

JAKE DRAKE

CLASS

CLOWN

novel study



Listed below are the responses included in this unit. There are reading responses for every chapter. The reading strategy pages can be used throughout the book.

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Listed below are the responses included in this unit. There are reading responses for every chapter. The reading strategy pages can be used throughout the book.

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A Note to the Teacher

Thank you for your purchase of this *Jake Drake: Class Clown* unit! I believe it will guide your students through each chapter clearly, and that they will be challenged to deepen their thinking as they read.

Inside, you will find:

- Strategy pages to be used throughout the story for Making Predictions, Asking Questions, and Making Connections
- A reading response page for each chapter that varies in question style and targeted reading skills
- A Novel Packet Cover Page
- Bonus Interactive pages to be used at any time during the novel study; students can write a Chapter Summary, determine the Author's Message, and complete Character Studies about two important characters
- A complete Common Core alignment guide for each chapter

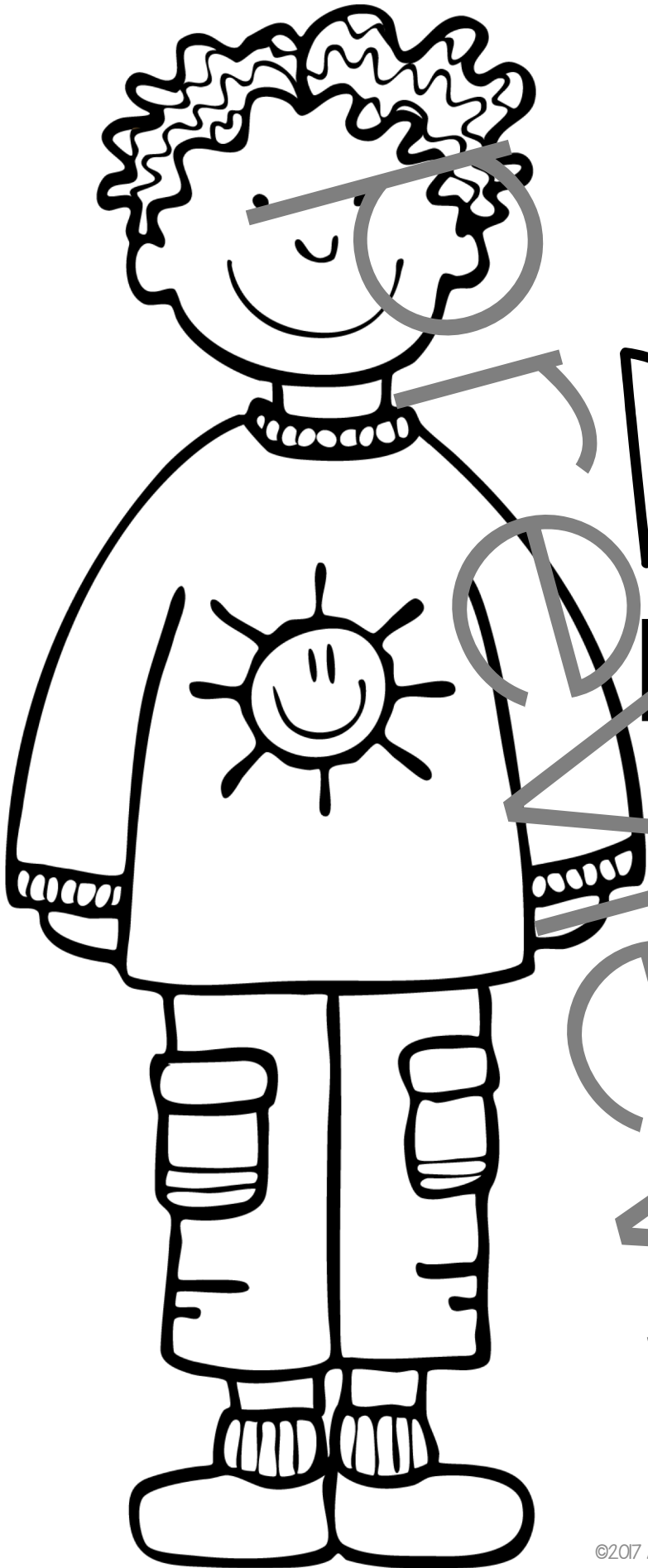
These pages can be easily adapted for use in your Reader's Workshop, completed independently, in small groups, and in literature circles.

Please feel free to reach out to me with any questions or comments!

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amanda garcia

	2 ND GRADE	3 RD GRADE	4 TH GRADE
Chapter 1	R.L. 2.1	R.L. 3.1	R.L. 4.1
Chapter 2	R.L. 2.2	R.L. 3.2	R.L. 4.2
Chapter 3	R.L. 2.1	R.L. 3.1 R.L. 3.4	R.L. 4.1 R.L. 4.4
Chapter 4	R.L. 2.1 R.L. 2.2 R.L. 2.6	R.L. 3.1 R.L. 3.2 R.L. 3.6	R.L. 4.1 R.L. 4.2 R.L. 4.6
Chapter 5	R.L. 2.3	R.L. 3.3	R.L. 4.3
Chapter 6	R.L. 2.1 R.L. 2.2	R.L. 3.1 R.L. 3.2	R.L. 4.1 R.L. 4.2
Chapter 7	R.L. 2.1 R.L. 2.3	R.L. 3.1 R.L. 3.3 R.L. 3.4	R.L. 4.1 R.L. 4.3 R.L. 4.4
Chapter 8	R.L. 2.1 R.L. 2.3	R.L. 3.1 R.L. 3.3	R.L. 4.1 R.L. 4.3
Chapter 9	R.L. 2.1 R.L. 2.3	R.L. 3.1 R.L. 3.3	R.L. 4.1 R.L. 4.3



JAKE

DRAKE

CLASS CLOWN

KIDZ

NAME: _____

Name: _____

Readers predict by using what they know about the story to make a guess about what may happen next. Often, our background knowledge helps us to predict, as well! As you read, write your predictions in this chart.

PAGE

MY PREDICTIONS

(I think ____ will happen because ____)

Name: _____

Asking questions focuses readers so that we are reading to find answers. Write down any questions you have while reading each chapter. Later, write down any answers you find!

PAGE	MY QUESTIONS	ANSWERS

JAKE DRAKE: CLASS CLOWN

Chapter 1

Name: _____

Directions: Answer each question in complete sentences. Look back in the story to provide evidence for your thinking.

1. According to Jake Drake, what is his job and who is his boss?

2. Using 2 details from the story, describe Mrs. Frule, Willie's third grade teacher.

3. Using 2 details from the story, describe Miss Bruce.

4. Make a prediction on your **Prediction Chart**. What do you predict Jake Drake will do to make Miss Bruce smile? Or, do you think Jake Drake will be able to make Miss Bruce smile? Why or why not?

5. What is the "special power" that Jake says Miss Bruce possesses?

JAKE DRAKE: CLASS CLOWN

Chapter 2

Name: _____

Directions: Answer each question in complete sentences. Look back in the story to provide evidence for your thinking.

1. Complete a short summary of the events in chapter 3. Use the words in the word bank as help.

WORD BANK

Miss Bruce

smile

quietly

scared

First,

Next,

Then,

After that,

Finally,

JAKE DRAKE: CLASS CLOWN

Chapter 3

Name: _____

Directions: Answer each question in complete sentences. Look back in the story to provide evidence for your thinking.

1. Explain why Fridays are *usually* good days. Use details from the story in your answer.

2. Complete the following chart giving details about what happened during each student's turn in the spelling bee.

Meaghan	
Willie	
Jake	

3. To describe Miss Bruce, the author writes

She looked like a cat when she was about to pounce.

What does the author mean?

JAKE DRAKE: CLASS CLOWN

Name: _____

Chapter 4

Directions: Answer each question in complete sentences. Look back in the story to provide evidence for your thinking.

1. Pretend YOU are Jake Drake and you are writing in your journal. Write about what you heard in the library today!



evening

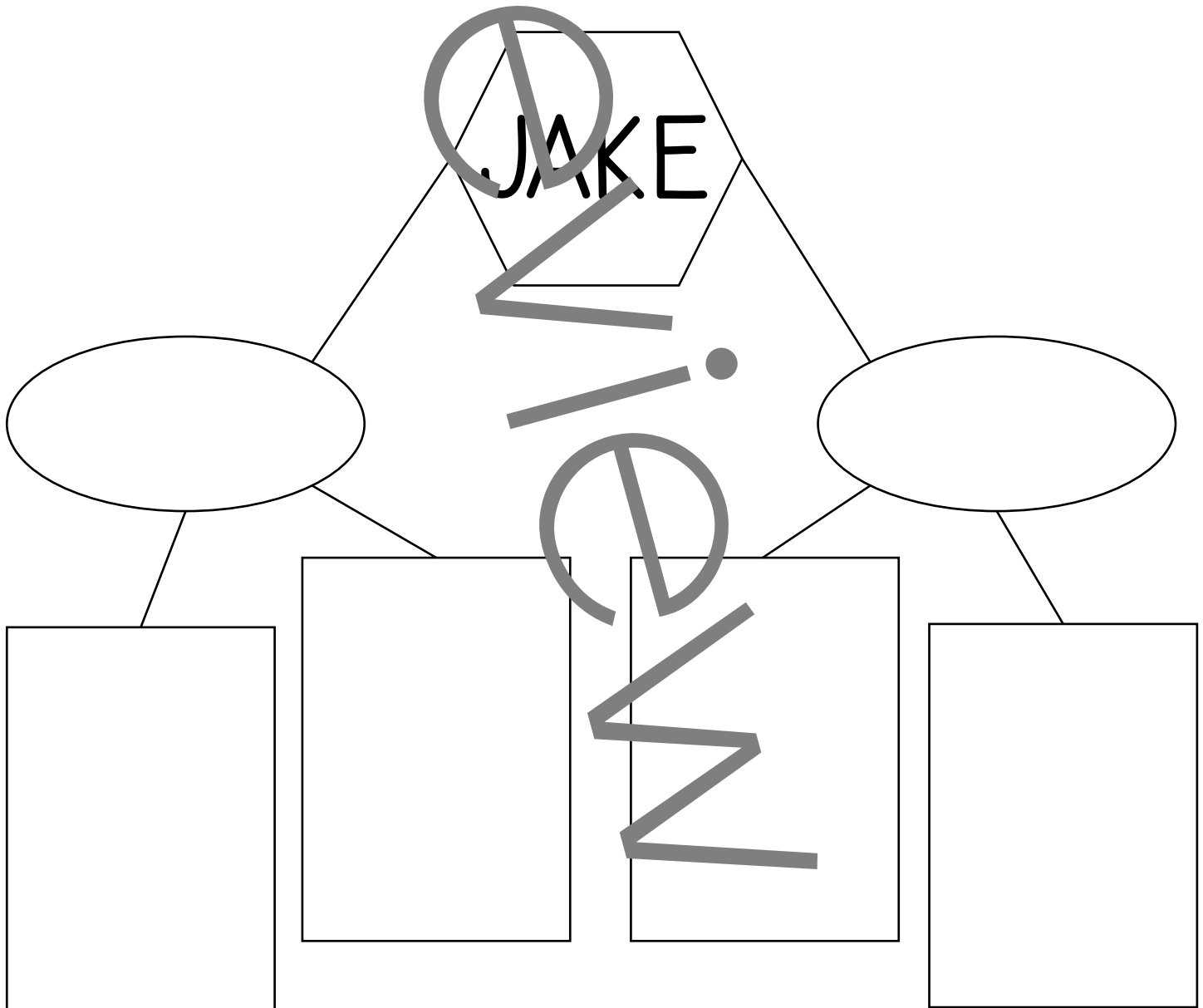
JAKE DRAKE: CLASS CLOWN

Chapter 5

Name: _____

Directions: Complete the Character Map for **Jake**.

- OVALS - Think about Jake's attitudes and choices in the story so far. Write one character trait that describes Jake in each of the ovals.
- RECTANGLES – Write a *text detail* in each rectangle that supports the character traits you chose.



JAKE DRAKE: CLASS CLOWN

Chapter 6

Name: _____

Directions: Answer each question in complete sentences. Look back in the story to provide evidence for your thinking.

1. Draw a picture summary to show what happened in this chapter. Use sentences, labels, or word bubbles to help explain your summary.

1

2

3

4

JAKE DRAKE: CLASS CLOWN

Chapter 7

Name: _____

Directions: Answer each question in complete sentences. Look back in the story to provide evidence for your thinking.

1. Make an inference. Why do you think the author titled chapter 7, *Christmas in April*?

2. Explain the author's comparison of a classroom to a volcano. How is a classroom like a volcano?

3. Circle the word that best describes Miss Bruce. Support your word choice with one detail from the story.

frustrated

unfair

friendly

4. Make a connection on your **Connection Chart**. Write about a time you did something you shouldn't have done. How did you feel? How do you think Jake Drake feels at the end of this chapter?

JAKE DRAKE: CLASS CLOWN

Chapter 8

Name: _____

Directions: Answer each question in complete sentences. Look back in the story to provide evidence for your thinking.

1. The reader could draw the following conclusion after reading chapter 8:

Jake Drake made a poor choice in class when he chose to burp loudly.

Support this statement with 3 details from the story.

2. How do you think the class feels about **Mrs. Brattle**? Use details from the story in your answer.

3. How do you think the class feels about **Miss Bruce**? Use details from the story in your answer.

JAKE DRAKE: CLASS CLOWN

Chapter 9

Name: _____

Directions: Answer each question in complete sentences. Look back in the story to provide evidence for your thinking.

1. In the last chapter, the author reveals *why* Miss Bruce was always serious and refused to smile. Explain why Miss Bruce acted this way.

2. Circle the word that you think best describes Jake Drake throughout the story. Support your choice with 2 details from the story.

determined

inappropriate

kind

3. How did Jake Drake change from the beginning of the story to the end? Support your answer with details from the story.

JAKE DRAKE: CLASS CLOWN

Name: _____

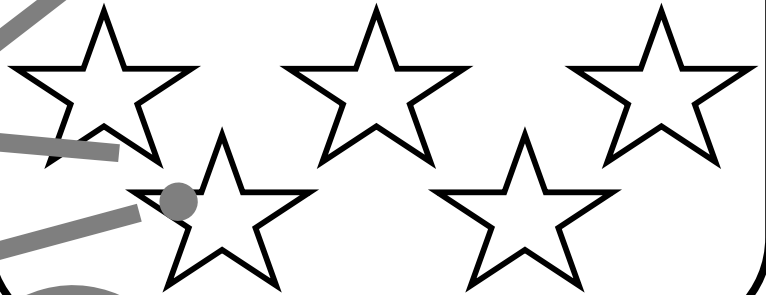
Book Recommendation

TITLE:

AUTHOR:

GENRE:

RATE THIS BOOK!
(COLOR THE STARS)



I (would would not) recommend this
book to a friend.

MY REASONS:

JAKE DRAKE: CLASS CLOWN

Name: _____

Character Study

Directions: Cut out and glue into your interactive notebook. Think about 2 important characters in the story. Draw each character on the outside of the flaps. *Inside the flaps*, write one adjective to describe each character. Then give text evidence to support this adjective. (Ex: *Jake is frustrated. He is frustrated when ...*)

Glue down the rectangular strip only ↓

JAKE DRAKE: CLASS CLOWN	Character: _____
	Character: _____

↑ Cut flaps

JAKE DRAKE: CLASS CLOWN

Name: _____

Chapter Summary

Directions: Cut out and glue into your interactive notebook. Lift the flaps, and write a chapter summary. Include the most important events from the beginning, middle, and end of the chapter. Be sure to write the most important characters' names and include information about the setting!

Glue down the rectangular strip only ↓

JAKE DRAKE: CLASS CLOWN	First
	Next
	Then
	After that
	In the end

← Cut flaps

JAKE DRAKE: CLASS CLOWN

Name: _____

Author's Message

Directions: Cut out and glue into your interactive notebook. When authors write a story, they often have a message, or lesson, for their readers. What might the author's message be in *Jake Drake: Class Clown*? Write about it below. Then, lift the flap and learn how this message applies to *your* life.

Glue down the rectangular strip only ↓



JAKE DRAKE: CLASS CLOWN

Chapter 1

Name: _____

Directions: Answer each question in complete sentences. Look back in the story to provide evidence for your thinking.

1. According to Jake Drake, what is his job and who is his boss?

Jake Drake says that school is his job and the teacher is his boss.

2. Using 2 details from the story, describe Mrs. Frule, Willie's third grade teacher.

She has a mad look on her face, makes you feel like you should whisper and tiptoe when walking by her room, can always find a reason to be mad, and is mad at Willie for smiling.

3. Using 2 details from the story, describe Miss Bruce.

She is a student teacher, the grumpiest teacher Jake has ever had, is in college, and is younger than Mrs. Brattle. She has a small nose, big glasses, reddish-blond hair, freckles on her nose, and never smiles.

4. Make a prediction on your **Prediction Chart**. What do you predict Jake Drake will do to make Miss Bruce smile? Or, do you think Jake Drake will be able to make Miss Bruce smile? Why or why not? Predictions will vary.

5. What is the "special power" that Jake says Miss Bruce possesses?

She turns him into Jake Drake, Class Clown.

JAKE DRAKE: CLASS CLOWN

Chapter 2

Name: _____

Directions: Answer each question in complete sentences. Look back in the story to provide evidence for your thinking.

1. Complete a short summary of the events in chapter 3. Use the words in the word bank as help. *Summaries will vary. Sample summary below.*

WORD BANK

Miss Bruce

smile

quietly

scared

First,

Mrs. Brattle explains to the class that Miss Bruce will be their teacher for several weeks. She leaves the classroom.

Next,

Miss Bruce goes over the rules. She wants there to be no talking.

Then,

Laura tells Miss Bruce that they do math at a different time of day, and Miss Bruce tells Laura that *she's* the teacher, not Laura.

After that,

The class goes through the day quietly, just like Miss Bruce wants. Everyone seems to be scared stiff.

Finally,

Jake decides he doesn't want to sit there quietly like a sack of potatoes, but so far he's too scared to make noise.

JAKE DRAKE: CLASS CLOWN

Chapter 3

Name: _____

Directions: Answer each question in complete sentences. Look back in the story to provide evidence for your thinking.

1. Explain why Fridays are *usually* good days. Use details from the story in your answer.

The next day is Saturday, on Saturdays Willie and Jake watch TV and ride bikes, and they can play computer games and work on their fort.

2. Complete the following chart giving details about what happened during each student's turn in the spelling bee.

Meaghan	forgets to say the word before spelling it; Miss Bruce says she's out for not listening to the directions
Willie	gulps air and Miss Bruce calls him out because he didn't start spelling immediately
Jake	spells the word <i>mickey</i> and talks in a Mickey Mouse voice but Miss Bruce acts like it didn't happen

3. To describe Miss Bruce, the author writes:

She looked like a cat when it's about to pounce.

What does the author mean?

It looks like she wants to attack. She looks mad and like she sees something she wants to take down (Jake.)

JAKE DRAKE: CLASS CLOWN

Chapter 4

Name: _____

Directions: Answer each question in complete sentences. Look back in the story to provide evidence for your thinking.

1. Pretend YOU are Jake Drake and you are writing in your journal. Write about what you heard in the library today!

Journal entries will vary. Sample entry below.

You'll never guess what happened today! I was in the library reading when I overheard Miss Bruce talking to Mrs. Brattle. It turns out she thinks I'm a cur! And my joke in class yesterday almost made her laugh!

She told Mrs. Brattle that she was taught not to smile until Christmas so that the class will take her seriously. I wonder if I can make her smile before then? What do you think?

