

# EDUCATOR'S GUIDE

KIMBERLY GABRIEL

# EVERY STOLEN BREATH

THE SWARM KILLED HER FATHER.

SHE IS NEXT.





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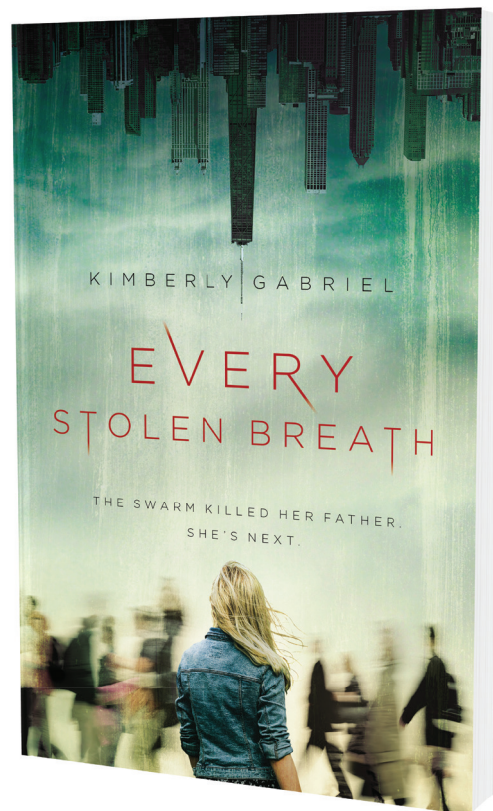
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The Swarm is unrecognizable, untraceable, and unpredictable—random attacks on the streets of Chicago by a mob of crazed teens that leaves death in its wake. It's been two years since the last attack, but Lia Finch has found clues that reveal the Swarm is ready to claim a new victim.

Lia is the only one still pursuing her father's killers, two years after attorney Steven Finch's murder by the Swarm. Devastated and desperate for answers, Lia will do anything to uncover the reasons behind his death and to stop someone else from being struck down. But due to debilitating asthma and PTSD that leaves her with a tenuous hold on reality, Lia is the last person to mount a crusade on her own.

After a close encounter with the Swarm puts Lia on their radar, she teams up with a teen hacker, a reporter, and a mysterious stranger who knows firsthand how the mob works. Together, they work to uncover the master puppeteer behind the group. Though if Lia and her network don't stop the person pulling the strings—and fast—Lia may end up the next target.

Inspired by the real-life “flash mob” violence struck Chicago in 2011, *Every Stolen Breath* by debut author Kimberly Gabriel is a fast-paced and immersive thriller that shows just how hard one girl will fight back, knowing any breath might be her last.



**KIMBERLY GABRIEL** is an English teacher who writes every chance she gets and struggles with laundry avoidance issues. When she's not teaching or writing, she's enjoying life with her husband, her three beautiful children, and a seriously beautiful boxer in the northern suburbs of Chicago.

**LEARN MORE BY VISITING [WWW.KIMBERLYGABRIEL.COM](http://WWW.KIMBERLYGABRIEL.COM).**

Jennifer Sniadecki, author of the educator guide, is currently a middle school teacher-librarian, professional development presenter, and former reading coach in South Bend, Indiana. She is an avid reader and will read anything her friends recommend. Jennifer's current passion is promoting her favorite authors' upcoming books. Check out her posts on Twitter (@jdsniadecki) or follow her blog, [www.readingteacherwrites.com](http://www.readingteacherwrites.com).

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### BEFORE READING:

Students will complete mini-research and discussions in class before reading *Every Stolen Breath*. Teachers will facilitate discussions and record questions/responses on a class bulletin board or in Google Classroom.

Research the background information the author gives about “flash mob violence” in Chicago. Write a few sentences in your journal/interactive notebook about what you predict will happen in the story, according to your findings. [CCSS.ELA-Literacy.RL.9-10.9]

Discuss with a partner the reason the author refers to The Swarm, Death Mob, etc. as names - in capital letters. How do you think this will impact the story? [CCSS.ELA-Literacy.RL.9-10.4]

Read the author’s biography. Discuss what make this author qualified to tell this story. Write a few sentences in your journal/interactive notebook to discuss later. Use evidence from the biography and the back cover of the book to support your answer. [CCSS.ELA-Literacy.RL.9-10.1]

### DURING READING:

Students will keep a journal/interactive notebook to record thoughts, feelings, questions, and information while reading *Every Stolen Breath*. Teachers will facilitate discussions with students by conferring with readers, leading small and large group meetings, and assessing learning.

### CHAPTERS 1 - 5:

Write a journal/notebook entry regarding descriptions Lia uses to introduce other characters in the story. Specifically refer to the characters, Nameless Guy, Lip Spikes, Copperhead, and Dr. What’s-His-Name. How do you think these early descriptions will impact the story as it unfolds? [CCSS.ELA-Literacy.RL.9-10.4]

Record at least 5 ways that Lia deals with her asthma from the opening scene at Navy Pier to the end of Chapter 5 when she has returned home with her mother. [CCSS.ELA-LITERACY.RL.9-10.3]

### CHAPTERS 6 - 12:

Compare and contrast 1) the media reporters and the Swarm OR 2) gangs and the Swarm. Create a Venn diagram to add to and discuss later. How does this comparison give clues to the theme? [CCSS.ELA-LITERACY.RL.9-10.2] [CCSS.ELA-LITERACY.RL.9-10.3]

We learn more about the characters Katie, Adam, and Cullen, and we are introduced to Bird Man and Ryan. Write a sentence or two in your journal/notebook about how each character either adds suspense or eases tension for Lia as the plot moves forward. Describe how each character makes you feel. [CCSS.ELA-LITERACY.RL.9-10.3] [CCSS.ELA-LITERACY.RL.9-10.5]

Keep a notebook page of vocabulary words that add to and/or ease the tension/suspense. (Start with Chapter 9 as a mentor, teachers.) How do words like vigilant, murderous, nefarious, and cynical work to show Lia’s desperate situation? [CCSS.ELA-LITERACY.RL.9-10.4] [CCSS.ELA-LITERACY.W.9-10.3.D]

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Describe the visitor in Chapter 12 in your journal/notebook. What is his reason for being at Lia's home? Use evidence from the text to support your answer. [CCSS.ELA-LITERACY.RL.9-10.1]

### CHAPTERS 13 – 15:

Why do *you* think Mr. Dopney was in Chicago when he was attacked? How could this knowledge push the plot forward, and maybe even give hints to a later conclusion to the story? [CCSS.ELA-LITERACY.RL.9-10.3] [CCSS.ELA-LITERACY.RL.9-10.5]

As a twist to the ongoing plot, Emi Vega (the reporter) surprises Lia with some information, and a claim about Lia's story. Write a few sentences about this information, the claim about Lia, and what Lia does upon hearing this news. Save this writing to discuss with a group later. (Chapter 13) [CCSS.ELA-LITERACY.RL.9-10.1] [CCSS.ELA-LITERACY.RL.9-10.5]

Reread the flashback about Steven Finch's investigation and attack in Chapter 15. Write in your journal/notebook three notable items from the past that are impacting the story in the present time. How do these events or ideas affect Lia? Use evidence to support your answer. [CCSS.ELA-LITERACY.RL.9-10.5]

Revisit your notebook page of vocabulary words that add to and/or ease tension/suspense. (Teachers, lead students to Chapter 14 as another mentor here.) How do words like solid, steadies, controlled, whispers, comfortable, and calm help the reader to know more about Lia and Ryan's growing relationship? Can Lia trust Ryan? Use evidence from the text to support your answer. [CCSS.ELA-

LITERACY.RL.9-10.1] [CCSS.ELA-LITERACY.RL.9-10.3] [CCSS.ELA-LITERACY.RL.9-10.4]

### CHAPTERS 16 – 20:

What is delivered to Lia that "crumbles" her "into a million pieces?" Why is this significant to the story? [CCSS.ELA-LITERACY.RL.9-10.2]

What do Cropped Hair Girl and Ryan have in common? Write a few sentences in your journal/notebook about what Adam and Lia find out as they search social media sites in the library. [CCSS.ELA-LITERACY.RL.9-10.1] [CCSS.ELA-LITERACY.RL.9-10.3]

What does Emi Vega tell Lia about Steven Finch's attack, and the bigger picture of the Death Mob in Chicago? What did Lia miss in her own investigation that is important? [CCSS.ELA-LITERACY.RL.9-10.3] [CCSS.ELA-LITERACY.RL.9-10.5]

What does Lia's mom know that Lia didn't about Steven Finch and his attack? The Swarm? [CCSS.ELA-LITERACY.RL.9-10.3]

### CHAPTERS 21 – 24:

Who is the head of The Lakefront Project? Why is that an issue for Lia and Adam? [CCSS.ELA-LITERACY.RL.9-10.2] [CCSS.ELA-LITERACY.RL.9-10.3]

How does the use of technology/social media power the Swarm's activities? The local government's activities? Use at least 2 examples of each. [CCSS.ELA-LITERACY.RL.9-10.3]



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Describe what happens to Adam, Lia, Katie, and Ryan in this section, and how the characters find information that lead towards a conclusion to the story. Use your journal/notebook to reflect on the events leading up to a major event, name the event, and identify a major theme. [CCSS.ELA-LITERACY.RL.9-10.2] [CCSS.ELA-LITERACY.RL.9-10.3]

### CHAPTERS 25 – 27:

How does Lia plan to expose the Swarm? Do you think she will succeed? How has Lia changed –physically and mentally -- over the course of the story? Use evidence from the text and specific words and details to support your answer. [CCSS.ELA-LITERACY.RL.9-10.1] [CCSS.ELA-LITERACY.RL.9-10.3]

In your journal/notebook, write a 3-5 sentence summary about the gala: what is it and who [CCSS.ELA-LITERACY.RL.9-10.5] [CCSS.ELA-LITERACY.RL.9-10.1] [CCSS.ELA-LITERACY.RL.9-10.3]

Why is the date of the gala significant? [CCSS.ELA-LITERACY.RL.9-10.5]

What does Emi Vega give to Lia before the gala? How might this help, or hurt, Lia? [CCSS.ELA-LITERACY.RL.9-10.3]

What does Lia learn about the Lakefront Project? What does she do with the information? In your journal/notebook, track your identified theme. How can you use the information in this section to confirm the theme of the story? Explain. [CCSS.ELA-LITERACY.RL.9-10.1] [CCSS.ELA-LITERACY.RL.9-10.3]

### CHAPTERS 28 – 32:

In your journal/notebook, describe Lia's conversation with Mom before the gala. What can you predict will happen? Use evidence from the text to explain your thinking. [CCSS.ELA-LITERACY.RL.9-10.1] [CCSS.ELA-LITERACY.RL.9-10.3]

What is the significance of the snow during the protest at the Water Tower? Reflect on the line, "The protest is utter chaos – the perfect storm for a massive attack." How is this sentence used to lead the reader to the conclusion of the story? [CCSS.ELA-LITERACY.RL.9-10.1] [CCSS.ELA-LITERACY.RL.9-10.3] [CCSS.ELA-LITERACY.RL.9-10.4]

How does Cullen react to the events in the last chapters? Is his reaction satisfying to Lia? Why or why not? Explain. [CCSS.ELA-LITERACY.RL.9-10.1] [CCSS.ELA-LITERACY.RL.9-10.3]

Is the ending satisfying for you, the reader? Explain why or why not, using relevant evidence from the text to explain. [CCSS.ELA-LITERACY.RL.9-10.1] [CCSS.ELA-LITERACY.RL.9-10.3] [CCSS.ELA-LITERACY.RL.9-10.5]

### AFTER READING:

#### FIRST AND LAST LINES:

In your journal/notebook, record the first and last sentences of at least 8 chapters of your choice and tell how you think the theme(s) of the book are carried through the plot. What you think emerges as the main theme/central idea of the story? [CCSS.ELA-LITERACY.RL.9-10.2]

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### MOODY TEENS:

**Discuss with a partner or small group** the effect that Lia's asthma and PTSD has on her, as the narrator, and the story as a whole. How might the story have played out differently if Lia was a healthy teenager? How did this affect the mood/tension of the story? Write some key points to present to the class. [CCSS.ELA-LITERACY.RL.9-10.5] [CCSS.ELA-LITERACY.SL.9-10.1] [CCSS.ELA-LITERACY.SL.9-10.1.C]

### TWEET IT:

**Write a summary as a Tweet** (try for 140 characters) about how the Swarm/Death Mob, Lia, and Emi Vega used social media/Twitter in *Every Stolen Breath*. How did the use of social media affect the theme(s) of the story? [CCSS.ELA-LITERACY.RL.9-10.2]

### READING ACTIVITIES:

Students will choose a project from the choices below, or create a project, to show understanding of the novel, *Every Stolen Breath*. Teachers will assess learning of individuals, small groups, and class.

**Recreate a scene** between two or three characters from the story to act out in class. Write a short Readers Theater script to turn in with your presentation. [CCSS.ELA-Literacy.SL.9-10.1.a] [CCSS.ELA-Literacy.W.9-10.10]

**Write a letter** to the editor (of a real or imagined newspaper) about your possible solutions for "flash mob violence." What solutions would you suggest to keep people safe in the community? [CCSS.ELA-Literacy.W.9-10.1.d] [CCSS.ELA-Literacy.W.9-10.9.a]

**Create a One-Pager** (a creative summary using words and sketches) for the novel including the following information:

- an image representative of the novel's theme(s),
- the title and the author's name in a conspicuous area,
- two quotes from the text that represent the author's style of writing,
- a sketch to relate the setting to the mood of the story,
- an image or text that describes the changes of the main character over the course of the plot and one other choice character's development, and
- a personal connection to the text.

[CCSS.ELA-LITERACY.RL.9-10.1; RL.9-10.2]

[CCSS.ELA-LITERACY.W.9-10.2; W.9-10.4; W.9-10.9]