



**4<sup>TH</sup>**  
**GRADE**  
**VOLUME 4.4**

# **Book Club Teacher's Guide**

*The Year of Miss Agnes*

*Riding Freedom*

*The Sign of the Beaver*

For pairing with C. I. A. Unit of Study—Narrative Non-Fiction,  
Children of the Gold Rush 4.4

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***The Year of Miss Agnes*, by Kirkpatrick Hill – Lexile 790, 113 pages**

I love using this beautifully written, simple text with upper elementary students because the story is written for their age group. While there are many characters to keep track of, the story itself is simple and straightforward. I recommend placing your students who are reading below grade level in this text.

***The Year of Miss Agnes* Text Complexity**

QUALITATIVE MEASURES		QUANTITATIVE MEASURES	
<p><b>Levels of Meaning</b> The text offers multiple levels of meaning and nuances of abstract concepts related to family, overcoming hardships, and the pioneering spirit.</p> <p><b>Structure</b> This narrative is told in chronological order. However, the main character in the story recounts events that happened in the past that have impacted the present time. Students will need to understand these past events and how they are connected to the main plot of the story.</p> <p><b>Language Conventionality and Clarity</b> The genre of this story adds some complexity to the language. Dialogue that incorporates historical and regional language makes this text qualitatively challenging.</p> <p><b>Knowledge Demands</b> This text requires knowledge of the genre historical fiction. Students may need additional support while visualizing the setting of the story.</p>		The Lexile level for <i>The Year of Miss Agnes</i> is 790, based on word frequency and sentence length. This is in the lower range of the complexity band for 4th–5th grade according to the Common Core State Standards.	
		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.	

***Riding Freedom*, by Pam Muñoz Ryan – Lexile 720, 134 pages**

This fictional story, based on the true life of Charlotte Darkey Parkhurst, is a story your students won't forget! While the Lexile level is lower than that of *The Year of Miss Agnes*, the progression of the story through time and across places adds a qualitative depth to this text that makes it a perfect fit for on-grade-level readers. Students reading this book will be challenged by historical language and dialect.

***Riding Freedom* Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p><b>Levels of Meaning</b> The text offers multiple levels of meaning and nuances of abstract concepts related to freedom, overcoming hardships, and the pioneering spirit.</p>	<p>The Lexile level for <i>Riding Freedom</i> is 720, based on word frequency and sentence length. This is in the upper range of the complexity band for 2nd–3rd grade according to the Common Core State Standards.</p>
<p><b>Structure</b> This narrative is told in chronological order. However, <b>gaps in time make this story more challenging for the reader.</b></p>	<p><b>READER TASK CONSIDERATIONS</b></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><b>Language Conventionality and Clarity</b> The genre of this story adds some complexity to the language. Dialogue that incorporates historical and regional language makes this text qualitatively challenging.</p>	
<p><b>Knowledge Demands</b> This text requires knowledge of the genre historical fiction. Students may need additional support while visualizing the setting of the story.</p>	

***The Sign of the Beaver*, by Elizabeth George Speare – Lexile 770, 135 pages**

I recommend placing students who are on or above grade level in this engaging text. Students will be challenged by multiple themes introduced across this text, as well as by historical language and dialect.

***The Sign of the Beaver* Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p><b>Levels of Meaning</b> The text offers multiple levels of meaning and nuances of abstract concepts related to freedom, overcoming hardships, and the pioneering spirit. In addition, students will have to consider the cause and effect relationships related to westward expansion.</p>	<p>The Lexile level for <i>The Sign of the Beaver</i> is 770, based on word frequency and sentence length. This is in the lower range of the complexity band for 4th–5th grade according to the Common Core State Standards.</p>
<p><b>Structure</b> This narrative is told in chronological order. A parallel story (<i>Robinson Crusoe</i>) is interspersed throughout the text.</p>	<p><b>READER TASK CONSIDERATIONS</b></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><b>Language Conventionality and Clarity</b> The genre of this story adds some complexity to the language. Dialogue that incorporates historical and regional language makes this text qualitatively challenging.</p>	
<p><b>Knowledge Demands</b> This text requires knowledge of the genre historical fiction. Students may need additional support while visualizing the setting of the story.</p>	

# **C. I. A.**

## **Book Club Lesson Plans**

*The Year of Miss Agnes*  
*Riding Freedom*  
*The Sign of the Beaver*

## 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 book club 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 book club notebook:

- the genre of the book—historical fiction—on the first line
- the subject—pioneering spirit—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.)

All of the books selected for this unit have the same subject matter, which is the pioneering spirit. A pioneer is someone who is the first to settle in a region and thus open it for development by others. People who are pioneers have a unique attitude or frame of mind, which allows them to survive despite many hardships. We have been learning about the pioneering spirit in the book *Children of the Gold Rush*. Now you will continue to think about the pioneering spirit as you read your book club book.

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

(Make a copy of the historical 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 historical 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 [www.shop.readsidebyside.com](http://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 *Children of the Gold Rush*. Please turn in your reader's notebooks to our first entry for *Children of the Gold Rush*, where you made notes about the main story elements. You will each be completing a similar 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 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 Year of Miss Agnes*

The end of quadrant 1 will be marked on page 33.

The end of quadrant 2 will be marked on page 58.

The end of quadrant 3 will be marked on page 95.

### *Riding Freedom*

The end of quadrant 1 will be marked on page 43.

The end of quadrant 2 will be marked on page 65.

The end of quadrant 3 will be marked on page 107.

### *The Sign of the Beaver*

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

The end of quadrant 2 will be marked on page 67.

The end of quadrant 3 will be marked on page 105.

(Make a copy of the vocabulary words from *Children of the Gold Rush* [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

**Main Character:**

Frederika (Fred) - 10 years old

**Secondary Characters:**

Miss Agnes - Fred's teacher  
Fred's classmates

**Setting (time, place, circumstance):**

Remote Alaska

**Problem:**

Most teachers who come to the one-room schoolhouse think life in Alaska is too hard and they leave.

**Prediction:**

I predict Miss Agnes will stay because she doesn't get frustrated with her students.

## Read the Blurb

### Main Character:

Charlotte Parkhurst - raised in a boys orphanage

- had a special way with horses
- smart
- determined
- expert horse rider
- legendary stagecoach driver

### Secondary Characters:

- first woman to vote in the U.S.

### Setting (time, place, circumstance):

Orphanage for boys  
mid-1800s

### Problem:

Charlotte was expected to live a life without the freedoms she dreamed of.

### Prediction:

I predict Charlotte will escape the orphanage and work on a horse ranch.

## Read the Blurb

### Main Character:

Matt - 13 years old  
Brave

### Secondary Characters:

Matt's father  
white stranger  
Attean - Indian boy

### Setting (time, place, circumstance):

Newly built cabin in the wilderness  
1700s

### Problem:

Matt is left alone to guard his father's cabin in the wilderness. He must learn how to survive without his gun!

### Prediction:

I predict Attean will teach Matt how to survive and that they will become friends.

## 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. For this assignment, you are each going to make a character list in your book club notebook as you read. 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 kept track of the important groups of people affected by the gold rush when we read the book *Children of the Gold Rush*. Please turn to this list for *Children of the Gold Rush*. Notice how you wrote the name of each group and information about that group 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 Year of Miss Agnes*—Chapters 1–4 (pp. 1–25)

*Riding Freedom*—In the Beginning” and chapter 1 (pp. 1–17)

*The Sign of the Beaver*—Chapters 1–6 (pp. 1–31)

## 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
Frederika (Fred)	<ul style="list-style-type: none"><li>• likes school</li><li>• 10 years old</li></ul>
Mamma	<ul style="list-style-type: none"><li>• hated school when she was little</li><li>• works at the store • sews</li><li>• thinks school is a waste of time</li></ul>
Sam White	<ul style="list-style-type: none"><li>• airplane pilot</li><li>• big and tall</li></ul>
Old man Andreson	<ul style="list-style-type: none"><li>• shop owner</li></ul>
Bertha Nickoli	<ul style="list-style-type: none"><li>• adopted</li><li>• Fred's friend</li></ul>
Miss Agnes Sutterfield	<ul style="list-style-type: none"><li>• the new teacher</li><li>• wears pants</li><li>• strong</li><li>• from England</li></ul>
Bokko	<ul style="list-style-type: none"><li>• Fred's older sister</li><li>• 12 years old</li><li>• born deaf</li></ul>

# Character List

CHARACTER	DETAILS
Dad	<ul style="list-style-type: none"> <li>• died when Fred and Bokko were little</li> <li>• always happy and joking</li> </ul>
Grandpa	<ul style="list-style-type: none"> <li>• runs a trapline</li> <li>• makes snowshoes</li> </ul>
Grandma	<ul style="list-style-type: none"> <li>• her eyes are going bad</li> </ul>

## Character List

CHARACTER	DETAILS
Charlotte Parkhurst	<ul style="list-style-type: none"><li>• orphaned at age 2</li><li>• 12 years old</li><li>• loves the stables</li><li>• works as a kitchen maid in the orphanage</li></ul>
Mrs. Boyle	<ul style="list-style-type: none"><li>• the cook</li><li>• in charge of Charlotte</li></ul>
Vern	<ul style="list-style-type: none"><li>• the stable master</li><li>• loves to tell Charlotte stories</li><li>• a former slave</li></ul>
Freedom	<ul style="list-style-type: none"><li>• Charlotte's favorite horse</li></ul>
William	<ul style="list-style-type: none"><li>• 13 years old</li><li>• a bully</li><li>• doesn't respect the horses</li></ul>
Mr. Millshark	<ul style="list-style-type: none"><li>• the overseer</li><li>• mean-spirited</li><li>• makes the orphans work</li></ul>

# Character List

CHARACTER	DETAILS
Hayward	<ul style="list-style-type: none"> <li>• 10 years old</li> <li>• Charlotte's best friend</li> <li>• his parents died when he was 7</li> </ul>

## Character List

CHARACTER	DETAILS
Matt	almost 13 years old
Father	a pioneer
Mother	lives in Massachusetts with Matt's sister pregnant
Sarah	Matt's sister
Saknis	Indian man
Attean	Indian boy Saknis's grandson 14 years old

## 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)

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 after reading the introduction to the book *Children of the Gold Rush*. Please turn to the retell summary you wrote for *Children of the Gold Rush*. 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 *Children of the Gold Rush*. 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 upcoming C. I. A. meeting.

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



## ***The Year of Miss Agnes*** **Retell Summary Sample**

The book *The Year of Miss Agnes*, by Kirkpatrick Hill, tells about what life is like for a young girl living in a remote Alaska village. Life in Alaska is too hard for the teachers who come to teach at the one-room schoolhouse, until Miss Agnes arrives!

First, Frederika's village gets a new teacher named Agnes Sutterfield. Miss Agnes is different from the other teachers who have worked at the school. She wears pants, is from England, and drinks tea. On the first day of school, the students notice that the classroom now has a map and a record player. Miss Agnes has moved all the student desks into a circle.

Next, Miss Agnes has the students box up all the old books. Then she opens a new box of art supplies. Each of the students makes a picture for the classroom wall.

Finally, it is lunchtime. The students are worried that Miss Agnes will not like the smell of the fish they eat for lunch. Miss Agnes tells the students that she can't smell anything because she has sinus trouble.

Clearly, Miss Agnes is different from the other teachers who have come to the remote Alaska village!



## ***Riding Freedom***

### **Retell Summary Sample**

The book *Riding Freedom*, by Pam Muñoz Ryan, tells about a girl named Charlotte Parkhurst who lives in a boys orphanage in the mid-eighteen hundreds and is forced to work as a kitchen maid.

First, Charlotte's parents died in a wagon crash when she was only two years old. She grows up in a boys orphanage where she works hard as a kitchen maid. When she is twelve years old, her best friend, Hayward, is adopted. Charlotte decides to run away from the orphanage.

Next, Charlotte cuts her hair so that she looks like a boy. It is important that people think she is a boy, because girls are not allowed to travel without a chaperone. Then, she floats her apron in the stream to make it look like she has drowned.

Finally, Charlotte begins running to Concord, Massachusetts, to catch a stagecoach.

As you can see, Charlotte is determined to escape her difficult life at the orphanage!

## ***The Sign of the Beaver***

### **Retell Summary Sample**

The book *The Sign of the Beaver*, by Elizabeth George Speare, tells about a boy named Matt who is left to guard his father's cabin in the middle of the wilderness, in 1768.

First, Matt and his father claim a patch of ground in the wilderness, build a cabin, and plant some corn. Matt's father goes back to Quincy, Massachusetts, to fetch Matt's mother, sister, and the new baby. Matt stays behind to guard the cabin.

Next, a stranger comes to the cabin, asking for a meal. Matt politely provides a meal, but the stranger steals Matt's rifle. Now Matt can no longer hunt for food or defend himself.

After that, a bear gets into the cabin and spills the flour, salt, and molasses. When Matt tries to get honey from a bee tree, he is stung by many bees and hurts his leg trying to escape them. Luckily for Matt, an Indian man rescues him and takes him back to the cabin, where he gives him medicine.

Later, the Indian returns with a gift of a meal, a pair of moccasins, and a crutch. Matt agrees to teach the Indian's grandson to read in exchange for food.

In conclusion, Matt is now relying on the Indians to help him survive in the wilderness.

## DAYS 9–10, 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.

To prepare for this lesson (optional) print pictures from the Susan R. Bernardi photograph collection found at the University of Washington Digital Library. These photos can be retrieved from the following URL: <http://digitalcollections.lib.washington.edu/cdm/search/collection/alaskawcanada/searchterm/PH%20Coll%2049/field/all/mode/exact/conn/and/cosuppress/>.

#### 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 Year of Miss Agnes***

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

Discuss: Good readers visualize the characters while reading. What details in the story helped you visualize the characters?

Optional: Show pictures from the Susan R. Bernardi photograph collection found in the University of Washington Library Digital Library. Discuss how the pictures help the reader visualize the characters in *The Year of Miss Agnes*.

*Open up to the setting list and map on page 10 of your book club notebooks.*

Discuss: What details in the story help you understand what it was like to live in a remote Alaska village?

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

Discuss: Why do you think some of the teachers that came to Frederika's village left before the school year was over?



### ***Riding Freedom***

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

Discuss: Good readers visualize the characters while reading. What details in the story helped you visualize the characters?

*Open up to the setting list and map on page 10 of your book club notebooks.*

Discuss: We know that the story *Riding Freedom* begins in the mid-eighteen hundreds. Look at the setting map. What U.S. territories were newly acquired by the United States in the mid-eighteen hundreds?

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

Discuss: How was life different for a girl living in the U.S. in the 1800s, compared to today?

## 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.)



### *The Sign of the Beaver*

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

Discuss: Good readers visualize the characters while reading. What details in the story helped you visualize the characters?

*Open up to the setting list and map on page 10 of your book club notebooks.*

Discuss: We know that the story *The Sign of the Beaver* begins in the summer of 1768. The story begins just five years after Great Britain, France, and Spain signed the Treaty of Paris in 1763. The signing of the treaty marked the formal end of the French and Indian War and gave Britain control of the area from the Mississippi River to the Appalachian Mountains. Look at the setting map. What land was newly acquired by Britain in 1763? Why do you think the land Matt's family claimed is described as "wild"?

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

Discuss: Why do you think Saknis offers to help Matt?

## 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 Miss Agnes said she  
couldn't smell the fish.

I made a prediction. I think Miss Agnes will stay

because she doesn't seem to mind living  
in a rustic fishing village.



# 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 if anyone came looking,  
they'd see her apron and think she had drowned,  
I made a prediction. I think Charlotte will escape  
without being caught  
because they will think she drowned.  
\_\_\_\_\_.





# 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 it would take more than  
a month to teach Attean to read.

I made a prediction. I think Attean and Matt  
will become friends

because they will be spending a lot of  
time together.