



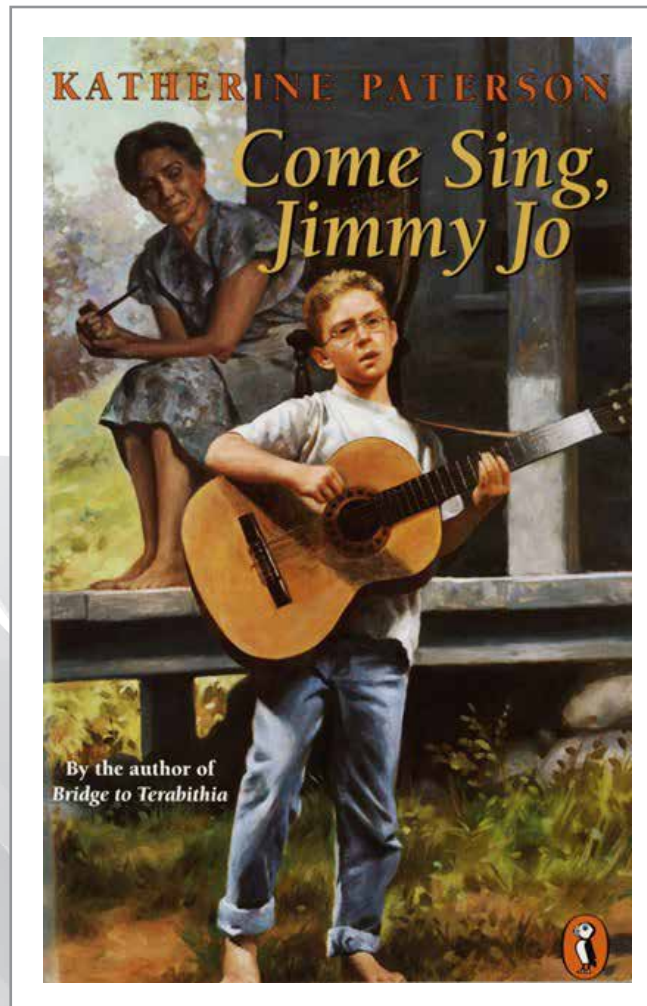
TEACHER GUIDE

GRADES 6-8

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Come Sing, Jimmy Jo

Katherine Paterson



READ, WRITE, THINK, DISCUSS AND CONNECT

Come Sing, Jimmy Jo

Katherine Paterson

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Table of Contents

Summary	1
Initiating Activities	1
Recommended Procedure	1
Story Maps	1
Nineteen Chapters	5
Chapters contain: Vocabulary Words, Discussion Questions, Predictions	
Post-Reading Activities	22
Assessment	26

Skills and Strategies

Listening/Speaking

Music, discussion

Literary Elements

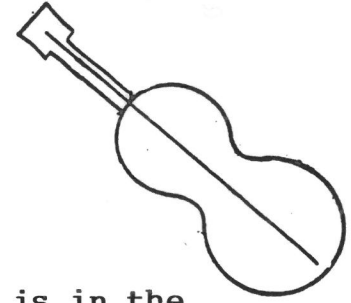
Characterization, dialect,
story elements, idioms,
foreshadowing, similes

Comprehension

Predicting, comparison/
contrast

Writing

Journals



COME SING, JIMMY JO by Katherine Paterson

Study Guide by Anne Troy and Joan Primeaux

Summary: Everyone in James Johnson's family is in the music business so Jimmy Jo joins the family act when he is old enough. Jimmy Jo becomes a big star and the family, especially his mother, resents his success. Jimmy Jo, the star, makes it in a competitive field, but his life is filled with problems.

Initiating Activities:

1. How many of you have had music lessons? Graph the types of instruments studied.
2. Invite a guitar teacher or player (child in school or parent) to speak about the guitar as an instrument.
3. Listen to excerpts from several different types of guitar music, e.g. classical, country, etc.

Recommended Procedure: This book will be read one section at a time using DRTA (Directed Reading Thinking Activity) Method. This technique involves reading a section, predicting what will happen next (making good guesses) based on what has already occurred in the story. The students continue to read and verify predictions at the end of each chapter.

Story Maps: Many stories have the same parts--a setting, characters, a problem, a goal, and a series of events that lead to an ending or conclusion. These elements may be placed on a large story map by the teacher as each chapter is completed, or the children fill in their story maps and the group compares or verifies the different responses. There are many different types of story maps. Students may use the one included or make up one of their own. (See page 4.)

What information do we have to begin a story map?

- **What is the setting?
- **Who are the main characters?
- **What is the problem?

As the story is read, more characters may be added and the setting and the problem may be changed.

NOTE: The Avon Flare edition of Come Sing, Jimmy Jo published by Avon Books, August 1986, was used to prepare the teacher guide. The page references may differ in other editions.



PREDICTION: Do you think James will change along with his name? How?

CHAPTER 4 - pp. 26-34



Vocabulary:

erupted 27	Baptist deacon 27	obbligato 28
skidaddle 28	Camels 30	heathen 30
potential 31	theatrics 33	mason jar 33
crimson 34		

Teacher Information:

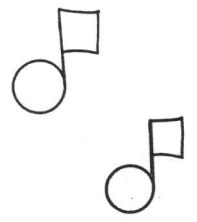
The dialect used in this story is the special variety of English spoken in the white Appalachian community in the southeastern part of the United States. A dialect differs from standard English. A dialect is passed down orally and reflects the vocabulary, usage, and pronunciation of a particular region of a country, an ethnic origin, or an occupation.

The students will note the dialect of most of the characters in this novel. They may make quiz cards with unusual or non-standard English on one side and the standard English on the other side. These may be used for a game or contest at the end of the book.

1. Why doesn't James wear glasses on stage? (Page 27, Eddie Switten said glasses made him look like a Baptist deacon.)
2. How does James feel after his first performance? (Page 28, He wanted to yell his gratitude.)
3. What would have made James's happiness complete? (Page 29, Having Grandma there.)
4. Why is Earl dissatisfied with being a member of the Family? (Page 31, Nobody ever treated him like a full member of the Family--kid being a regular, Grandma's retirement, the fancy names--he was not a part of these decisions.)
5. Do you think the Family could have gotten this far without Eddie's help?

6. Compare Jerry Lee's reaction to the regular job with Earl's and Olive's reactions.

Jerry Lee	Olive	Earl
<p>Don't have money to buy a house in Tidewater.</p> <p>Quiet, patient voice.</p>	<p>"First thing they're gonna have to do is give me a decent dressing room."</p> <p>No more propped up mirrors and bad light.</p>	<p>"I'm gonna have to have some more leads."</p>



PREDICTION: Reread the last paragraph on page 34. What do you think Olive means?

CHAPTER 5 - pp. 35-42

Vocabulary:

apology 35	incorporated 36	staccato 36
chigger 36	whelped 39	frets 41

- We started the story map in Chapter 1. What was the problem? Has the problem changed? (James was afraid to sing before people. The problem is changing. Olive does not want James to be singing in the show. She's jealous of her son.)
- How will James's life be different? (Pages 38-39, He'd leave Grandma and the country living. He'd wear different kinds of clothes. He'd go to a city school.)
- What does James say is the best part of his new life? (Page 40) What is the worst? (Page 40, Clothes were the best part and leaving Grandma was the worst.)
- Make an attribute web for Grandma.

PREDICTION: What will James's biggest problem be?

