to
ANCHOR READING

RL.5.1 RL.6.1
RL.7.1 RL.8.1

R.1

RL.5.1 RL.6.1
RL.7.1 RL.8.1

R.1

RL.6.9 RL.8.9

R.9

RL.5.1 RL.6.1
RL.7.1 RL.8.1

R.1

DISCUSSION QUESTIONS:

10. On page 260, Brigit starts singing. Before this, she has hardly made a sound. In your opinion, why has Brigit stopped speaking? When she finally does say something, what has changed that causes or allows her to speak? Using details from the story, explain what makes Brigit a memorable character even though she doesn't speak through most of the book.

"Read closely to determine what the text says explicitly and to make logical inferences from it . . ."

11. On page 243, the Unraveler says, "It's lunatic, isn't it? Everybody rushing around." At the beginning of the story, Edward might have agreed with this sentiment, but now he finds himself annoyed by the Unraveler's words. How does Edward's annoyance show he's changed over the course of the book? Use specific details to support your answer.

"Read closely to determine what the text says explicitly and to make logical inferences from it . . ."

12. Time and time again we see similarities between fantastical elements in stories, even those written in different cultures, centuries apart. In chapter seven of *The Time Fetch*, for example, we meet three old ladies with one pair of glasses who live in a cottage where Feenix is being held captive. Does this or another detail from *The Time Fetch* remind you of a story you've read or heard before? What makes *The Time Fetch* different from that tale?

"Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take."

13. On page 299, Mr. Ross quotes Shakespeare, saying, "Time and the world are ever in flight." What does he mean by this? How does the idea relate to the story overall? How does this idea apply to your life and the real world?

"Read closely to determine what the text says explicitly and to make logical inferences from it . . ."

Common Core State Standards (Speaking and Listening) also addressed by all questions:

SL.5.1a-c, SL.6.1a-d, SL.7.1a-d, SL.8.1a-d, SL.5.6, SL.6.6, SL.7.6, SL.8.6

Connection to **Anchor Speaking and Listening Standard SL.1** "Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively."

Connection to **Anchor Speaking and Listening Standard SL.6** "Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate."



COMMON CORE

Writing

Connection to

ANCHOR STANDARD

W.5.3a-e W.6.3a-e

W.7.3a-e W.8.3a-e

W.3

W.5.2a-e W.6.2a-e

W.7.2a-e W.8.2a-e

W.5.7

W.6.7

W.7.7

W.8.7

W.5.8

W.6.8

W.7.8

W.8.8

W.2

W.7

W.8

ACTIVITIES:

A Solstice Tale

The Time Fetch integrates folklore about the winter solstice into the setting and plot. Research winter solstice traditions and beliefs, and choose a few of your favorites. Imagine characters that would somehow interact with these traditions and beliefs. Then, using the characters you've invented, write "A Solstice Tale," a fictional short story that is in some way related to the winter solstice.

"Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences."

Discovering Hermann Minkowski Report

On page 35, Mr. Ross mentions Hermann Minkowski, a mathematician who had certain ideas about time and dimensions. Research Minkowski's life and his work. Then write an intriguing, well-structured report on Minkowski, including citations and a works cited page. Make your report available in your classroom or library so others can discover more about this influential mathematician.

"Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately . . ."

"Conduct short as well as more sustained research projects . . ."

"Gather relevant information from multiple print and digital sources . . ."

Hidden Scientific Terms Word Search

Reread chapter two and chapter ten. Collect all the scientific terms mentioned in these chapters, including those involving time, rocks, population balance, and forces. Using these terms, develop a word search for your classmates. Instead of listing the words to search, list the definitions of the words—to give your classmates an added challenge. Once your word search is complete, swap it for one created by a classmate and see if you can find his or her hidden terms.

RI.5.4

RI.6.4

R.4

"Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings . . ."

The Greatest Guardians or the Worst Offenders Opinion Essay

On page 131, Edward's class is discussing world population balance, and Mr. Ross says, "Human beings, as we are continually discovering, are generally the worst offenders when it comes to messing with the balance of things." Is he right or wrong, especially in regard to Earth's resources and ecosystems? Why? Develop a thesis statement that answers these questions, along with reasons that support your thesis. Using facts and statistics, write an essay on whether humans are the greatest guardians or the worst offenders when it comes to interacting with our world's resources and ecosystems.

"Write arguments to support claims in an analysis of substantive topics or texts . . ."

"Conduct short as well as more sustained research projects . . ."

"Gather relevant information from multiple print and digital sources . . ."

W.5.1a-d W.6.1a-e

W.7.1a-e W.8.1a-e

W.5.7

W.6.7

W.7.7

W.8.7

W.5.8

W.6.8

W.7.8

W.8.8

W.1

W.7

W.8



COMMON CORE

Writing

Connection to

ANCHOR STANDARD

ACTIVITIES:

Heroes Stand Together Presentation

Like the Avengers, or any other great team, Edward, Feenix, Danton, and Brigit are able to save the world only because they work together and bring out the best in each other. Develop a presentation that includes great descriptions of each character’s strengths, challenges, efforts to overcome challenges, and accomplishments, as well as each character’s words or deeds that inspired his or her companions. Also, include a final description of the major goals the group achieved by working together. This could be done on a presentation board or a pamphlet. You can add visuals and/or music to your Heroes Stand Together presentation to make it a multimedia presentation. If your class has blog or website, you could display your presentation there.

W.5.2a-e W.6.2a-e

W.7.2a-e W.8.2a-e

W.2

“Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately . . .”

Graphic Retelling

Choose your favorite scene or series of scenes in *The Time Fetch*. How might you retell the scene(s) in a graphic novel or illustrated version? Create your illustration(s), considering the appropriate visual tone and mood. When you’re finished, write an artist’s statement that articulates why you chose to depict these scenes in the way you have. Display your graphic *Time Fetch* retelling and your artist’s statement on your classroom walls or your classroom website.

W.5.10 W.6.10

W.7.10 W.8.10

W.10

“Write routinely . . . for a range of tasks, purposes, and audiences.”

Common Core State Standards (Writing) also addressed by most activities: W.5.4, W.6.4, W.7.4, W.8.4, W.5.5, W.6.5, W.7.5, W.8.5, W.5.6, W.6.6, W.7.6, W.8.6

Connection to **Writing Anchor Standard W.4** *“Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.”*

Connection to **Writing Anchor Standard W.5** *“Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.”*

Connection to **Writing Anchor Standard W.6** *“Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.”*



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