



4TH
GRADE
VOLUME 4.2

Book Club Teacher's Guide

The Weeping Werewolf

The Dragonslayers

Into the Land of the Unicorns

For pairing with C. I. A. Unit of Study—*Epic Fantasy*,
The Castle in the Attic 4.2

Sarah Collinge

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***The Weeping Werewolf*, by Bruce Coville – Lexile 630, 69 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. Note that while the story of *The Weeping Werewolf* can stand alone, it is the second book in the Moongobble and Me series.

***The Weeping Werewolf* 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, and good and evil. In addition, the author tells an epic story, revealing the qualities of a hero.</p>	<p>The Lexile level for <i>The Weeping Werewolf</i> is 630, 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>Structure <i>The Weeping Werewolf</i> is the second book in the Moongobble and Me series. Throughout the book additional information is shared about the adventures and friends Edward met in the first book in the series, <i>The Dragon of Doom</i>. Otherwise, the story structure is fairly simple and explicit.</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>
<p>Language Conventionality and Clarity The genre of this story adds some complexity to the language. Talk of mythical creatures is common, and nonsense words are used as magical spells.</p>	
<p>Knowledge Demands This text requires knowledge of epic fantasy as a genre. Students need to understand the importance of setting and the quest pattern. Students may need additional support while visualizing made-up creatures, landscapes, and other magical items from the fantastical world.</p>	

***The Dragonslayers*, by Bruce Coville – Lexile 680, 119 pages**

This epic adventure is full of many characters. Students reading this book will have a lot of details to keep track of. I recommend placing your students who are on grade level in this text.

***The Dragonslayers* 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, and good and evil. In addition, the author tells an epic story, revealing the qualities of a hero.</p> <p>Structure This narrative is told by means of an unconventional and complex story structure. Students must navigate four plot lines. In addition, the characters in the story remember back to events in the past that have led them to where they are in the present. Students will need to understand these past events—and how they are connected—in order to make predictions about how the book will end.</p> <p>Language Conventionality and Clarity The genre of this story adds some complexity to the language. Talk of mythical creatures is common, and nonsense words are used as magical spells.</p> <p>Knowledge Demands This text requires knowledge of epic fantasy as a genre. Students need to understand the importance of setting and the quest pattern. Students may need additional support while visualizing made-up creatures, landscapes, and other magical items from the fantastical world. Students may also need additional support to recognize the cues that the story has shifted to another plot.</p>	<p>The Lexile level for <i>The Dragonslayers</i> is 680, 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>

***Into the Land of the Unicorns*, by Bruce Coville – Lexile 850, 159 pages**

This book layers stories from both the past and present. Students reading this book should be those who are ready for a more complex story structure. 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. *Into the Land of the Unicorns* is the first book in The Unicorn Chronicles series.

***Into the Land of the Unicorns* Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
Levels of Meaning The text offers multiple levels of meaning and nuances of abstract concepts related to right and wrong, and good and evil. In addition, the author tells an epic story, revealing the qualities of a hero.	The Lexile level for <i>Into the Land of the Unicorns</i> is 850, based on word frequency and sentence length. This is in the middle range of the complexity band for 4 th –5 th grade according to the Common Core State Standards.
Structure This narrative is told by means of an unconventional story structure in which there is both a realistic and a fantastical setting. Characters in the story remember back to events in the past that have led them to where they are in the present. Students will need to understand these past events—and how they are connected—in order to make predictions about how the book will end.	READER TASK CONSIDERATIONS 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.
Language Conventionality and Clarity The genre of this story adds some complexity to the language.	
Knowledge Demands This text requires knowledge of epic fantasy as a genre. Students need to understand the importance of setting and the quest pattern. Students may need additional support while visualizing made-up creatures, landscapes, and other magical items from the fantastical world.	

C. I. A. Book Club Lesson Plans

The Weeping Werewolf
The Dragonslayers
Into the Land of the Unicorns

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 predictions.

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 a book club text and a book club notebook to each student.

Have each student record the following on the front cover of his or her student book club notebook:

- the genre of the book—epic fantasy—on the first line
- the subject—qualities of a hero—on the second line
- his or her name on the third line
- the date on the fourth line

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

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

(Make a copy of the epic fantasy 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 epic fantasy, using a poster-sized chart that can be displayed in your meeting area throughout this unit of study. Genre posters can be purchased at www.shop.readsidebyside.com.)

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 *The Castle in the Attic*. Please turn in your reader's notebooks to our first entry for *The Castle in the Attic*, where you made notes about the main story elements. 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 the students who are reading *The Dragonslayers* and *Into the Land of the Unicorns* for partner work. Keep the students who are reading *The Weeping Werewolf* in the meeting area in order to give them more information before they start the activity.)

Please notice that your book is one of a series. It is actually the second book in the Moongobble and Me series. Write Moongobble and Me at the top of page 5 in your book club notebooks and underline the word Me—this will be an important clue to help you determine the main character of the story.

(Dismiss the students who are reading *The Weeping Werewolf* 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.

The Weeping Werewolf

The end of quadrant 1 will be marked on page 16.

The end of quadrant 2 will be marked on page 33.

The end of quadrant 3 will be marked on page 52.

The Dragonslayers

The end of quadrant 1 will be marked on page 35.

The end of quadrant 2 will be marked on page 64.

The end of quadrant 3 will be marked on page 91.

Into the Land of the Unicorns

The end of quadrant 1 will be marked on page 47.

The end of quadrant 2 will be marked on page 87.

The end of quadrant 3 will be marked on page 123.

(Make a copy of the vocabulary words from *The Castle in the Attic* [see Appendix] for each student. Have your students paste or tape their copies of this list onto page 46 of their book club notebooks.)

Read the Blurb

Moongobble and me

Main Character:

I think the main character is Edward.

Secondary Characters:

Moongobble

Weeping Werewolf

Fireball the dragon

Urk (Moongobble's toad)

Setting (time, place, circumstance):

Fantastical place

Problem:

Moongobble's second task is to collect tears from the Weeping Werewolf!

Prediction:

I predict Edward will help Moongobble collect the tears from the Weeping Werewolf.

Read the Blurb

Main Character:

I think the young page boy will be the hero of the story.

Secondary Characters:

Grizelda the witch

Old squire

King Mildred

Knights

Princess

Setting (time, place, circumstance):

King Mildred's kingdom

Problem:

Someone will have to kill the fiercest dragon the kingdom has ever seen.

Prediction:

I think the young page will kill the dragon.

Read the Blurb

Main Character:

Cara

Secondary Characters:

Lightfoot the unicorn The Unicorn Queen
The Dimblethum The mysterious man
The Squijum

Setting (time, place, circumstance):

Luster - the land of the unicorns

Problem:

Cara must go to the Unicorn Queen in order to prevent the destruction of the unicorns.

Prediction:

I predict Cara will be the hero of the story and save the unicorns.

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.

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, problems, 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 *The Castle in the Attic*. Please turn to the character list for *The Castle in the Attic*. 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. You will have two days to complete today's assigned reading. 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.

On each day, you will have 35 minutes to work, after which 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:

The Weeping Werewolf—Chapters 1–2 (pp. 1–10)

The Dragonslayers—Chapters 1–3 (pp. 1–20)

Into the Land of the Unicorns—Chapters 1–5 (pp. 1–37)

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
Edward	Helps Moongobble
Peter Cooper	Big kid Bully
Moongobble	Edward's friend A magician (not very good) Strange Good hearted
Thomas Baker	Big kid Bully
Mother	Poor
Father	Ran away
Fireball	Edward's pet dragon 4 feet long Lives with Moongobble

Character List

CHARACTER	DETAILS
Urk	Moongobble's toad cranky
Fazwad the Mighty	mean and tricky Head of the Society of Magicians
Weeping Werewolf	Dangerous

Character List

CHARACTER	DETAILS
Grizelda	Witch Lives in the Forest of Wonder
Phrenella	Witch
Goons	Green skinned Do what Grizelda tells them
Princess Wilhelmina	Nickname is Willie Willful wants to be a knight 14 years old
King Mildred	Princess Wilhelmina's father
Queen Hortense	Princess Wilhelmina's mother
Brian	A page boy Dark haired Short Wants to do something good

Character List

CHARACTER	DETAILS
Sir Pentamon	Leader of the knights
Sir Wexler	A knight Forgetful
Sir Filibuster	A knight
Elizar	The world's oldest working squire Tall, skinny, and bald Has a long, gray beard Courageous

Character List

CHARACTER	DETAILS
Cara	Lost her parents when she was young Red hair
Grandmother Morris	Wears a gold and crystal amulet holding a hair from a unicorn's mane
The mysterious man	The Hunter
Ian and Martha Hunter	Cara's parents Abandoned Cara when she was 3
The Dimblethum	Manbear Cara's rescuer
Lightfoot	A unicorn Hears Cara's thoughts Heals wounds
The Squijum	Monkey Squirrel

DAYS 8–9, 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)

Acquire 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 *The Castle in the Attic*. The summary was focused on Sir Simon's story. Please turn to the retell summary you wrote for Sir Simon's story. 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.

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 *The Castle in the Attic*. 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 10 or 11.

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

The Weeping Werewolf **Retell Summary Sample**

The book *The Weeping Werewolf*, by Bruce Coville, tells about a boy named Edward who helps his friend Moongobble try to become a member of the Society of Magicians. Together, Edward and Moongobble must perform three Mighty Tasks.

First, Moongobble has failed the entry test to join the Society of Magicians. Luckily, he can still join the society by performing three Mighty Tasks. Edward has already helped Moongobble perform the first task, which was to fetch the Golden Acorns of Alcoona.

Now, Moongobble has been assigned his second task. He must collect tears from the Weeping Werewolf. Moongobble and Edward decide to ask the witch, Felicity the Finder, where the Weeping Werewolf lives. They must travel to Felicity's cottage on the far side of the forest.

Finally, Moongobble and Edward enter the forest. As you can see, this Mighty Task is going to be difficult and dangerous!

The Dragonslayers **Retell Summary Sample**

The book *The Dragonslayers*, by Bruce Coville, tells about a quest to kill a dragon.

First, a witch named Grizelda wants revenge on King Mildred, so she uses a spell to make a dragon.

Then, the dragon begins ravaging the kingdom. None of the king's knights volunteer to kill the dragon; they are all too cowardly. King Mildred announces that he will give half his kingdom to the man who kills the dragon. He also offers his daughter as a bride, even though the princess does not want to get married.

Next, an old squire named Elizar volunteers. Brian, a small page boy, offers to be his squire.

After that, Princess Wilhelmina dresses as a peasant boy and runs away to kill the dragon. She has always dreamed of being a knight!

As you can see, Elizar, Brian, and Princess Wilhelmina are on a dangerous quest!

Into the Land of the Unicorns

Retell Summary Sample

The book *Into the Land of the Unicorns*, by Bruce Coville, tells about a girl named Cara who travels to the land of the unicorns to keep her grandmother's amulet safe from a mysterious man.

First, a mysterious man follows Cara and her grandmother into a church. Cara's grandmother gives her the amulet that holds a unicorn hair and tells her to keep it safe. Then she tells Cara to jump off the roof of the church! When Cara jumps, she falls into another world—the land of the unicorns.

After that, Cara is attacked by a delver who steals the amulet. Fortunately, Cara is rescued by a manbear called the Dimblethum, and he takes her to his cave. A unicorn named Lightfoot comes to the cave and uses his horn to heal Cara.

Finally, the Dimblethum returns the amulet to Cara, and together they decide to take the amulet to the Unicorn Queen.

It is clear, Cara and her new friends have a long and dangerous journey ahead of them!

DAYS 10–11, QUADRANT 1 BOOK CLUB MEETINGS

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)

Acquire 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.)



The Weeping Werewolf

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 list and map on page 10 of your book club notebooks.

Discuss: Edward lives in the small town of Pigbone. In order to help Moongobble complete his second mighty task he will have to travel far from home through the forest. How do you think Edward feels about going on this quest?

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

Discuss: What do you think Edward and Moongobble will do to solve their problems?



The Dragonslayers

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 map on page 10 of your book club notebooks.

Discuss: Brian and Elizar are traveling away from King Mildred's castle to find the dragon. How do you think Brian feels about leaving the protection of the castle to try and slay the dragon?

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

Discuss: Who do you think will solve King Mildred's problem and slay the dragon? Why?

Opening discussion questions (continued):

(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.)



Into the Land of the Unicorns

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 map on page 10 of your book club notebooks.

Discuss: Cara jumps from the real world to Luster and finds herself in a world of mythical creatures. Some of them are friendly, but some of them are dangerous. How do you think she feels about being so far from home?

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

Discuss: What dangers do you think Cara will face on her journey to the Unicorn Queen?

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 they have to find a way to get the tears without being torn to shreds,

I made a prediction. I think Moongobble will have to get the tears without using magic because when he performs magic it usually doesn't work!



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 Brian had been waiting for
this adventure all his life,

I made a prediction. I think Brian will slay the
dragon
because he wants to do something good.



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 Cara had no idea if she
would see her grandmother and home again.

I made a prediction. I think Cara will make it to the
queen's castle and the queen will help her
return home
because _____

Cara seems brave enough to make it
to the castle. She was brave to
jump off the church tower.