

JAKE DRAKE
TEACHER'S
PET

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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6	Novel Packet Cover Page
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16	Chapter 7

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: Teacher's Pet* 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

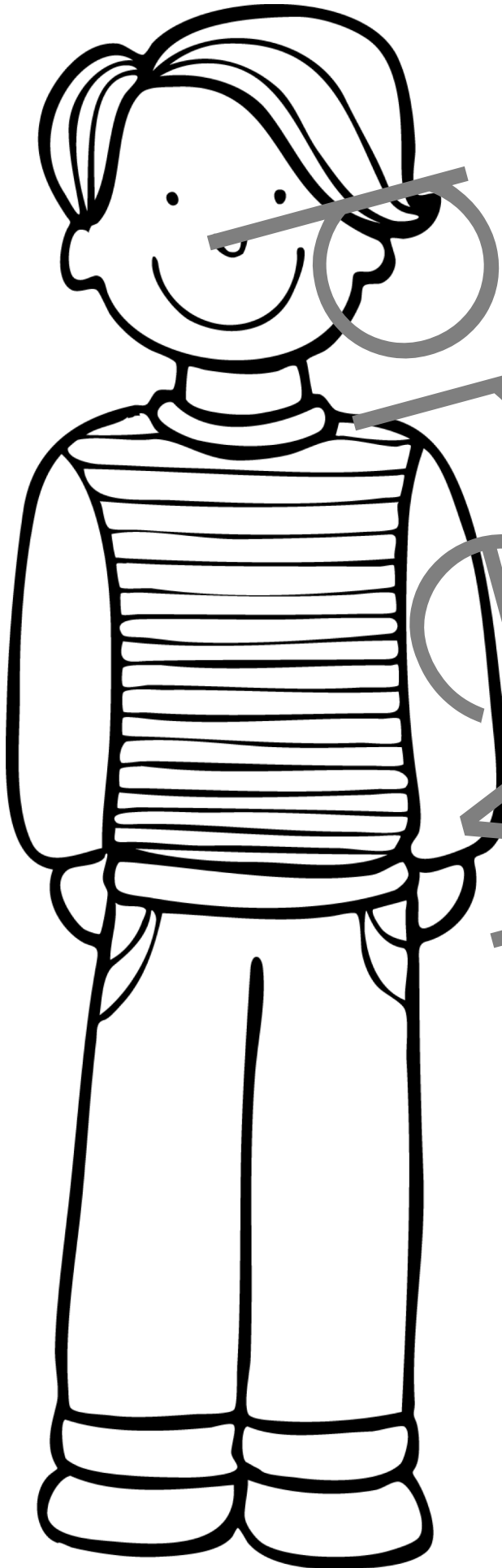
These pages can be easily adapted for use in your Reader's Workshop, completed independently, in small groups, and in literature circles.

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

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	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. 2.2 R.L. 2.6	R.L. 3.1 R.L. 3.3 R.L. 3.6	R.L. 4.1 R.L. 4.3
Chapter 4	R.L. 2.1 R.L. 2.3	R.L. 3.1 R.L. 3.3 R.L. 3.4 R.L. 3.6	R.L. 4.1 R.L. 4.3 R.L. 4.4
Chapter 5	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 6	R.L. 2.1	R.L. 3.1 R.L. 3.4	R.L. 4.1 R.L. 4.4
Chapter 7	R.L. 2.2	R.L. 3.2	R.L. 4.2
Chapter 8	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
Chapter 9	R.L. 2.3 R.L. 2.6	R.L. 3.3 R.L. 3.4 R.L. 3.6	R.L. 4.3 R.L. 4.4



JAKE
DRAKE

TEACHER'S
PET

WELCOME!

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

Name: _____

Making connections helps us understand the story better because we relate to the characters and possibly feel the way they feel. Make connections as you read. Note whether they are Text-to-Self (T-S), Text-to-Text (T-T), or Text-to-World (T-W).

PAGE	MY CONNECTIONS	T-S, T-T, T-W

JAKE DRAKE: TEACHER'S PET

Chapter 1

Name: _____

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

1. Give 3 reasons that explain why Jake thought Sean had become the teacher's pet.

2. Complete the following chart with details about how Jake Drake became Jake Drake, teacher's pet.

Teacher	Jake's Action	Teacher's Reaction
Mrs. Snavin		
Miss Cott		
Mr. Collins		

3. The reader could draw the conclusion that **Jake Drake is having a difficult day**. Support this conclusion with details from the story.

JAKE DRAKE: TEACHER'S PET

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 2. Use the words in the word bank as help.

WORD BANK

laughing

Willie

teasing

Mrs. Karp

belt

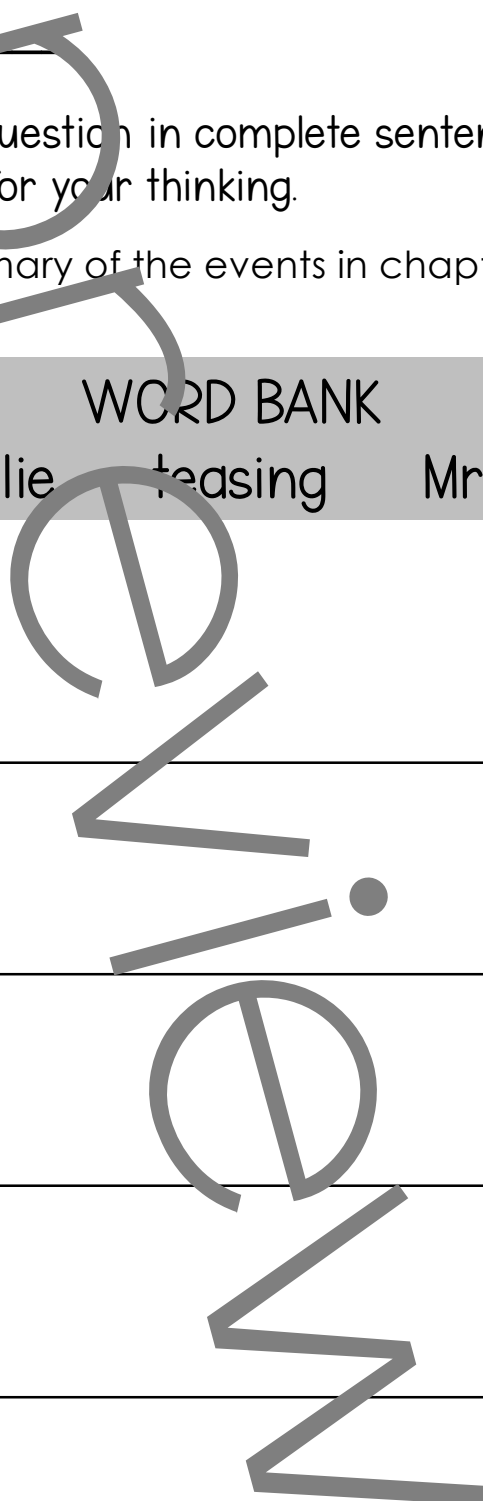
First,

Next,

Then,

After that,

Finally,



JAKE DRAKE: TEACHER'S PET

Chapter 3

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 three *Special Treatment*? Use details from the chapter in your answer.

2. Circle the word that best describes Mrs. Snavin. Support your choice with one detail from the story.

kind

unfair

annoying

3. Describe how Jake feels about being the teacher's pet.

4. Compare Jake's feeling about being the teacher's pet with how YOU would feel if you were Jake. Would you feel the same or differently?

JAKE DRAKE: TEACHER'S PET

Chapter 4

Name: _____

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

1. At the end of the chapter Jake thinks, "Being a teacher's pet can be dangerous. Very dangerous." Support Jake's thought with 3 details from the story.

2. At the end of chapter 4, Jake had a decision to make about what to say to Mrs. Karp when she saw the four fifth graders on the ground.

Make a judgement: Do you think he did the right thing by keeping quiet about starting the fight? Do you think Jake should have told Mrs. Karp that he shoved the boys down? Explain your thinking.

3. Make a prediction on your **Prediction Chart**. Chapter 5 is titled *No More Mr. Nice Guy*. What may happen in chapter 5?

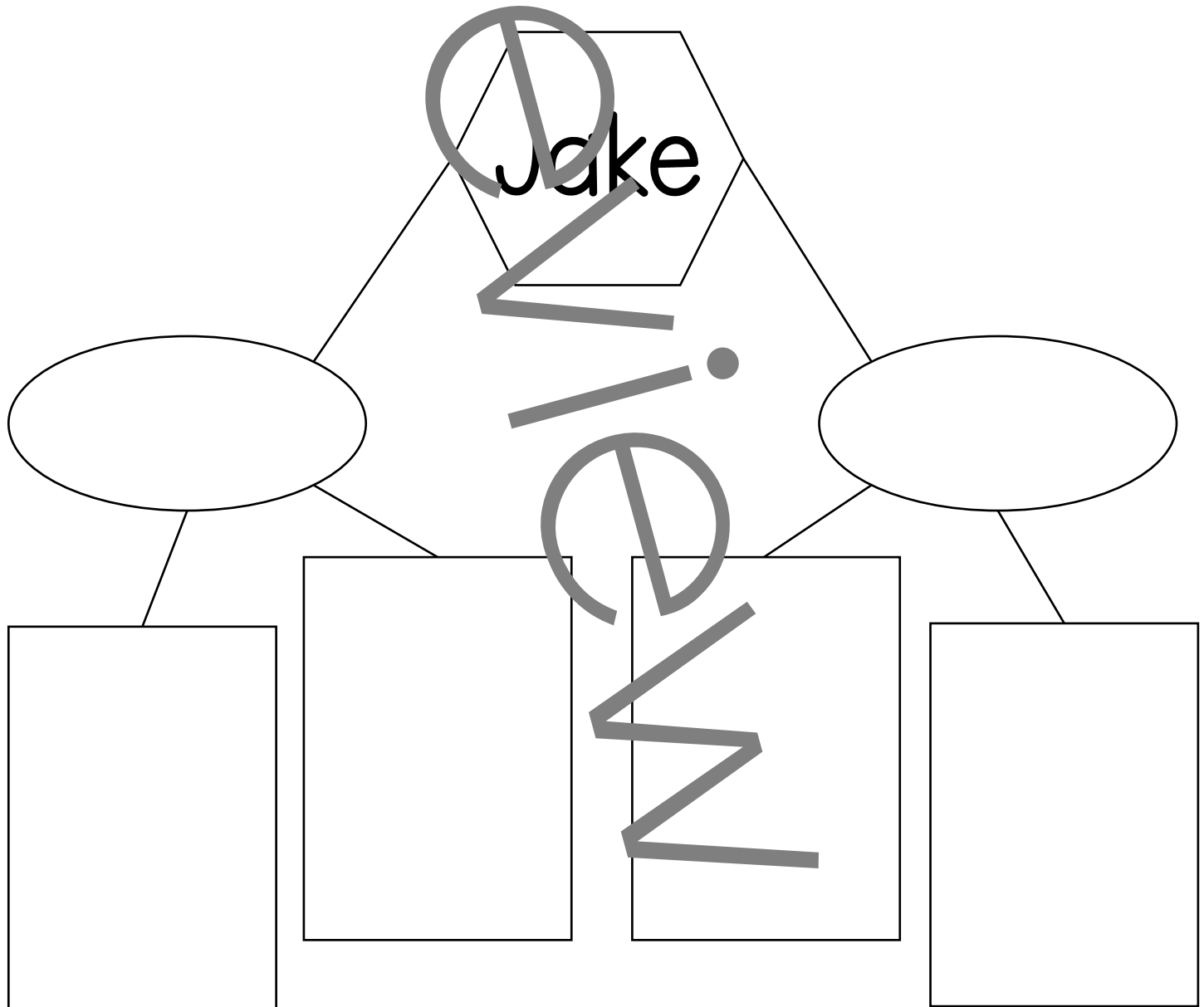
JAKE DRAKE: TEACHER'S PET

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: TEACHER'S PET

Chapter 6

Name: _____

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

1. Make a list of the things Jake Drake says or does in order to *not* be the teacher's pet. Then, tell how each person reacts to Jake.

Jake's actions

Others' Reactions

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Jake thinks, "No doubt about it. I had a one way ticket to Petsville."
Explain what he means.

JAKE DRAKE: TEACHER'S PET

Name: _____

Chapter 7

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: TEACHER'S PET

Chapter 8

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. Write a journal entry about your day. Include details from Mrs. Snavin's class and what happened with Mrs. Karp.



enview

JAKE DRAKE: TEACHER'S PET

Chapter 9

Name: _____

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

1. In the end, Mrs. Karp helps Jake to no longer receive special treatment by giving him a special treatment! How do you feel about this? Explain your thinking.

2. Circle the word that best describes Mrs. Karp. Support your word choice with one detail from the story.

unfair

clever

caring

3. At the end of the book, Jake says, "And at that moment, if Mrs. Karp had wanted to pat me on the head, I would not have minded one bit." Why do you think he feels this way?

JAKE DRAKE: TEACHER'S PET

Name: _____

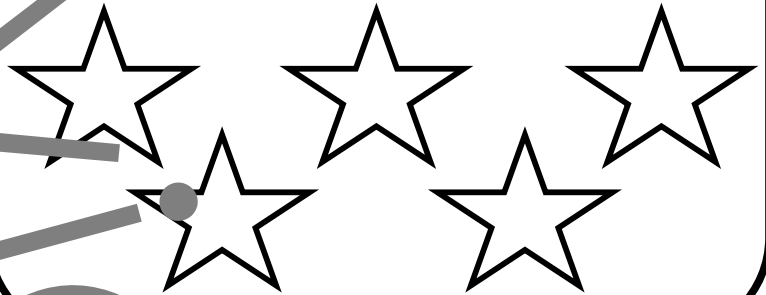
Book Recommendation

TITLE:

AUTHOR:

GENRE:

RATE THIS BOOK!
(COLOR THE STARS)



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

MY REASONS:

JAKE DRAKE: TEACHER'S PET

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: TEACHER'S PET	Character: _____
	Character: _____

↑ Cut flaps

JAKE DRAKE: TEACHER'S PET

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: TEACHER'S PET	First
	Next
	Then
	After that
	In the end

Cut flaps

JAKE DRAKE: TEACHER'S PET

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: Teacher's Pet*? 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: TEACHER'S PET AUTHOR'S MESSAGE


JAKE DRAKE: TEACHER'S PET

Chapter 1

Name: _____

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

1. Give 3 reasons that explain why Jake thought Sean had become the teacher's pet.

He was picked to lead the Pledge of Allegiance and send the attendance sheet to the office. He wrote the letters on the chalkboard and picked out the new chapter book for read aloud. He lined up first for lunch.

2. Complete the following chart with details about how Jake Drake became Jake Drake, teacher's pet.

Teacher	Jake's Action	Teacher's Reaction
Mrs. Snavin	showed how to get the math program running	says he's wonderful and makes him the special computer helper
Miss Cott	rinsed some brushes	loudly says he's so sweet and pats him on the head
Mr. Collins	gets hit by the dodgeball first and doesn't cry or give up	tells the kids that Jake deserves the Gym Class Medal of Honor for his attitude

3. The reader could draw the conclusion that **Jake Drake is having a difficult day**. Support this conclusion with details from the story.

All 3 teachers embarrass him, and he gets picked on in dodgeball. The day isn't even over and he has a sinking feeling in his stomach.

JAKE DRAKE: TEACHER'S PET

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

laughing

Willie

teasing

Mrs. Karp

belt

First,

Jake sits down at lunch with his best friend, Willie. The other kids in class are teasing him because a teacher called him a trooper.

Next,

Jake and Willie do rock, paper, scissors to see who will clean the lunch garbage. Jake loses and has to clean up.

Then,

Mrs. Karp sees Jake cleaning up and calls everyone's attention to it. She gives him a special belt to wear, and he is embarrassed.

After that,

Mrs. Snavin asks for someone to take a note to the office. Everyone wants to, but she calls on Jake. She asks him for help with her computer program, too.

Finally,

On the bus, the kids start calling him Garbage Guy and teasing him. The bus driver tells the kids to sit quietly like Jake, and she pats him on the head!

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 three *Special Treatment*? Use details from the chapter in your answer.

Jake is treated specially and differently than the other kids.

2. Circle the word that best describes Mrs. Snavin. Support your choice with one detail from the story.

kind

unfair

annoying

All answers are acceptable as long as they are supported. Sample answer:

Mrs. Snavin is kind when she tells Jake, "You've saved me again!" She is unfair when she only calls on Jake to do errands for her. She is annoying when she compliments Jake and wants him to be her helper.

3. Describe how Jake feels about being the teacher's pet.

He doesn't like it. It makes him turn red, sweat, and gives him a sinking feeling in his stomach. He doesn't want to be the pet and doesn't want the attention.

4. Compare Jake's feeling about being the teacher's pet with how YOU would feel if you were Jake. Would you feel the same or differently?

Answers will vary. Sample answer: Unlike Jake, I would like to be the teacher's pet because I like knowing my teacher enjoys me.

Name: _____

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

1. At the end of the chapter Jake thinks, "Being a teacher's pet can be dangerous. Very dangerous." Support Jake's thought with 3 details from the story.

He was picked on during dodgeball. He was yelled at by the fifth graders, and then gets in a fight with them. He pushes them to the ground.

2. At the end of chapter 4, Jake had a decision to make about what to say to Mrs. Karp when she saw the four fifth graders on the ground.

Make a judgement: Do you think he did the right thing by keeping quiet about starting the fight? Do you think Jake should have told Mrs. Karp that he shoved the boys down? Explain your thinking.

Judgements will vary. Sample answer: No, I don't think that Jake did the right thing. Now, the fifth graders will be mad at Jake for not telling the truth and he was the one who pushed them to the ground.

3. Make a prediction on your **Prediction Chart**. Chapter 5 is titled *No More Mr. Nice Guy*. What may happen in chapter 5? **Predictions will vary.**