



4TH
GRADE
VOLUME 4.1

Book Club Teacher's Guide

Shoeshine Girl
Because of Winn-Dixie
How to Steal a Dog

For pairing with
C. I. A. Unit of Study—Realistic Fiction, Shiloh 4.1

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Table of Contents

Welcome to the C. I. A. Book Club Teacher’s Guide 4.1	4
The C. I. A. Approach to Book Clubs.....	4
The Read-Aloud Block	4
The Book Club Block.....	4
Text Selection and Timing.....	5
Set Up for Success	6
Gather Book Club Materials	6
Establish Groups	6
Establish Book Club Routines.....	11
Plan for Ongoing Assessment	12
Enjoy Success	13
Book Club Lessons.....	15
Day 1: Blurb & Mark the Text	16
Days 2–3: Character List.....	23
Day 4: Setting—Characters’ Circumstances	28
Day 5: Problems.....	33
Day 6: Important Events.....	38
Days 7–8: Retell Summary Writing.....	43
Days 9–10: Quadrant 1 Book Club Meetings	48
Day 11: Main Character.....	55
Day 12: Author’s Craft	60
Day 13: Author’s Message—Line of Thinking	66
Days 14–15: Quadrant 2 Book Club Meetings	68
Days 16–17: Collect Evidence.....	76
Days 18–19: Turning Point &Turning Point Writing.....	83
Days 20–21: Quadrant 3 Book Club Meetings	89
Day 22: Read-In.....	94
Days 23–24: Synthesis Summary Writing.....	95
Days 25–26: Quadrant 4 Book Club Meetings	100
Appendix.....	103
Genre Chart: Realistic Fiction	103
Percentile Rank Sorting Sheet.....	104
Conference Script (Narrative).....	105
Conference Script (Informational).....	107
Single Point Rubric	109
Vocabulary	110
Outside Text Recommendations.....	111
References	112

***Shoeshine Girl*, by Clyde Robert Bulla – Lexile 330, 84 pages**

I love using this simple text with upper elementary students because the story is written for their age group, despite its low quantitative level. I recommend placing your students who are reading below grade level in this text. You might also place students who have little reading stamina in this text.

***Shoeshine Girl* Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p>Levels of Meaning The text offers multiple levels of meaning and nuances of abstract concepts related to right and wrong. The author’s purpose is implicitly stated through themes that highlight a variety of perspectives on a complex issue. The different themes related to right and wrong include the growth of a character over time and her struggles with stealing, lying, manipulation, and more. These high-level themes will allow fourth-grade students to identify with the main character.</p> <p>Structure Overall, the narrative uses a fairly simple, explicit, and conventional story structure.</p> <p>Language Conventinality and Clarity Clyde Robert Bulla uses language that is literal and clear.</p> <p>Knowledge Demands This text provides several complex and sophisticated themes. The characters look at issues of right and wrong from a variety of perspectives, causing the reader to challenge his or her own perspective. Background knowledge about what a shoeshine stand is and why people would use one may be helpful. Also, general background knowledge about how people define their moral codes is needed.</p>	<p>The Lexile level for <i>Shoeshine Girl</i> is 330, based on word frequency and sentence length. This is below the range of the complexity band for 2nd–3rd grade according to the Common Core State Standards.</p> <p>READER TASK CONSIDERATIONS</p> <p>These should be determined locally with reference to motivation, knowledge, and experiences as well as to purpose and the complexity of the tasks assigned and the questions posed.</p>

***Because of Winn-Dixie*, by Kate DiCamillo – Lexile 610, 182 pages**

This is a beautifully written story that has received the Newbery Honor. I recommend placing your students who are on grade level in this text. Students will need considerable reading stamina to tackle the length of this text. Note that the pages in this book are small and the text is double-spaced.

***Because of Winn-Dixie* Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p>Levels of Meaning The text offers multiple levels of meaning and nuances of abstract concepts related to right and wrong. The author’s purpose is implicitly stated through themes that highlight a variety of perspectives on a complex issue.</p> <p>Structure Overall, the narrative uses a fairly simple, explicit, and conventional story structure. Challenges emerge when characters share their background stories and talk about events that occurred in the past.</p> <p>Language Conventionality and Clarity Kate DiCamillo uses language that is fairly literal and clear.</p> <p>Knowledge Demands This text provides several complex and sophisticated themes. The characters look at issues of right and wrong from a variety of perspectives, causing the reader to challenge his or her own perspective. General background knowledge about how people define their moral codes is needed.</p>	<p>The Lexile level for <i>Because of Winn-Dixie</i> is 610, based on word frequency and sentence length. This is in the middle range of the complexity band for 2nd–3rd grade according to the Common Core State Standards.</p> <p>READER TASK CONSIDERATIONS</p> <p>These should be determined locally with reference to motivation, knowledge, and experiences as well as to purpose and the complexity of the tasks assigned and the questions posed.</p>

***How to Steal a Dog*, by Barbara O'Connor – Lexile 700, 170 pages**

This book is the closest pairing to *Shiloh* in terms of the topic. Therefore, you may be surprised at how many of your students are able to access this high-level text simply because of the background knowledge built during their experience reading *Shiloh*. I recommend placing students who are on or above grade level in this engaging text. Students will need a high level of stamina for this text and may need to take the book home for nightly reading to keep up with book club assignments.

***How to Steal a Dog* Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p>Levels of Meaning The text offers multiple levels of meaning and nuances of abstract concepts related to right and wrong. The author’s purpose is implicitly stated through themes that highlight a variety of perspectives on a complex issue.</p> <p>Structure Overall, the narrative uses a fairly simple, explicit, and conventional story structure.</p> <p>Language Conventinality and Clarity Barbara O’Connor uses language that is fairly literal and clear. Challenges emerge through use of dialect and an unconventional use of grammar in dialogue.</p> <p>Knowledge Demands This text provides several complex and sophisticated themes. The characters look at issues of right and wrong from a variety of perspectives, causing the reader to challenge his or her own perspective. General knowledge about homelessness is essential to relate to the text. Also, general background knowledge about how people define their moral codes is needed.</p>	<p>The Lexile level for <i>How to Steal a Dog</i> is 700, based on word frequency and sentence length. This is in the high range of the complexity band for 2nd–3rd grade according to the Common Core State Standards.</p> <p>READER TASK CONSIDERATIONS</p> <p>These should be determined locally with reference to motivation, knowledge, and experiences as well as to purpose and the complexity of the tasks assigned and the questions posed.</p>

C. I. A.

Book Club Lesson Plans

Shoeshine Girl
Because of Winn-Dixie
How to Steal a Dog

DAY 1, BLURB & MARK THE TEXT

In this lesson... you will be reminding students how they can use clues in the blurb to help identify the story elements—character, setting, problem, and main events. After identifying these story elements, students will use them to make a prediction.

Learning Targets:

Read closely to monitor comprehension (RL 1)

- Make predictions

Show understanding of story elements (RL 3)

- Main characters
- Setting
- Problem

Infer genre (RL 5)

Gather and categorize information through note taking (W 8)

Connect:

We have been learning...

...that good readers enjoy reading in collaboration with others. Today we are going to start our book clubs. Each of you will be working with a group of students to read a book and uncover the author's message. It will be your responsibility to read the book and take careful notes in your reader's notebook. You will be responsible for

1. Reading the book on your own,
2. Completing all assignments on time,
3. Keeping your work neat,
4. Working cooperatively with your assigned partner, and
5. Attending important C. I. A. meetings.

(Hand out books to each student.

On the front cover of their student book club notebooks, have them record the following:

- the genre of the book—realistic fiction—on the first line
- the subject—right vs. wrong —on the second line
- their name on the third line
- the date on the fourth line

On page 3, have them each record their partner's name and the names of everyone else in their group. Also, have them record the title of the book to which they've been assigned.)

Notice that all of these book club texts are realistic fiction. We will be using our background knowledge of the genre, realistic fiction, to help us understand these texts better.

(Copy and print the realistic fiction genre chart (see Appendix) for each student. Students will paste or tape this chart onto page 4 of their book club notebooks. Review the genre chart for realistic fiction, using a poster-sized chart that can be displayed in your meeting area throughout this unit of study. Genre posters can be purchased at readsidebyside.com/shop/.)

Teach:

Today I am going to remind you...

...that good readers look carefully at the cover of a book and read the blurb prior to starting the first chapter so that they can begin to think about the story elements. The main elements of the story are character, setting, problem, and main events.

We did this activity prior to reading the book *Shiloh*. Please turn in your reader's notebooks to our first entry for *Shiloh*. You will each be completing this same task right now using your book club book.

Guided Practice—Work Time:

Please open up to page 5 in your book club notebooks. Notice how you will be reading the blurb of your book club book to gather information about the characters, setting, and problems in the story. Finally, you will make a prediction about what might happen in the book.

Today I am going to have you complete this task with your partners. You will have 35 minutes to complete this task together. Then, you will come back to the meeting area to share your predictions with the class.

(Dismiss students for partner work. Conduct conferences with partnerships as necessary.)

Share-out:

Discuss: What are you predicting?

Link:

Today and every day when you read...

...I want you to think about the story elements before you start reading the first chapter, by paying close attention to the cover of the book and the information in the blurb. You can also use that information to help you make predictions.

Extended Lesson:

(To prepare for this lesson, give each student three small sticky notes, for marking each quadrant.)

When good readers begin reading, they have a plan of action for how they will read the text. We know to use the C. I. A. approach to plan for how we will read each quadrant of the text.

Turn to page 6 in your book club notebook and record the total number of pages in your book. To mark the text, we need to first look to see how many pages are in the book, then divide this number by 4. When we mark each quadrant, we are going to make sure that the end of the quadrant is also the end of a chapter.

Please mark your texts according to these numbers and record the page numbers for each quadrant on page 6 of your book club notebooks.

Shoeshine Girl

The end of quadrant 1 will be marked on page 23.

The end of quadrant 2 will be marked on page 41.

The end of quadrant 3 will be marked on page 64.

Because of Winn-Dixie

The end of quadrant 1 will be marked on page 44.

The end of quadrant 2 will be marked on page 91.

The end of quadrant 3 will be marked on page 142.

How to Steal a Dog

The end of quadrant 1 will be marked on page 40.

The end of quadrant 2 will be marked on page 89.

The end of quadrant 3 will be marked on page 129.

(Copy and print the vocabulary words from *Shiloh* (see Appendix). Have your students paste or tape their copies of this list onto page 46 of their book club notebooks.)

Read the Blurb

Main Character: Sarah Ida - 10 years old
- troublemaker
- determined to get a job

Secondary Characters: Aunt Claudia

Setting (time, place, circumstance): Aunt Claudia's house
Summer

Problem: Sarah Ida wants money but Aunt Claudia won't give her an allowance.

Prediction: I predict Sarah will learn to be a hard worker.

Read the Blurb

Main Character: Opal Buloni
10 years old

Secondary Characters: Father - preacher
Mother - left when Opal was 3
Winn-Dixie - Opal's dog

Setting (time, place, circumstance): Naomi, Florida

Problem: Opal is lonely.

Prediction: I predict Opal's new friends
will help her feel less lonely.

Read the Blurb

Main Character: Georgina Hayes

Secondary Characters: Father - left
Mama - works two jobs
Younger brother

Setting (time, place, circumstance): Living in a car

Problem: Georgina's father left and the family was evicted from their apartment. Now they have to live in their car. They need money for a better place to live.

Prediction:

I predict Georgina will learn that it is wrong to steal.

DAYS 2–3, CHARACTER LIST

In this lesson... you will remind students that good readers pay attention to important characters and infer character traits. You will remind them that good readers keep track of characters as a way to monitor comprehension. Students will be asked to read and keep track of important characters. While clues about the setting may be revealed, wait to note this information until day 4.

Learning Targets:

Read closely to monitor comprehension (RL 1)

- Infer character traits
- Visualize

Show understanding of story elements (RL 3)

- Character traits

Gather and categorize information through note taking (W 8)

Connect:

We have been learning...

...that good readers use the blurb to help them predict what will happen in the book.

Today, you are all going to begin reading quadrant 1 of your book club books. When you read quadrant 1 you will be focused on collecting critical information in the text. You will each be gathering information about the characters, setting, problem, and important events in your book. These are the critical story elements that help us get a story in our heads.

Teach:

Today I am going to remind you...

...that good readers use comprehension strategies to identify important characters and infer character traits. You are each going to make a character list in your book club notebook as you read your assigned pages for both today and tomorrow. Your character list will be a tool that you will use while reading this book; it will help you improve your comprehension when you are confused.

You each made a character list when we read the book *Shiloh*. Please turn to the character list for *Shiloh*. Notice how you wrote the name of each important character and information about him or her on the list.

Guided Practice—Work Time:

Now turn to page 8 in your book club notebooks. Today as you read, you will stop each time a new character is named in the text and add this name to the character list. Then you will read to find information about this character, and add that information to the list.

You will each be reading and completing your character list independently. If you need help, first go to your assigned partner to get help. If you are still stuck, sign up for a conference, and I will come and coach you and your partner in order to quickly help you get back on track.

You will have 35 minutes to work. Then you will meet your partners in the meeting area to review your work, make additions or changes, and then participate in a whole-class share-out.

(Assign each group their pages to read and dismiss students for independent work. Conduct conferences with partnerships as necessary.)

Students will have two days to complete the following chapters:

Shoeshine Girl—Chapters 1–2

Because of Winn-Dixie—Chapters 1–2

How to Steal a Dog—Chapter 1

Share-out:

(At the beginning of the share-out time, give students 5 minutes to compare notes and receive help from their partners. Then move into a quick, whole-class discussion.)

Discuss: Why do good readers keep track of important characters as they read? How did doing this help you or challenge you as a reader today?

Link:

Today and every day when you read...

...I want you to think about what you know about important characters in order to make a character list for monitoring comprehension.

Character List

CHARACTER	DETAILS
Sarah Ida	<ul style="list-style-type: none">• 10 1/2 years old• likes plain things• doesn't want to be at Aunt Claudia's• needs money
Aunt Claudia	<ul style="list-style-type: none">• doesn't have a car• lives in an old house
Sarah's father	<ul style="list-style-type: none">• travels for work• worries about Sarah
Sarah's mother	<ul style="list-style-type: none">• is not well (sick?)• worries about Sarah
Rossi Wigginhorn	<ul style="list-style-type: none">• 10 years old• Aunt Claudia's neighbor• likes to read

Character List

CHARACTER	DETAILS
India Opal Buloni	<ul style="list-style-type: none">• goes by Opal• loves Winn-Dixie• a good, quiet kid
The preacher	<ul style="list-style-type: none">• Opal's dad• spends his time preaching and thinking
Winn-Dixie	<ul style="list-style-type: none">• stray dog• big & ugly• skinny & patchy

Character List

CHARACTER	DETAILS
Luanne Godfrey	<ul style="list-style-type: none">• Georgina's best friend• Nosy
Daddy	<ul style="list-style-type: none">• left the family with very little money
Toby	<ul style="list-style-type: none">• Georgina's younger brother
Georgina	<ul style="list-style-type: none">• wants things to be like they were before• feels sorry for herself
Mama	<ul style="list-style-type: none">• works two jobs• tired• sad

DAYS 7–8, RETELL SUMMARY WRITING

In this lesson...students will be synthesizing their understanding of the first quadrant of their book club texts by writing retell summaries. Students will be using the retell summary frame to organize their writing. Students should be expected to produce quality work.

Learning Targets:

Summarize the text (RL 2)

- One sentence sum-up
- Retell summary of the first quadrant

Show understanding of story elements (RL 3)

- Character
- Setting
- Plot

Write an expository piece (W2)

- Retell events from the beginning, middle, and end of text, in sequence

Write clearly and coherently for task and audience (W 4)

Recall information and draw evidence from the text (W 8, 9)

Write in a short time period (W 10)

Apply and use key vocabulary (L 6)

Connect:

We have been learning...

...that good readers read slowly at the beginning of the book in order to make sure they understand all the story elements, including character, setting, and plot.

Teach:

Today I am going to remind you...

...that good readers write a retell summary of the first quadrant of a book in order to monitor their comprehension. When we summarize, we think about the most important events and details from the story. The process of summarizing helps us recognize when we are confused so that we can go back and clear up that confusion.

You each wrote a retell summary at the end of the first quadrant of the book *Shiloh*. Please turn to the retell summary you wrote for *Shiloh*. Notice how this piece of writing begins with an introduction and ends with a conclusion. Also notice how the body paragraph tells only the most important events from quadrant 1.

Guided Practice—Work Time:

Now turn to page 14 in your book club notebook. On this page, you will recognize the retell summary frame we used when we read *Shiloh*. Today you will use this same frame to organize your retell summary for your book club book.

(Review the retell summary frame with students.)

Now turn to page 15 in your book club notebook. This is where you will write your retell summary for your book club book. You will use the summary frame to organize your writing. You may also use the entries in your notebook as tools. The important events list on pages 12 and 13 will be especially helpful to you.

You will each be completing your retell summary independently. If you need help, first go to your assigned partner to get help. If you are still stuck, sign up for a conference and I will come and coach you and your partner in order to quickly help you get back on track. You will have two days for this assignment.

When you finish, please turn to page 19 in your book club notebook and complete the prediction-writing stem. Be prepared to share this prediction with your group at your C. I. A. meeting on day 9 or 10.

(Assign each group their C. I. A. meeting date and dismiss students for independent work. Conduct conferences with partnerships as necessary.)

Shoeshine Girl Retell Summary Sample

The book *Shoeshine Girl*, by Clyde Robert Bulla, tells about a 10-year-old girl named Sarah Ida who is sent to live with her Aunt Claudia for the summer. Her parents sent her there because she was causing trouble and hanging out with a girl who steals.

First, Sarah Ida asks Aunt Claudia for money. She wants money so that she can buy candy and go to the movies. Aunt Claudia tells her no.

Then, Aunt Claudia introduces Sarah to a neighbor who is the same age as Sarah. When Sarah is at Rossi's house, she convinces Rossi to loan her \$4.00.

The next day, Aunt Claudia finds out that Rossi gave Sarah money. She tells Sarah to give the money back to Rossi. Sarah Ida gets mad at Aunt Claudia. Sarah decides to look for a job.

As you can see, Sarah Ida has only one thing on her mind—money!

Because of Winn-Dixie **Retell Summary Sample**

The book *Because of Winn-Dixie*, by Kate DiCamillo, tells about a ten-year-old girl named Opal who feels lonely because she just moved to a new town. Opal also is lonely because her mom left when Opal was only three years old.

First, Opal is shopping at the Winn-Dixie grocery store when she finds a stray dog. She names the dog Winn-Dixie and takes it home. Her dad tells her she can keep Winn-Dixie.

Then, Opal cleans Winn-Dixie and he looks handsome. Opal tells him all about how her mother left her. She wishes she knew more about her mother and decides to ask her dad. Opal learns ten things about her mother and she writes them down.

Finally, Opal asks Miss Franny Block, the librarian, to be her friend. I predict Opal will make more friends in Naomi.

How to Steal a Dog **Retell Summary Sample**

The book *How to Steal a Dog*, by Barbara O'Connor, tells about a girl named Georgina who is willing to steal a dog in order to help her family get a place to live.

First, Georgina's dad left and took all the money except for three rolls of quarters and a mayonnaise jar full of dollar bills. Georgina's mom works two jobs, but she still doesn't have enough money to pay rent. The family gets evicted from their apartment and has to live in a car.

Then, Georgina sees a lost dog sign with a reward of \$500. She decides to steal a dog and then return it for the reward. She tells her younger brother Toby about her plan, and he agrees to help her.

Finally, Georgina's mom finds the family a place to live. Georgina is relieved because she knew in her heart that stealing a dog is a bad thing to do.

It is clear, Georgina's family is going through hard times.

Book Club Meeting 1

In this book club meeting...students will be responding to questions about the characters, setting, problems, and main events revealed in quadrant 1 of their book club books. Students will use the charts in their book club notebooks to aid their discussion. Students will also share their predictions about what they think will happen next in the story. Throughout the discussion, students should each share and respond to thinking.

Learning Targets:

Summarize the text (RL 2)

Show understanding of story elements (RL 3)

- Character
- Setting
- Plot

Prepare for collaboration with others (SL 1)

Express ideas and respond to others' ideas clearly and persuasively (SL 1)

Apply and use key vocabulary (L 6)

Connect:

We have been learning...

...that good readers read slowly at the beginning of a book in order to make sure they understand all the story elements, including character, setting, and plot. At the end of quadrant 1 they stop and write a retell summary as a way of monitoring their comprehension.

Teach:

Today I am going to remind you...

...that good readers discuss their thinking about a book with others in order to synthesize their thinking and evaluate the thinking of others.

When we meet together in book clubs, the expectations will be that you each

1. Bring your book and book club notebook to the meeting, with all assignments completed;
2. Come prepared to respond to questions and to share your thinking about the book with the group;
3. Participate by both sharing with and listening to group members;
4. Respond to another student's thinking before sharing your own; and
5. Use polite language and mannerisms with everyone in the group.

When you respond to another person's thinking, please use one of our response stems:

- I agree with you because...
- I disagree with you because...

Opening discussion questions:

(Have 2–3 students share their responses to each of these questions. Ask a student to respond to another student before sharing his or her own thinking. As you move through the series of questions, make sure each student gets a turn to talk.)



Shoeshine Girl

Open up to the character list on page 8 of your book club notebooks.

Discuss: Good readers empathize with characters while reading. Which character do you empathize with, and why?

Open up to the setting clues list on page 10 of your book club notebooks.

Discuss: Sarah Ida is a long way from home, living in a city much smaller than her own. Her parents have sent her away because they don't trust her choice of friends. How do you think Sarah Ida feels about living at Aunt Claudia's for the summer?

Open up to the problems list on page 11 of your book club notebooks.

Discuss: What do you think Sarah Ida will do to solve her problem?



Because of Winn-Dixie

Open up to the character list on page 8 of your book club notebooks.

Discuss: Good readers empathize with characters while reading. Which character do you empathize with, and why?

Open up to the setting clues list on page 10 of your book club notebooks.

Discuss: Opal is the only child living in an "adults only" trailer park. How might this contribute to her loneliness?

Open up to the problems list on page 11 of your book club notebooks.

Discuss: What do you think Opal will do to solve the problem of _____?



How to Steal a Dog

Open up to the character list on page 8 of your book club notebooks.

Discuss: Good readers empathize with characters while reading. Which character do you empathize with, and why?

Open up to the setting clues list on page 10 of your book club notebooks.

Discuss: What can you conclude about Georgina's circumstance?

Open up to the problems list on page 11 of your book club notebooks.

Discuss: What do you think Georgina will do to solve the problem?

Time for questions:

Do any of you have any questions at this point in the story that you would like the group to answer or help you with?

(Allow time for students to ask their questions, if any. Encourage group members to respond to the questions. Step in to answer questions only when group members are unable to.)

Share-out:

Now you are each going to have an opportunity to share the prediction you prepared on page 19 of your book club notebook. Please turn to your prediction now.

(Allow each student a chance to share his or her prediction-writing stem. Ask a student to respond to another student before sharing his or her own thinking.)



Book Club Meeting 1

Be prepared to talk about:

- Character
- Setting
- Problem
- Main Events

Be prepared to share a prediction about what will happen in the book.

Be ready to listen and respond to the members of your group!

When the book said that Sarah Ida was going
to get a job.

I made a prediction. I think Sarah will learn how
hard you have to work for money
because having a job isn't easy.



Book Club Meeting 1

Be prepared to talk about:

- Character
- Setting
- Problem
- Main Events

Be prepared to share a prediction about what will happen in the book.

Be ready to listen and respond to the members of your group!

When the book said that Opal was lonely even
though she had Winn-Dixie,

I made a prediction. I think Opal will try to be
friends with the other kids at the church
because she doesn't want to be lonely
anymore.



Book Club Meeting 1

Be prepared to talk about:

- Character
- Setting
- Problem
- Main Events

Be prepared to share a prediction about what will happen in the book.

Be ready to listen and respond to the members of your group!

When the book said "I couldn't believe everything turned out so good," _____,

I made a prediction. I think something bad will happen and they won't be able to move into the house because _____

it seems too good to be true _____.