



**5<sup>TH</sup>**  
**GRADE**  
**VOLUME 5.4**

# **Book Club Teacher's Guide**

*Iqbal*  
*Counting on Grace*  
*Lyddie*

For pairing with C. I. A. Unit of Study—  
*Biography, Kids at Work 5.4*

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***Iqbal*, by Francesco D’Adamo – Lexile 730, 121 pages**

In this book, students will read the fictionalized account of the real Iqbal Masih, a boy who was sold into slavery at a carpet factory in Pakistan. While the events of his life are true, the other children who are slaves with him in the carpet factory are fictional characters. This book is challenging because of its topic and mature content. The length of this book makes it appropriate for fifth graders who are reading below grade level and/or have low reading stamina.

***Iqbal* Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<b>Levels of Meaning</b> The text offers multiple levels of meaning and nuances of abstract concepts related to child labor, slavery vs. freedom, and overcoming hardships.	The Lexile level for <i>Iqbal</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.
<b>Structure</b> Memories of the past are woven throughout this chronological story, adding to the challenge of this text.	<b>READER TASK CONSIDERATIONS</b>
<b>Language Conventionality and Clarity</b> Regional dialogue makes this text qualitatively challenging. Figurative language and symbolism add qualitative depth.	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.
<b>Knowledge Demands</b> This text requires knowledge of the genre historical fiction. In addition, students will need to rely on background knowledge of the factory system, child labor, and human rights.	

### ***Counting on Grace*, by Elizabeth Winthrop – Lexile 760, 215 pages**

In this book, students will read about what life was like for a young girl living in North Pownal, Vermont, in 1910. The main character, Grace, must give up school to work at the mill in order to help support her family. During Grace's time at the mill, Lewis Hine comes to the mill to take pictures. Students reading this story will easily make connections to the read-aloud book, *Kids at Work*. This book is challenging because of its topic and mature content. Students will need to have developed good reading stamina in order to successfully read this book. I recommend placing your students who are reading on grade level in this text.

### ***Counting on Grace* Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<b>Levels of Meaning</b> The text offers multiple levels of meaning and nuances of abstract concepts related to child labor, slavery vs. freedom, overcoming hardships, and the power of an education.	The Lexile level for <i>Counting on Grace</i> is 760, 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.
<b>Structure</b> This story is told chronologically.	READER TASK CONSIDERATIONS
<b>Language Conventionality and Clarity</b> The genre of this story adds complexity to the language. Dialogue that incorporates historical and regional language makes this text qualitatively challenging. Figurative language and symbolism add qualitative depth.	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.
<b>Knowledge Demands</b> This text requires knowledge of the genre historical fiction. In addition, students will need to rely on background knowledge of the factory system, child labor, and human rights.	

***Lyddie*, by Katherine Paterson – Lexile 860, 182 pages**

In this book, students will read about what it was like for the young women who worked in the Lowell mills during the 1800s. Students will have more than one setting to keep track of as the main character moves from her Vermont farm to Cutler's Tavern and then to Lowell, Massachusetts. Historical language and domain specific vocabulary used throughout the text add to the complexity of this novel. The mature content of this book makes it most appropriate for students reading above grade level.

***Lyddie* Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<b>Levels of Meaning</b> The text offers multiple levels of meaning and nuances of abstract concepts related to child labor, slavery vs. freedom, overcoming hardships, and women's independence.	The Lexile level for <i>Lyddie</i> is 860, based on word frequency and sentence length. This is in the upper range of the complexity band for 4th–5th grade according to the Common Core State Standards.
<b>Structure</b> This story is told chronologically and written in the third person.	<b>READER TASK CONSIDERATIONS</b>
<b>Language Conventionality and Clarity</b> The genre of this story adds complexity to the language. Dialogue that incorporates historical and regional language makes this text qualitatively challenging. Figurative language and symbolism add qualitative depth.	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.
<b>Knowledge Demands</b> This text requires knowledge of the genre historical fiction. In addition, students will need to rely on background knowledge of the factory system, child labor, and human rights.	

# **C. I. A. Book Club Lesson Plans**

*Iqbal*  
*Counting on Grace*  
*Lyddie*

## 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—child labor—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 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.

## **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. If you and your partner get stuck, sign up for a conference and I will come and help you get back on track. 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 independent 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.

### *Iqbal*

The end of quadrant 1 will be marked on page 31.

The end of quadrant 2 will be marked on page 66.

The end of quadrant 3 will be marked on page 90.

### *Counting on Grace*

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

The end of quadrant 2 will be marked on page 107.

The end of quadrant 3 will be marked on page 169.

### *Lyddie*

The end of quadrant 1 will be marked on page 45.

The end of quadrant 2 will be marked on page 93.

The end of quadrant 3 will be marked on page 147.

(Make a copy of the vocabulary words from *Kids at Work* [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:

Iqbal Masih - young slave in a carpet factory  
inspiring and brave

Fatima - a young Pakistani girl

### Secondary Characters:

The overworked and abused children  
Their master

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

A carpet factory in Pakistan.

### Problem:

The master of the carpet factory plans  
on keeping the children as slaves indefinitely.  
The children are overworked and abused.

### Prediction:

I predict Iqbal will help Fatima  
escape a life of slavery.

## Read the Blurb

Main Character:

Grace - 12 years old  
left-handed  
Hine's secret ally

Secondary Characters:

Arthur - Grace's best friend  
Planning to get out of the mill  
Lewis Hine - a reformer with a camera

Setting (time, place, circumstance):

Mill

Problem:

Grace and Arthur work 12-hour days  
in the mill instead of going to school.

Prediction:

I predict Grace and Lewis Hine will  
work together to try to stop the  
unfair treatment of children in the mill.

## Read the Blurb

**Main Character:**

Lyddie - servant  
goes to Lowell to work in the mill  
dreams of returning home

**Secondary Characters:**

Lyddie's younger brother

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

Lowell, Massachusetts

**Problem:**

Lyddie must pay off her family's  
farm debts.

**Prediction:**

I predict working at the mill  
will be very hard work and that  
Lyddie will not be paid fairly.

## DAYS 2–4, CHARACTERS & SETTING CLUES

**In this lesson...**you will remind students that good readers pay attention to important characters and details about those characters. You will remind them that good readers keep track of characters as a way to monitor comprehension. Students will be asked to read and make a character list in their book club notebooks. You will also remind students how good readers focus on the setting—often the characters’ circumstances—when reading quadrant 1. The characters’ circumstances are an important element of the setting. Students will keep track of setting clues as they read.

**To prepare for this lesson...**for each student reading *Iqbal*, make a copy of both maps of Pakistan found at <http://www.worldatlas.com/webimage/countrys/asia/lgcolor/pkcolor.htm> (retrieved January 18, 2016).

For each student reading *Counting on Grace*, make a copy of the image of a cotton mill town found at <http://connecticuthistory.org/the-industrial-revolution-comes-to-jewett-city/> (retrieved January 18, 2016).

For each student reading *Lyddie*, make a copy of the image of a mill in Lowell found at <http://historyofmassachusetts.org/lowell-mills-factory-system/> (retrieved January 19, 2016).

### Learning Targets:

Read closely to monitor comprehension (RL 1)

- Visualize characters and setting

Show understanding of story elements (RL 3)

- Character
- Setting

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 details about those characters. You are each going to make a character list in your book club notebook as you read the opening chapters of your book club book. 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.

As you read you will also be thinking about the setting. You are each going to make a setting clues list in your book club notebook as you read. This setting clues list will be a tool that you will use while reading this book; it will help you understand the characters and their decisions better.



## Guided Practice—Work Time:

Now turn to page 8 in your book club notebooks. 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.

Now turn to page 10 in your book club notebooks. As you read, you will also stop each time a new detail is revealed about the setting and take a moment to visualize the setting in your mind. Then you will take notes on the setting based on details in the book.

If you are reading *Iqbal*, you will be using printed maps of Pakistan to help you visualize the setting of the story.

(Hand out the maps and instruct students to tape the maps into their book club notebooks on page 10.)

If you are reading *Counting on Grace*, you will be using a printed image of a Connecticut mill town to help you visualize the setting of the story. This picture does not show the actual town where Grace lived, but details in this picture are similar to those described in the story.

(Hand out the image and instruct students to tape the image into their book club notebooks on page 10.)

If you are reading *Lyddie*, you will be using an image of a mill in Lowell to help you visualize the setting of the story.

(Hand out the image and instruct students to tape the image into their book club notebooks on page 10.)

You will each be reading and completing your character list and setting 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 three days to complete today's assignment. 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.)

## **Guided Practice—Work Time (continued):**

**Students will have three days to complete the following chapters:**

*Iqbal*—The Introduction and chapters 1–3 (pp. 1–22)

*Counting on Grace*—Chapters 1–2 (pp. 1–21)

*Lyddie*—Chapters 1–3 (pp. 1–26)

## **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 and setting clues 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 the important characters and the setting in order to monitor comprehension as you read.

## Character List

CHARACTER	DETAILS
Iqbal Masih	A real person child slave not afraid stubborn and proud fast and skillful
Fatima	young girl small and delicate 13 years old, slave works quickly and well keeps quiet
Hussain Khan	The master Fat Has a black beard
The master's wife	
Karim	almost 17 the overseer
Ali	child slave little
Salman	10 years old child slave used to work in a brick factory

# Character List

CHARACTER	DETAILS
Marica	child slave tiny as a bird mute follows Fatima like a shadow

## Setting Clues/Map

A carpet factory located on the outskirts  
of Lahore, Pakistan.

The big house - half stone, half sheet iron

The carpet factory - tin roof, dirt floor



## Character List

CHARACTER	DETAILS
Grace	12 years old wants to work at the mill
Henry	Grace's little brother
Miss Lesley	Grace's teacher has been teaching 4 years
Arthur Trottier	12 years old Miss Lesley's best student wants to stay in school loves books
Dougie	9 years old wants to work at the mill
Thomas Donahue	The biggest boy in the class injured at the mill his foot is crooked hates school
Mill owners	Own everything in town

# Character List

CHARACTER	DETAILS
French Johnny	second hand at the mill in charge of the spinning room
Mamère	Grace's mother works at the mill
Papa	Grace's father got sick 4 years ago works at the mill
Delia	Grace's older sister works at the mill
Pépe'	Grace's grandfather from Canada Speaks French has a white beard
Madame Boucher	collects rent for the mill owners



## Setting Clues/Map

The mill owners own everything in the town.  
A Vermont mill town by the side of the  
Hoosic River.

The river has a dam that makes the current  
strong enough to turn the water wheel  
for the mill.

The mill stands between the river and  
the train tracks.





## Character List

CHARACTER	DETAILS
Lyddie (Lydia Worthen)	13 years old plain a fierce worker
Mama	never laughs queer in the head
Charles	Lyddie's brother 10 years old
Agnes	Lyddie's sister 4 years old
Rachel	Lyddie's sister 6 years old
Father	left 3 years ago to search for riches went west
Aunt Clarissa	Mama's sister

# Character List

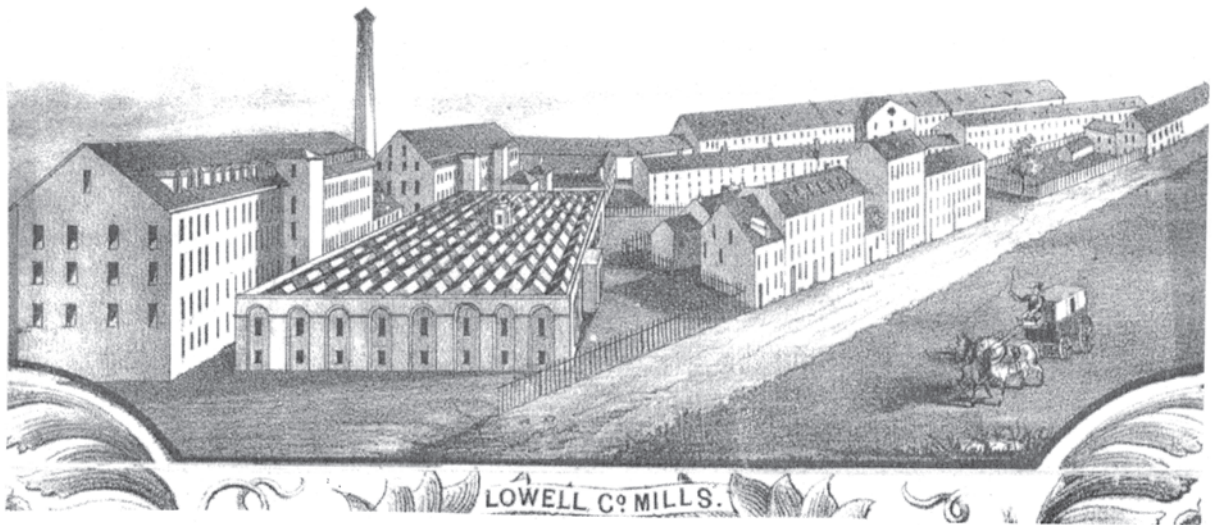
CHARACTER	DETAILS
Judah	Aunt Clarissa's husband
Quaker Stevens	Lyddie's neighbor
Luke Stevens	Quaker Stevens's youngest son
Mrs. Peck	the shopkeeper's wife
M. Westcott	Mama has lent him the farm in order to repay debts
M. Cutler	owner of the tavern
Triphena	the cook at the tavern

Willie Hyde      a servant at the tavern

## Setting Clues/Map

1843

Family cabin on a mountain farm in Vermont.



One of the Lowell mills in Lowell, Massachusetts

## 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 (W 2)

- 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 *Kids at Work*. Please turn to the retell summary you wrote for *Kids at Work*. Notice how this piece of writing begins with an introduction and ends with a conclusion. Also notice how the body paragraphs tell 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 *Kids at Work*. 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.

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. book club meeting.

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

## *Iqbal* Retell Summary Sample

The first quadrant of the book *Iqbal*, by Francesco D'Adamo, tells a fictionalized account of a real boy named Iqbal Masih, who is determined to escape a life of child slavery.

In the beginning, the children who are slaves in Hussain Khan's carpet factory wake up half an hour before dawn. They eat a breakfast of chapati bread and lentil soup. With their stomachs still hungry, they begin to work weaving carpets. They must work to pay off their families' debts.

Fatima, a thirteen-year-old slave, has been working in the carpet factory for three years. It seems as if none of her family's debt has been erased, despite her quick and skilled work.

At the beginning of the summer, a new boy named Iqbal comes to the carpet factory. Fatima notices that the boy is not afraid. Hussain Khan assigns Iqbal one of the most difficult patterns to weave. Iqbal proves to be fast and skillful.

At night, Fatima and Iqbal talk. He tells her that her debt will never be erased. He tells her that together, they will escape the carpet factory. For some reason, Fatima believes him.

Fatima decides never to tell anyone about Iqbal's plans to escape. As you can see, Iqbal is determined to gain his freedom.

## ***Counting on Grace***

### **Retell Summary Sample**

The first quadrant of the book *Counting on Grace*, by Elizabeth Winthrop, tells about a twelve-year-old girl named Grace who leaves school to help her mother in the mill.

First, French Johnny comes to the school to get Arthur, who must work in the mill now. Arthur is a good student, and he does not want to leave school to go work in the mill. He runs out of the classroom before French Johnny can stop him.

After that, Grace tells Miss Lesley that she can't wait to be old enough to help her mother in the mill. Miss Lesley is so frustrated that she tells Grace to go ahead and go now.

Later, when Grace goes home, she tells her family that she will work in the mill. That night, the family dances in celebration. Suddenly, Miss Lesley comes to the house to ask Grace to return to school. Grace knows that her family desperately needs the money that she can earn in the mill, so she declines Miss Lesley's invitation.

Finally, Grace begins her first day working at the mill, and her older sister, Delia, teaches her how to doff. As you can see, Grace has to give up her schooling to help her family.

## *Lyddie* Retell Summary Sample

The first quadrant of the book *Lyddie*, by Katherine Paterson, tells about a young girl who is working as a servant in order to pay her family's debt.

First, Lyddie is ten years old when her father goes west in search of riches and never returns. Three years later, Lyddie's mother and two sisters go to live with Aunt Clarissa and Judah, leaving Lyddie and her brother Charlie to tend to the family farm.

In the spring, Lyddie and Charlie receive a letter from their mother telling them she has hired them out as servants in order to pay the family debt. Charlie must go to work at Baker's mill, and Lyddie must go to work at Cutler's tavern.

Lyddie works very hard at the tavern. One day, a boarder comments on Lyddie's hard work. The boarder tells Lyddie that she could get a job at one of the mills in Lowell, Massachusetts, and earn \$2.00 a week. Lyddie does not know whether to believe her.

Finally, Lyddie is allowed to visit her family's farm. When she enters the cabin, she is startled to find a fugitive slave sheltering there. Lyddie shows compassion for the slave, Ezekiel, and gives him the only money she has.

On her way back to the tavern, Lyddie realizes that she will never be able to pay off her family's debt while working as a servant. She decides to go to Lowell to work at the mill.

As you can see, Lyddie is determined to work hard in order to pay her family's debt.



## 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.)



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

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

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

Discuss: What countries surround Pakistan?

Discuss: When do you think this book takes place? How could we find out?

Tell students that because the book is based on a real person, Iqbal Masih, we can find out what year the story takes place by learning more about him. An internet search will reveal that Iqbal was born in 1983, and was 10 years old when the story begins.

Discuss: Are you surprised to know that the story begins in 1993? Why or why not?

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

Discuss: What are the major problems in this story?

*Open up your book, Iqbal, to page 30. Follow along with me as I read: "Iqbal confessed that he went over his memories, one by one, every night before he went to sleep, so he wouldn't forget them. 'What do you do with them?' I asked. 'They help me,' he answered. 'To do what?' 'To get away from here.'"*

Discuss: What do you think Iqbal means when he says his memories help him "get away from here"?

## 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.)



### *Counting on Grace*

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

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

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

Discuss: What details in the story and in the picture of the Connecticut mill town help you visualize the setting of the story?

*Open up to the important events list on page 12 of your book club notebooks.*

Discuss: Why do you think Grace's family celebrates when she tells them she has been released from school to work in the mill?

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

Discuss: Why do you think Miss Lesley doesn't want her students to work in the mill?

## 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 map on page 10 of your book club notebooks.*

*This story takes place in 1843, a time when small family farms could not compete with growing industry. Please open up your books to page 29. Follow along with me as I read: “If she had been home, she might have spent the dark afternoons spinning or sewing, but the mistress bought her woolens and calicoes at the village stores. She did not even card or spin the wool from their own sheep. It was sent to Nashua Lowell, where it could be done in a gigantic water-powered mill. All the wealth that had once been Vermont’s seemed to be trickling south or west. In fact, the master was heard to say that come spring, the sheep would be sold, because the western railroads were bringing such cheap wool to the Lowell factories that a New England sheep farmer could no longer compete.”*

Discuss: What has caused many of the sheep farms in New England to close down?

*Open up to the important events list on page 12 of your book club notebooks.*

Discuss: Why do you think Lyddie gave Ezekiel the only money she had?

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

Discuss: Do you think Lyddie is doing the right thing by leaving Cutler’s tavern to go work in the mill?

## 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 Iqbal told Fatima that  
he would run away,

I made a prediction. I think Iqbal will try to escape

because the book said that Iqbal wouldn't  
keep the peace.



# 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 Grace is happy to be part  
of a grown-up life, but misses the school,

I made a prediction. I think Grace will start  
to regret leaving school early to work in the  
mill  
because the work in the mill is  
challenging and dangerous.



# 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 Lyddie needed work that  
would pay and pay well,

I made a prediction. I think Lyddie will go to the  
mill expecting to get paid good wages  
because the woman in the silk dress  
told her she could earn \$2.00 a week.