



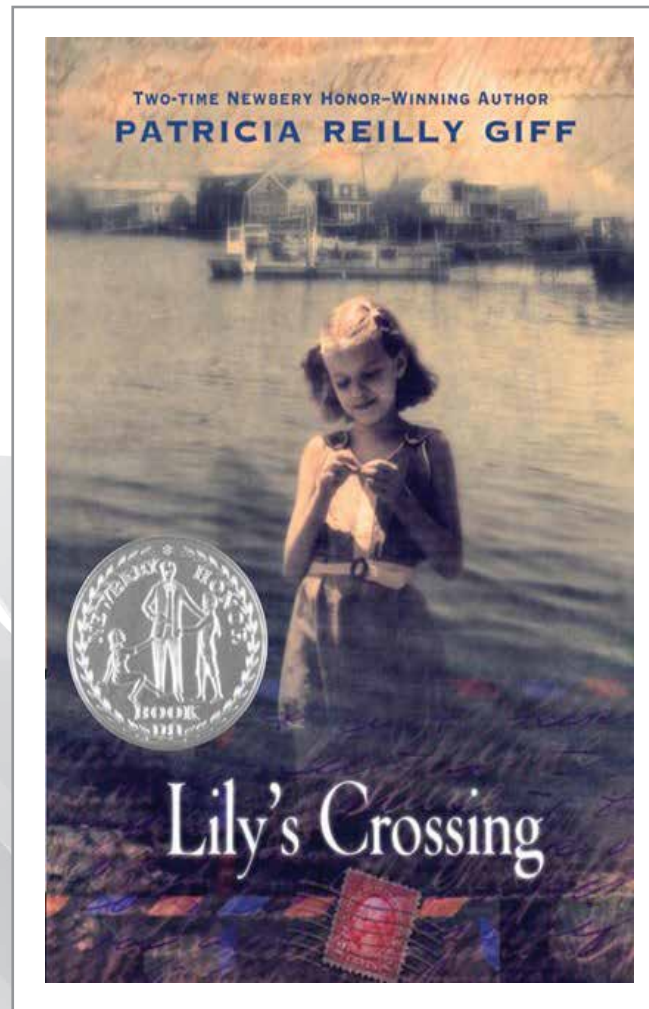
TEACHER GUIDE

GRADES 6-8

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Lily's Crossing

Patricia Reilly Giff



READ, WRITE, THINK, DISCUSS AND CONNECT

Lily's Crossing

Patricia Reilly Giff

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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Skills and Strategies

Thinking

Identifying attributes,
research, compare/contrast,
critical thinking, pros/cons

Comprehension

Predicting, sequencing,
anticipating

Writing

Character journal, memories,
personal writing, acrostic
poem

Vocabulary

Target words, word maps,
synonyms, antonyms,
context clues

Listening/Speaking

Dramatizing, interviewing,
storytelling, discussion,
music

Literary Elements

Literary analysis, story
mapping, plot development,
setting, characterization

Across the Curriculum

Research, math, puppet
making, drawing, designing,
constructing, geography,
science, music appreciation,
animal training, health,
drama

Summary of *Lily's Crossing*

Lily's Crossing tells the story of a motherless young girl during the Second World War. She moves with her grandmother and father to her family's house by the Atlantic Ocean during the summer of 1944. Changes in her life begin as her best friend, Margaret, must leave with her family to a wartime factory town. Lily is faced with a new disappointment when her father is called to work somewhere overseas. The arrival of a refugee from Hungary helps Lily to form a special friendship. Both children have secrets to share and lies to confess before they can find peace with their lives.

About the Author

Patricia Reilly Giff has written many children's books. They include *The Gift of the Pirate Queen*, *Shark in School*, *The Girl Who Knew it All*, and *Rat Teeth*. She won the Newbery Honor award for *Lily's Crossing*. At this time, she calls Weston, Connecticut, her home.

Introductory Activities

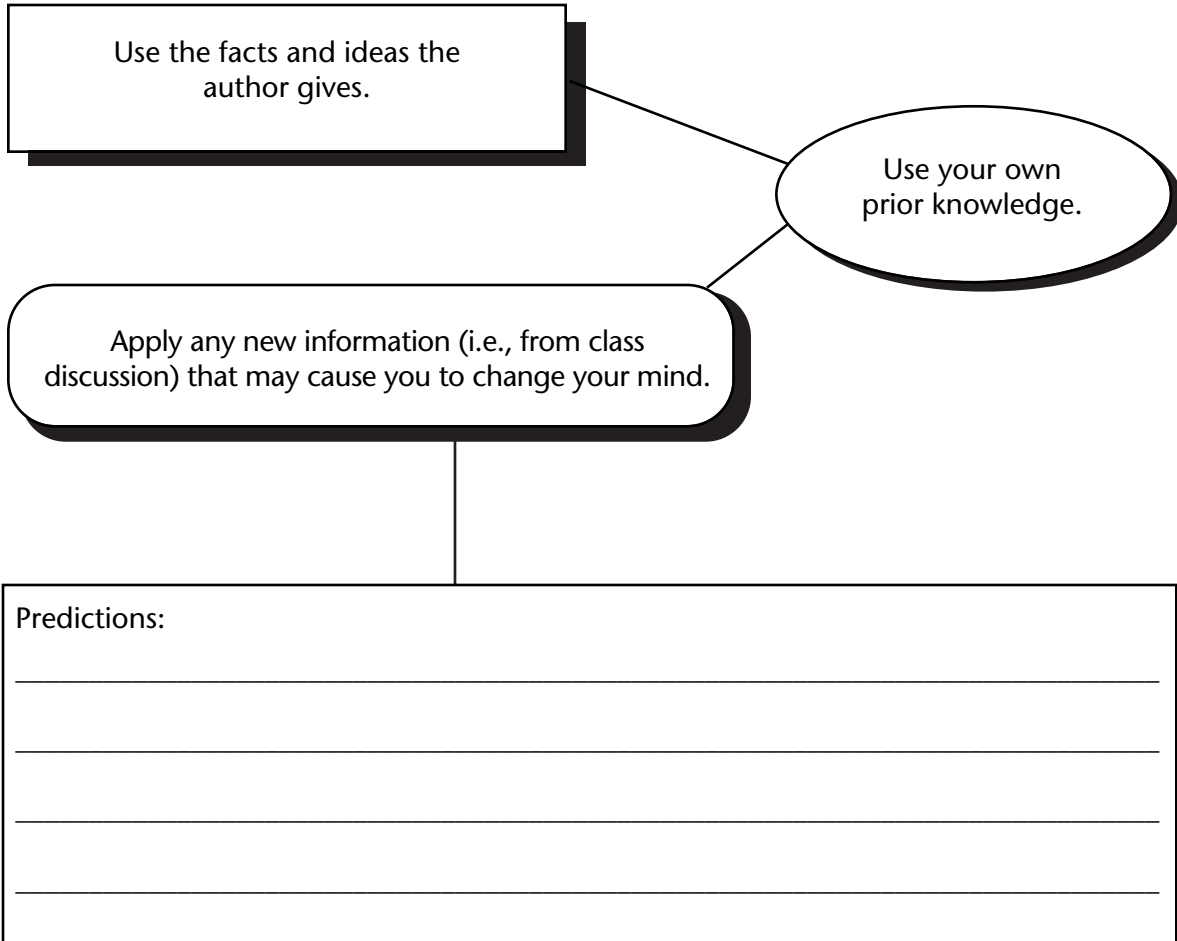
1. **Previewing the Book:** Have students look at the cover and answer these journalist's questions: Who? What? When? Where? and Why? Based on their answers, students predict what the book will be about.
2. Given the following clues, students write a paragraph predicting what they think will happen in the story:
mother father grandmother friend war lies friendship
3. **Character Journal:** List the main characters from *Lily's Crossing* and have students choose one. As they read the book, students write regular entries from that character's point of view. Journal entries should reflect on the events of the story. At various points in their reading, have students share their journal with classmates.
4. Create an attribute web (see pages 7-9 of this guide) with students for each of the following ideas: family, friendship, lies, death, war, bravery, love, and secrets. Ask students to quickly tell what each word brings to mind. Encourage students to elaborate on particular ideas.
5. **Prediction Chart:** Have students set up a prediction chart (see pages 4 and 5 of this guide) to use as they read the book.
6. **Anticipation Questions:** Have students respond to each of the following statements with a "thumbs-up" (I agree) or a "thumbs-down" (I disagree) and discuss their responses.
 - Children should always obey their grandparents.
 - You should never tell lies.
 - Secrets are made to tell.
 - Countries should never go to war.
 - Friends should help and support each other.
 - Fathers should never leave their children in someone else's care.
 - Love is shown in different ways.

Using Predictions in the Novel Unit Approach

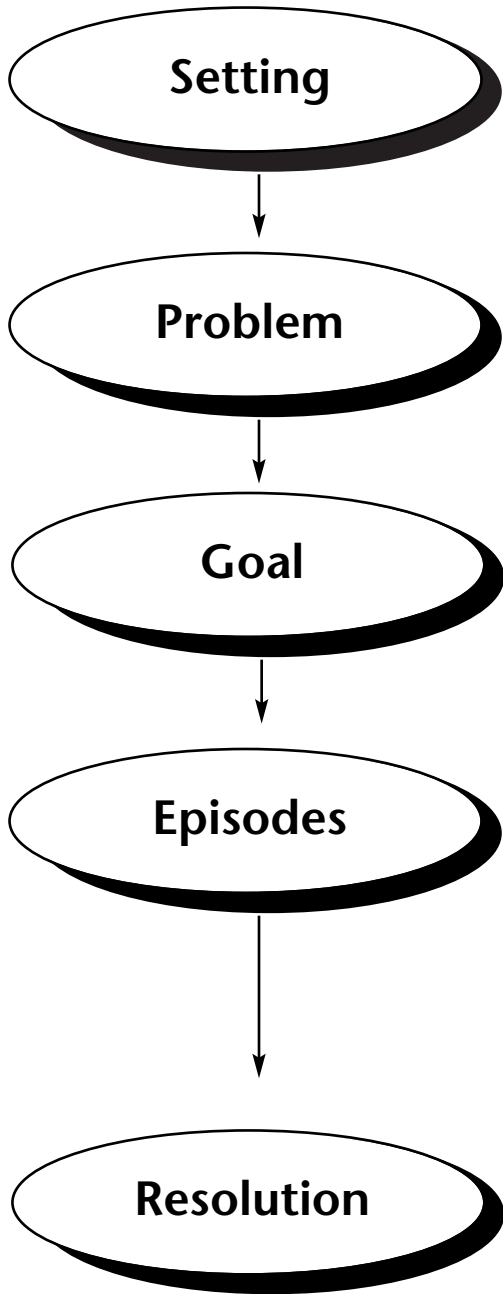
We all make predictions as we read—little guesses about what will happen next, how a conflict will be resolved, which details will be important to the plot, which details will help fill in our sense of a character. Students should be encouraged to predict, to make sensible guesses as they read the novel.

As students work on their predictions, these discussion questions can be used to guide them: What are some of the ways to predict? What is the process of a sophisticated reader’s thinking and predicting? What clues does an author give to help us make predictions? Why are some predictions more likely to be accurate than others?

Create a chart for recording predictions. This could be either an individual or class activity. As each subsequent chapter is discussed, students can review and correct their previous predictions about plot and characters as necessary.



Story Map



Characters _____

Time and Place _____

Problem _____

Goal _____

Beginning → Development → Outcome

Resolution _____

-
2. **Critical Thinking:** Lily wanted to play the piano at first because her mother could play well. After she realized that playing the piano required many hours of practice, she did not like it any more. Have the students discuss a time when they wanted to do something, but later it seemed too hard or too time consuming.
 3. **Speaking/Listening:** Have students talk to an older family member and ask questions about World War II. What sacrifices did they have to make? How did they feel about the war? Were any of their relatives wounded or killed in the War? Did any family members receive commendations for their heroic actions? Have students share this information with the class.
 4. **Speaking/Listening:** Invite a member of the local VFW associates to speak to your class about what it was like to serve during a war.

Chapters 22-24—pages 146-161

Vocabulary

heat lightning (147)	crabbiest (148)	vibration (148)	swirled (149)
backstroked (149)	clasped (149)	clenched (150)	breakers (150)
pact (151)	tremendous (151)	stern (152)	persuaded (153)
convinced (153)	pelting (153)	channel (154)	trough (154)
nosed (156)	teakettle (157)	huddled (157)	afghans (157)
publishing (158)	snapping (159)	pluck (159)	sloshing (160)

Discussion Questions

1. What does Poppy mean when he writes to Lily about the books she should read and says, "And remember the promise. That's the key to it all." (*Answers may vary, but Poppy is really giving Lily a clue about where he is in Europe.*)
2. Why did Albert pretend to be asleep when the lady in gray came to take Ruth? (*He wanted to go to America to be safe.*)
3. Do you think Nagymamma is right about Albert being happy again and having a good friend? Why? (*Answers will vary.*)
4. How do you think Lily feels when she realizes that Albert is in the rowboat in the ocean during a storm? (*Answers will vary.*)
5. Do you think Lily was brave to try and rescue Albert in the storm? What would you have done? (*Answers will vary.*)
6. How is Lily able to rescue Albert from the stormy ocean? (*She rows her boat out to him and pulls him from the sea into her boat.*)
7. How does Albert respond when Gram tells him that Nagymamma sent him to America and his parents wrote the newspaper for him, to keep him safe? (*He says he never thought about it.*)
8. How do you think Lily feels when Gram tells her that Poppy's leaving was worth the price to keep Lily safe? (*Answers will vary.*)
9. Why do you think Gram bought the violin for Albert? (*Answers will vary.*)
10. How does Lily figure out where Poppy is in Europe? (*When Albert tells Lily that "A Tale of Two Cities" is about the French Revolution, Lily finally pieces together all the clues her father gave her.*)

Supplementary Activities

1. **Science/Research:** Have students look up the reasons a rainstorm occurs. They should answer the following questions: What does the High and the Low have to do with cold and hot air. Does the Barometric Pressure affect the weather? In which direction do the winds blow when a front is coming from the Arctic? How are lightning and thunder related?
2. **Art:** Have students draw a picture of Lily in her boat trying to rescue Albert in the stormy sea. Display the pictures around the classroom.
3. **Writing:** Have the students think about what Albert is thinking as he is being tossed around in the rough sea. Write what he might like to say to his sister, Ruth.
4. **Music:** Obtain recordings of violin music for the students to enjoy while they draw their pictures of Lily rescuing Albert.

Chapter 25-28—pages 162-180

Vocabulary

spidery (162)	Allies (163)	skate (163)	sea robin (163)
stubborn (164)	clutching (165)	anthem (166)	lobby (166)
chapped (168)	churned (169)	homesick (169)	stilts (169)
journal (169)	duffel bag (170)	bustling (170)	squeezed (172)
wedged (173)	tangled (173)	reflection (174)	galumping (174)
prickling (174)	foam (175)	numbing (175)	plastered (175)
stinging (176)	spurts (178)		

Discussion Questions

1. Why does Lily suddenly start paying attention to the war news on the radio? (*Because Lily and Gram think Poppy is in France and they want to try and guess how long it will take the allies to reach Paris.*)
2. Why do Lily and Albert argue and not speak to each other for three days? (*They argue about sneaking into the movie theater.*)
3. How do you think Albert and Lily feel when they hear that Paris has been liberated? (*Answers will vary.*)
4. What does Sister Benedicta mean when she tells Lily, “You have promise”? (*Lily has promise as a writer.*)
5. Do you think Lily was lucky to have Albert as a friend? Why? (*Answers will vary.*)
6. Why did the nuns smuggle Ruth out of Paris? (*The nuns feared the Nazis would harm Ruth because her parents ran a newspaper that was against the Nazis.*)
7. How do you think Lily feels when Poppy says saying good-bye does not matter, what matters is all the things you did before that and the things you remember? (*Answers will vary.*)
8. What does Lily think about as she stands in the water staring out at the place where she and Albert first met? (*She thinks about Albert and if she’ll ever see him again.*)
9. What did Sister Benedicta tell Lily about lies and daydreams? (*As long as you knew the difference between lies and daydreams, you were okay.*)
10. What do you think Gram means when she tells Lily, “but sometime, even in the worst times, something lovely happens”? (*Answers will vary.*)