



5TH
GRADE
VOLUME 5.1

Book Club Teacher's Guide

I Survived Hurricane Katrina, 2005

Kensuke's Kingdom

Hatchet

For pairing with
C. I. A. Unit of Study—Realistic Fiction Adventure,
Earthquake Terror 5.1

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***I Survived Hurricane Katrina, 2005*, by Lauren Tarshis – Lexile 590, 112 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. They will love learning about the events of this real-life natural disaster through the fictional story. 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.

***I Survived Hurricane Katrina, 2005*, Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p>Levels of Meaning Multiple themes throughout the book increase the challenge for readers of this text. The main theme is that in order to survive, people must stick together and help each other. Other themes include but are not limited to survival, bravery, responsibility, camaraderie, and how determination can create unexpected heroes. The themes emerge through the actions of the people living in New Orleans during Hurricane Katrina.</p> <p>Structure Overall, the narrative uses a fairly simple, explicit, and conventional story structure. A slightly more complex structure is used in the very beginning of the story, in the form of a flash-forward. The story begins in the middle of the hurricane, with Barry struggling to survive. The next chapter flashes back to before the hurricane begins, and the story then continues chronologically until the end.</p> <p>Language Conventionalty and Clarity Lauren Tarshis uses language that is generally clear and accessible.</p> <p>Knowledge Demands While the theme is fairly simple, there are multiple themes represented in the book. General background knowledge about hurricanes, floods, and cause and effect relationships related to natural disasters is necessary. Students will also have to have a basic understanding of canals, channels, levees, and the layout of the Lower Ninth Ward.</p>	<p>The Lexile level for <i>I Survived Hurricane Katrina, 2005</i> is 590, 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 the purpose and complexity of the tasks assigned and the questions posed.</p>

***Kensuke’s Kingdom*, by Michael Morpurgo – Lexile 730, 176 pages**

This is a beautifully written story with high-level vocabulary. 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 and may need to take the book home for nightly reading to keep up with book club assignments.

***Kensuke’s Kingdom*, Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p>Levels of Meaning The main theme of <i>Kensuke’s Kingdom</i> is that human companionship is important to survival. There are other themes included too, about never giving up hope, trusting in others, and the importance of living harmoniously with nature.</p> <p>Structure Overall, the narrative uses a fairly simple, explicit, and conventional story structure. A slightly more complex structure is used in the very beginning of the story, when a grown-up Michael explains how ten years have passed since he made a promise to keep Kensuke’s secret. He briefly lists what has happened in his life during those ten years. Then, Michael goes back and begins the story eleven years in the past, when he was eleven years old. The story then continues chronologically until the end.</p> <p>Language Conventinality and Clarity Michael Morpurgo uses language that includes very high-level vocabulary and complex sentence structures. He also includes a language barrier between Michael and Kensuke. Their struggle to communicate raises comprehension challenges for the reader as well.</p> <p>Knowledge Demands There are multiple complex themes represented in this book. General background knowledge about sailing, geography, and using maps is necessary.</p>	<p>The Lexile level for <i>Kensuke’s Kingdom</i> is 730, 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>READER TASK CONSIDERATIONS</p> <p>These should be determined locally with reference to motivation, knowledge, and experiences as well as to the purpose and complexity of the tasks assigned and the questions posed.</p>

***Hatchet*, by Gary Paulsen – Lexile 1020, 181 pages**

This classic story of survival is for students who are reading above grade level as fifth-graders. 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.

***Hatchet* Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p>Levels of Meaning The main theme of <i>Hatchet</i> is that one has to think through problems and solve them in order to survive. There are other themes included too, about never giving up hope, personal strength, the importance of living harmoniously with nature, and how self-pity never helps solve problems.</p> <p>Structure Although the story is told mostly in chronological order, there are occasional flashbacks to an event Brian refers to as “The Secret.” “The Secret” is a memory Brian has from before his parents’ divorce. These flashbacks share bits and parts of the memory over the course of the novel. Additionally, Brian has a life-changing revelation in the middle of the book that causes a time gap of 42 days in the story. Brian recalls only the most important events from those 42 days, so readers will have to pay close attention to how much time has passed. This time gap makes the structure of this text complex.</p> <p>Language Conventionality and Clarity Gary Paulsen uses language that includes high-level vocabulary and complex sentence structures.</p> <p>Knowledge Demands There are multiple complex themes represented in this book. General background knowledge about survival and the wilderness is required.</p>	<p>The Lexile level for <i>Hatchet</i> is 1020, based on word frequency and sentence length. This is in the lower range of the complexity band for 6th–8th 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 the purpose and complexity of the tasks assigned and the questions posed.</p>

C. I. A.
Book Club Lesson Plans

I Survived Hurricane Katrina, 2005
Kensuke's Kingdom
Hatchet

DAY 1, BLURB & MARK THE TEXT

In this lesson... you will be reminding students how they can use clues in the blurb to help them 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.

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—survival—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 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 *Earthquake Terror*. Please turn in your reader's notebooks to our first entry for *Earthquake Terror*. 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:

I Survived Hurricane Katrina, 2005

The end of quadrant 1 will be marked on page 24.

The end of quadrant 2 will be marked on page 50.

The end of quadrant 3 will be marked on page 75.

Kensuke's Kingdom

The end of quadrant 1 will be marked on page 41.

The end of quadrant 2 will be marked on page 81.

The end of quadrant 3 will be marked on page 128.

Hatchet

The end of quadrant 1 will be marked on page 51.

The end of quadrant 2 will be marked on page 97.

The end of quadrant 3 will be marked on page 137.

(Copy and print the vocabulary words from *Earthquake Terror* [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: Barry

Secondary Characters: Barry's younger sister

Setting (time, place, circumstance): New Orleans
Lower Ninth Ward
Hurricane Katrina

Problem: Barry's family tries to leave New Orleans before Hurricane Katrina hits but Barry's little sister gets sick and they have to stay. Then, the levees break.

Prediction: I predict Barry and his family will survive the storm but their house will be ruined.

Read the Blurb

Main Character: Michael

Secondary Characters: Kensuke

Setting (time, place, circumstance): An island in the Pacific
After the bombing of
Nagasaki.

Problem: Michael is a castaway on an island
and must learn to survive and
also try to escape.

Prediction:

I predict Michael and Kensuke
will build a boat and escape.

Read the Blurb

Main Character: Brian Robeson-13 years old

Secondary Characters: Brian's father

Setting (time, place, circumstance): Canadian wilderness

Problem: Brian's plane crashes in the Canadian wilderness and he must do whatever he can to survive.

Prediction: I predict Brian will hike for miles and find his way out of the wilderness.

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 character, setting, problem, and important events in your book. These are the critical story elements that help us get the 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 *Earthquake Terror*. Please turn to the character list for *Earthquake Terror*. 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.)

I Survived Hurricane Katrina, 2005—Chapters 1–3

Kensuke's Kingdom—Chapter 1

Hatchet—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
Barry	11 years old likes to draw
Cleo	Barry's little sister
Jay	Barry's best friend
Roddy Tucker	Barry's dad He plays in a jazz band
Mom	Barry's mom has family in Texas likes to bake
Abe Mackay	Barry's neighbor - bully 12 years old Has a dog named Cruz

Character List

CHARACTER	DETAILS
Michael	<ul style="list-style-type: none">• almost 11 years old• plays soccer• likes to sail
Kensuke	<ul style="list-style-type: none">• Castaway• A good man• Michael's friend
Michael's Mother	<ul style="list-style-type: none">• worked part time at the brickworks office• Skipper of the sailboat
Michael's Father	<ul style="list-style-type: none">• worked at the brickworks• loves to sail• can fix anything
Stella Artois	<ul style="list-style-type: none">• Michael's dog (sheepdog)• black and white• barks a lot
Eddie Dodds	<ul style="list-style-type: none">• Michael's best friend• plays soccer• gave michael a soccer ball when he moved away

Character List

CHARACTER	DETAILS
Brian Robeson	<ul style="list-style-type: none">• 13 years old• lives with his mom• angry about the divorce
Pilot	<ul style="list-style-type: none">• In his mid-40s
Brian's mother	<ul style="list-style-type: none">• divorced Brian's dad• gives Brian a hatchet as a gift
Brian's father	<ul style="list-style-type: none">• Mechanical engineer• lives in Canada• works in the oil fields

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 *Earthquake Terror*. Please turn to the retell summary you wrote for *Earthquake Terror*. 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 *Earthquake Terror*. 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.)

I Survived Hurricane Katrina, 2005 **Retell Summary Sample**

The first quadrant of the book *I Survived Hurricane Katrina, 2005*, by Lauren Tarshis, tells about the Tucker family, who live in New Orleans in 2005. There is a hurricane headed their way, and the state has called for a mandatory evacuation.

First, Abe Mackay bullies Barry and his friend, Jay. He uses his big dog, Cruz, to scare them, until Barry's father tells him to go home.

Second, there's a mandatory evacuation because of Hurricane Katrina, and Barry's family is going to Texas to stay with Barry's mother's cousins.

Third, Barry's sister, Cleo, is scared to leave, but Barry calms her down by talking about Akivo, a superhero he created with Jay for a competition.

As you can see, New Orleans is in danger because of the hurricane. The Tucker family needs to escape now!

Kensuke's Kingdom Retell Summary Sample

The first quadrant of *Kensuke's Kingdom*, by Michael Morpurgo, tells about how Michael's parents lose their jobs and, as a solution, decide to buy a yacht and sail around the world.

First, Michael's father leaves the family to find a job. When Michael and his mother meet his dad again in Fareham, he has bought a yacht named the Peggy Sue. They start training with Barnacle Bill and earn their license to travel around the world.

Then, the family sets sail and travels from England around the southern tip of Africa, and past Australia! Soon, many disastrous events start to occur. Michael's mom often gets seasick, and parts of the boat start to break.

Next, one night while Michael's parents are asleep, Stella and Michael are thrown overboard. Michael tries to save Stella but ends up putting himself in the deep, dark, dangerous waters.

As you can see, Stella and Michael are in a critical situation.

Hatchet Retell Summary Sample

The first quadrant of the book *Hatchet*, by Gary Paulsen, tells about a boy named Brian whose plane crashes in the Canadian wilderness. Brian is all alone, and no one knows where he is.

First, Brian leaves New York in a small plane to visit his father in Northern Canada. While they are flying, the pilot has a heart attack and dies.

Second, Brian tries to get help on the radio but can't get ahold of anyone who can help him fly the plane. After a few hours, the plane runs out of gas, and Brian has to crash-land it into a lake.

Third, Brian drags himself out of the plane and sees that he is okay, even though he hurt his head in the crash. Brian does not know where he is and knows that the plane was several miles off course, so no one will know where to look for him.

As you can see, Brian will need to figure out how to survive in the wilderness with only his hatchet. I hope that someone comes to rescue Brian soon!

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.)



I Survived Hurricane Katrina, 2005

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: Look at your map of the Lower Ninth Ward. Notice that it is surrounded by water. What do you think will happen to the homes in that area during a hurricane? How would you feel if a huge storm was coming to your home?

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

Discuss: What is the Tucker family doing to solve the problem? Do you think this is the right choice? Why or why not?



Kensuke's Kingdom

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: Look at your map of the world, where you traced the route Michael's family took. Notice how far they went and where Michael went overboard. What do you think it was like to sail that far? How would you feel if you were overboard in the middle of the sea?

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

Discuss: What do you think Michael will do to solve the last problem listed? Do you think this is the right choice? Why or why not?

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.)



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: Look at your list of setting clues. Describe the situation that Brian is in. Do you think that Brian is making good choices, considering his circumstances? Why or why not? What would you do if you were in this position?

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

Discuss: (Be sure that the students understand that the flashbacks that Brian is having when he thinks about “The Secret” are memories, so they are not confused about what is happening in the moment to Brian.)

What do you think Brian will do to try to survive alone in the wilderness? What does he have with him? How will these items help him to survive?

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 "Some people said that the levees weren't strong enough for a really big storm,"
I made a prediction. I think the levees will break and New Orleans will be flooded
because I read about the flooding on the setting map.



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 Michael and Stella
fell into the sea,

I made a prediction. I think Michael and Stella will
float to an island

because on the map it shows a lot of
islands in the Coral Sea.



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 might be four days or more before the searchers would find him

I made a prediction. I think Brian will be in the wilderness for months before he is rescued because the plane went off course so the searchers might not be able to find him.