

Jake and Lily



By

Jerry Spinelli

A Novel Study
by Nat Reed

Jake and Lily

By Jerry Spinelli



Table of Contents

| | |
|------------------------------------|----|
| Suggestions and Expectations | 3 |
| List of Skills | 4 |
| Synopsis / Author Biography | 5 |
| Student Checklist | 6 |
| Reproducible Student Booklet | 7 |
| Answer Key | 72 |

About the authors: Nat Reed was a member of the teaching profession for more than 35 years. He was a full-time instructor at Trent University in the Teacher Education Program for nine years. For more information on his work and literature, please visit the websites www.reedpublications.org and www.novelstudies.org.

Copyright © 2018 Nat Reed
All rights reserved by author.
Permission to copy for single classroom use only.
Electronic distribution limited to single classroom use only.
Not for public display.

Jake and Lily

By Jerry Spinelli

Suggestions and Expectations

Please Note: Due to the unusual formatting of the novel we have done our best to divide the study guide into 12 equal parts. Each of the novel study's chapters indicates the section of the novel study covered by citing the speaker and first sentence of the appropriate journal entry. We hesitated to use page numbers to do this as different versions of the novel may be different.

This curriculum unit can be used in a variety of ways. Each chapter of the novel study is comprised of five of the following different activities:

- Before You Read
- Vocabulary Building
- Comprehension Questions
- Language Activities
- Extension Activities

Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to:

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters . . . respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

A principal expectation of the unit is that students will develop their skills in reading, writing, listening and oral communication, as well as in reasoning and critical thinking. It is important, too, that students be encouraged to relate their own feelings and experiences in certain contexts, and describe their own interpretations of particular passages.

- Students can work on the activities at their own pace.
- Every activity need not be completed by all students.
- A **portfolio cover** is included as well as a **Checklist** to keep a record of completed work.

Themes which may be taught in conjunction with the novel include bullying and peer pressure, loyalty and friendship, independence, finding one's way.

Jake and Lily

By Jerry Spinelli

List of Skills

Vocabulary Development

1. Locating descriptive words / phrases
2. Listing synonyms/homonyms
3. Identifying / creating *alliteration*
4. Use of capitals and punctuation
5. Identifying syllables
6. Identify *anagrams*
7. Listing compound words
8. Identifying parts of speech
9. Identify *personification*.
10. Identification of root words

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Complete Five W's Chart
4. Complete a Plot Outline for a Sequel
5. Identify the climax of the novel.

Character Activities

1. Determine character traits
2. Identify the protagonist/antagonist
3. Relating personal experiences
4. Compare characters

Creative and Critical Thinking

1. Research
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Create a poem
6. Write a description of personal feelings
7. Write a book review
8. Complete an Observation Chart
9. Complete a KWS Chart
10. Create a friendly letter.

Art Activities

1. A Storyboard
2. Create a collage
3. Design a cover for the novel
4. Create a comic strip

Jake and Lily

By Jerry Spinelli



Synopsis

Jake and Lily are twins. Even though they seem pretty different, they feel exactly the same, almost like two halves of one person. When one of them gets hurt, the other can feel it. They can communicate without words. And mysteriously, every year on their birthday, they sleepwalk to a train station in the middle of the night.

But the year they turn eleven, everything changes. Their parents announce it's time for separate bedrooms, and Jake starts hanging out with a pack of boys on the block. Lily is devastated—not to mention really, really mad. And as she struggles to make friends and get a life apart from her twin, Jake finds himself dealing with a neighborhood bully and has to decide what kind of person he really is. [The Publisher]

Author Biography

Jerry Spinelli

Born in 1941 in Norristown, Pennsylvania, Jerry Spinelli discovered his calling in 1957 when his high school football team won a big game. The town celebrated, his fellow students raced through the streets, but Jerry sneaked back home and marked the occasion in his own way. He wrote a poem. Later the town newspaper published it. "And," he reports, "I've been a writer ever since."



Married to Eileen Spinelli, who is also a writer, Jerry was for many years an editor for the Chilton Company. Jerry Spinelli's immensely popular books include ***Space Station Seventh Grade***, ***Jason and Marceline***, ***Who Put That Hair in My Toothbrush?***, and ***Maniac Magee***, which has won more than fifteen state children's book awards in addition to the Newbery Medal. Now a full-time writer, he lives in Pennsylvania. [Summary courtesy of the publisher]

Jake and Lily



By Jerry Spinelli

Name: _____

Jake and Lily

By Jerry Spinelli

1. FROM: Intro TO: Lily - I loved the Cool-It Room.



Before you read the chapter:

The **protagonist** in most novels features the main character or “good guy”. The main characters of *Jake and Lily* are twin brother and sister. It is very important for the main character(s) of a story to be appealing in some way, and be able to hold the reader's interest. What is one book (or movie) that you have read or seen which features an unforgettable protagonist? What was it about this character that made him/her so memorable?

| |
|--|
| |
| |
| |
| |



Vocabulary:

Choose a word from the list to complete each sentence.

| | | | |
|-------------|-------------|-----------|------------|
| compartment | concentrate | adorable | mysterious |
| renovate | motto | continent | pout |

1. I thought it was quite _____ how the rabbit suddenly disappeared.
2. He placed the map in a secret _____.
3. Once we stop in Antarctica this summer, I will have visited every _____.
4. “Please don't _____,” Aunt Betty said angrily. “You are much too old for that.”
5. As soon as my parents _____ the kitchen, we will be selling the house.
6. The school's _____ was changed to, *Courage, Faith, Honor*.
7. I think it's just _____ how she takes her blanket everywhere she goes.
8. I'm sure Beatrice's grades would improve if she would just learn to _____.

Questions

1. What is the **setting** of the story at the beginning of this section?

| |
|--|
| |
| |

2. What was the motto of Jake and Lily's parents?

| |
|--|
| |
|--|

3. The twins' word for their special thing was _____.

4. What was unusual about the birth of the twins?

| |
|--|
| |
| |
| |

5. Describe the experience the twins went through the night before their sixth birthday.

| |
|--|
| |
| |
| |
| |

b. Why do you think the twins decided not to tell their parents about this experience?

| |
|--|
| |
| |
| |

6. Why do you think Lily found Bump annoying whereas Jake found him amusing?

| |
|--|
| |
| |
| |



Language Activities

A. Personification is giving human qualities to something that is not human. The following is an example from this section: *Light! Hurricane of light coming at me. Swallows me.*

Describe how the light is personified in this sentence.

| |
|--|
| |
| |
| |

Create your own example of personification.

| |
|--|
| |
| |
| |

As you continue to read through the novel be on the lookout for other examples of this literary device. If you should find one, come back to this question and enter it below.

| |
|--|
| |
| |

B. Many authors enjoy using **alliteration** – a literary device where the author repeats the same sound at the beginning of several words. Here is such an example from this section: *She steals my pumpkin seeds.*

Using your imagination, create your own examples of **alliteration** from the following topics. Each example must contain a minimum of three words.

| | |
|--------------------|--|
| A train's whistle. | |
| | |
| A full moon. | |
| | |
| Your choice. | |
| | |

C. Anagrams

An **anagram** is a word that is formed by changing the order of the letters of another word. For example, the letters in the word **WAS** can also form the word **SAW**. Follow these directions to form the anagrams:

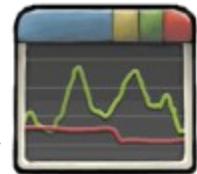
a) read the clue in the right-hand column.

b) Using the word in the left-hand column move the letters around in any order, but you must use all the letters. All of the words in the left-hand column can be found in the first section of *Jake and Lily*.

| Word | Anagram | Clue |
|---------|---------|--|
| smiled | | Steered the wrong way. |
| instead | | Spilled coffee on. |
| lives | | Really bad things. |
| chase | | Too much exercise will result in this. |
| miles | | Fruits. |
| dream | | Packing heat. |
| raced | | An aromatic tree. |

D. Cliffhanger

Chapter One contains an important literary device called a **cliffhanger**. A cliffhanger usually occurs at the end of a chapter when the author leaves the reader in suspense. How is this true the last chapter in this section (beginning, *So that's how it went...*)? Why do you think the author ended the chapter this way?



| |
|--|
| |
| |
| |
| |
| |
| |
| |

Extension Activity



A Picture's Worth a Thousand Words

Use the three boxes to describe and illustrate the beginning, middle and end of this section of the novel.

| | |
|---------------------|-------------|
| Beginning Picture: | Beginning: |
| | |
| | |
| | |
| | |
| | |
| | |
| Middle Picture: | Middle: |
| | |
| | |
| | |
| | |
| | |
| | |
| Concluding Picture: | Concluding: |
| | |
| | |
| | |
| | |
| | |
| | |