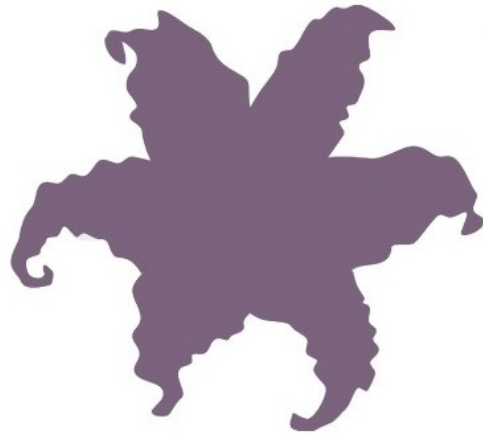


Lily's Crossing



By

Patricia Reilly Giff

A Novel Study
by Nat Reed

Lily's Crossing

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About the author: 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, visit novelstudies.org.

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Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on two or three chapters of *Lily's Crossing* and is comprised of the following different activities:

1. Before You Read
2. Vocabulary Building
3. Comprehension Questions
4. Language and Extension Activities

A **portfolio cover** (p.7) as well as a **Checklist** (p.6) are included so that students may track of their completed work.

Every activity need not be completed by all students.

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.**

Themes which may be taught in conjunction with the novel include World War II, family and friendship, belonging, being truthful, loyalty, sacrifice, and personal growth.

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List of Skills

Vocabulary Development

1. Locating descriptive words/phrases
2. Listing synonyms/homophones
3. Identifying/creating *alliteration*
4. Use of capitals and punctuation
5. Identifying syllables
6. Identify *personification*.
7. Identify *anagrams*
8. Listing compound words
9. Identifying parts of speech
10. Identify/create *similes*
11. 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. Identify *cliffhangers*
5. Identify the climax of the novel.
6. Complete a Story Pyramid

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

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Synopsis

As in past years, Lily will spend the summer in Rockaway, in her family's summer house by the Atlantic Ocean. But this summer of 1944, World War II has changed everyone's life. Lily's best friend, Margaret, has moved to a wartime factory town, and, much worse, Lily's father is going overseas to the war.

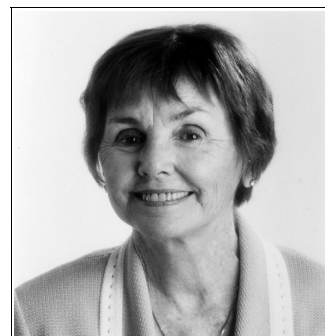
There's no one Lily's age in Rockaway until the arrival of Albert, a refugee from Hungary with a secret sewn into his coat. Albert had lost most of his family in the war; he's been through things Lily can't imagine. But soon they form a special friendship. Now Lily and Albert have secrets to share: They both have told lies, and Lily has told one that may cost Albert his life. [Courtesy of The Publisher]

A complete synopsis and other helpful resources can be found on the following website:
https://en.wikipedia.org/wiki/Lily's_Crossing

Author Biography

Patricia Reilly Giff

Patricia Reilly Giff is the author of many beloved books for children including *The Gift of the Pirate Queen*; *All the Way Home*; *Nory Ryan's Song*; *Maggie's Door*; *Lily's Crossing* (Newbery Honor Book); and *Willow Run*. Patricia was born in Brooklyn, New York and spent twenty years as a reading teacher before beginning her career as a writer. Giff enjoys writing books about the special gifts of ordinary people, she explains, "All of my books are based in some way on my personal experiences, or the experiences of members of my family, or the stories kids would tell me in school." [Adapted from the Publisher]



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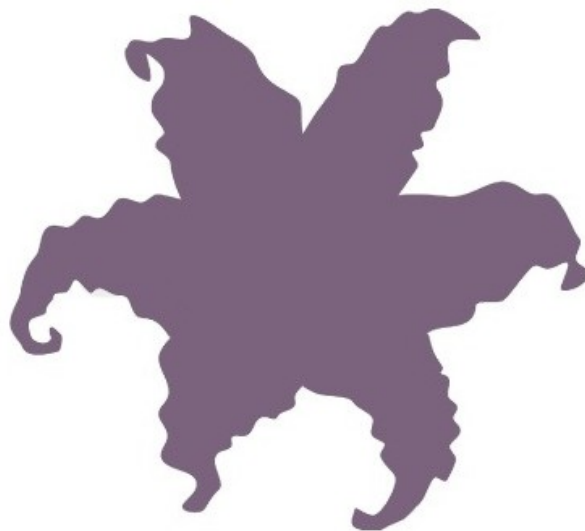


Student Checklist

Student Name _____

Assignment	Grade / Level	Comments

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Name: _____

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Chapters 1-2



Before you read the chapters:

The **protagonist** in most novels features the main character or “good guy”. The main character of *Lily's Crossing* is ten-year-old Lily Mollahan who is about to spend a summer that will change her life forever. Think back on some of your favorite characters from past novels you have read. What do you think makes for an interesting **protagonist**?



Vocabulary:

Choose a word from the list to complete each sentence.

outstretched	patience	suspicious	delicious
duration	temperature	vibration	ivory

1. John was naturally _____ when his sister asked if she could help.
2. Kelly's dad is going to be stationed in the Antarctic for the _____ of the war.
3. _____ is obtained from the tusks of elephants.
4. As long as he has a high _____ he must stay in bed.
5. Patricia placed the envelope into the principal's _____ hand.
6. The children could tell that a train was approaching by the _____ they could feel in the ground beneath their feet.
7. Mrs. Johnson's casserole was simply _____.
8. _____ is a valuable quality for anyone to possess.

Questions



1. What is the **setting** of the story at the beginning of Chapter One?

2. After reading Chapter One, what three **adjectives** do you think would be good choices in describing Lily's personality?

1	2.	3.
---	----	----

3. Why was Lily looking forward to spending the summer at Rockaway? (Record two reasons below.)

1.	
2.	

4. What unwelcome news did Lily hear from her father at the end of Chapter One?

5. Lily seems to be an intelligent girl. Why do you think she didn't achieve better results in school?

6. ***Evangeline***, the book that Lily is reading is actually a lengthy poem written by one of the world's most famous and talented poets. Using resources in your school library or on the Internet, research the name of this poet and year the poem was published.

Poet		Year Published	
------	--	----------------	--

7. Would you like to have Lily for a friend? Why or why not?

Good to Know ~ Rockaway

The Rockaway Peninsula is located on Long Island, New York. It has been a popular summer resort since the 1830s. In 2007 the population of the peninsula was about 130,000, although there were far fewer people living there in 1944 – the time of *Lily's Crossing*. Many of the residents around the time of World War II were Irish Catholics, as was Lily's family.



Language Activities



A. 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 sort the letters in any order, but you must use all the letters. All of the words in the left-hand column are found in *Lily's Crossing*.

Word	Anagram	Clue
palm		A source of light.
star		Rodents.
breath		One who enjoys the tub.
told		A person who is not very bright.
meat		Squad.
plates		Fastener.
resist		Sibling.

Now find two additional words from the first chapter which have interesting anagrams to see if you can stump a classmate.

Word	Anagram	Clue

B. A Quatrain Poem About the Ocean.

The **quatrain** is a popular form of rhymed verse. It is a poem of four lines, is usually light and can be humorous. The following famous quatrain was written by the great writer, Nathaniel Hawthorne, and is taken from his poem, *Ocean*.

*The ocean has its silent caves,
Deep, quiet and alone;
Though there be fury on the waves,
Beneath them there is none.*



Various rhyming schemes make up a quatrain poem. As you can see, the above four lines have a rhyming scheme of **A - B - A - C**. Other rhyming schemes include: AABB, AAAA, AABA, ABBA, ABBB, and AAAB.

Your task is to write your own quatrain poem. You may choose a rhyming scheme that fits with your own personal creation. The theme should have something to do with the themes established in the first two chapters of our novel.

<p>The Quatrain Poem</p> <p>Now create your own Quatrain Poem. Your poem must follow the format of a quatrain poem described above (and must rhyme).</p> <p>Title: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
--

C. Exaggeration

Exaggeration in a literary device defined as *a statement that represents something as better or worse than it really is*. We find an example of this in Chapter One: ... *she'd be in trouble for a month*.



Think of an exaggerated way of describing the following:

The sound of a firecracker.	
A train's whistle.	
The speed of a very fast runner.	
Your choice.	

D. Many authors enjoy using **alliteration** – a literary device where the author repeats the same sound at the beginning of several words. Here's one such example: from Chapter Two: *Bay Boulevard*.



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

A Large Ocean Wave.	
The Pinch of a Lobster's Claw.	
One From Your Own Imagination.	

E. 5 Ws and an H.

Choose an event from this section that you thought was really important and/or exciting. Using facts that you gleaned from reading about this event, fill in the balloons below, summarizing what you learned.



WHO?



WHAT?



WHEN?



WHERE?



WHY?



HOW?

F. Caviar Words

The author of this novel is noted for her use of elegant, tasteful words. Someone once stated that some words have the sound of **caviar** (rich and elegant) and others are more are common (**peanut butter** words). With a colleague come up with 6 examples of each type of word. You may use any chapter of the novel to find these words.



Caviar Words	Peanut Butter Words

G. My 02¢ About Chapters 1-2.

What I Liked Best:

I Didn't Like The Part:

I Didn't Like It Because:

Extension Activity



Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A story-board can tell the story of only one scene - or the entire novel. Complete the story-board below illustrating the events described in the first two chapters of our novel. You may wish to practice your drawings on a separate piece of paper.



1	2
3	4
5	6