



5TH
GRADE
VOLUME 5.5

Book Club Teacher's Guide

Among the Hidden
First Light
Code Orange

For pairing with *C. I. A. Unit of Study—
Science Fiction, The City of Ember 5.5*

Sarah Collinge

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***Among the Hidden*, by Margaret Peterson Haddix – Lexile 800, 153 pages**

While this book is quantitatively high in comparison to *First Light*, this book is most appropriate for fifth graders who are reading below grade level and/or have low reading stamina. The plot of the story is told chronologically and is straightforward, and the length of the text is appropriate for fifth graders who are building their reading stamina. Students who read this book will be excited to read the rest of the books in the series on their own!

***Among the Hidden* Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
Levels of Meaning The central message of this text is that people will go to extreme measure to protect others from harm. Additional themes relate to family and friendship.	The Lexile level for <i>Among the Hidden</i> is 800, 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.
Structure Memories of the past are woven throughout this chronological story, adding to the challenge of this text.	READER TASK CONSIDERATIONS
Language Conventionality and Clarity The language used throughout this text is generally familiar and clear.	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.
Knowledge Demands This text requires knowledge of the genre science fiction.	

***First Light*, by Rebecca Stead – Lexile 760, 328 pages**

While this book is quantitatively lower in comparison to *Among the Hidden*, this book is most appropriate for fifth graders who are reading on or above grade level due to the qualitative demand of the text. Students will be challenged by the complex plot, which alternates between Thea and Peter's stories. In addition, details of the past are revealed across the text in an unconventional order. Students will have to keep track of multiple plot details and multiple characters across generations. I recommend placing students have strong reading comprehension and stamina in this text.

***First Light* Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p>Levels of Meaning The central message of this text is that people will go to extreme measure to protect others from harm. Additional themes relate to family and survival.</p>	<p>The Lexile level for <i>First Light</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.</p>
<p>Structure This story uses a complex story structure. Two distinct plot lines interlace across the text. Stories from the past add depth to the plot.</p>	<p>READER TASK CONSIDERATIONS</p> <p>These should be determined locally with reference to motivation, knowledge, and experiences as well as to purpose and the complexity of the tasks assigned and the questions posed.</p>
<p>Language Conventionality and Clarity Dialogue that incorporates regional language makes this text qualitatively challenging. Figurative language and symbolism also add qualitative depth.</p>	
<p>Knowledge Demands This text requires knowledge of the genre science fiction. In addition, students will need to rely on background knowledge of the Greenland and the threat of global warming.</p>	

***Code Orange*, by Caroline B. Cooney – Lexile 850, 195 pages**

Both the quantitative and qualitative level of *Code Orange* makes it most appropriate for fifth graders who are reading on or above grade level. While the story is told chronologically, the unconventional layering of fiction and nonfiction will challenge students as they read the text. Students will have to compare events of the past to events of the present in order to make predictions. Due to the mature topic of this text (the threat of terrorism and bioterrorism shortly after 9-11), teachers should consider the maturity level of the student when placing students in this text.

***Code Orange* Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
Levels of Meaning The central message of this text is that people will go to extreme measure to protect the world from harm. Additional themes relate to family, friendship, and survival.	The Lexile level for <i>Code Orange</i> is 850, 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.
Structure This story is told chronologically and written in the third person. Nonfiction is woven throughout this fictional story.	READER TASK CONSIDERATIONS
Language Conventionality and Clarity Figurative language adds 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.
Knowledge Demands This text requires knowledge of the genre science fiction. In addition, students will need to rely on background knowledge of New York City and the events of 9-11.	

C. I. A. Book Club Lesson Plans

Among the Hidden
First Light
Code Orange

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

- Reading the book on your own,
- Completing all assignments on time,
- Keeping your work neat,
- Working cooperatively with your assigned partner, and
- 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—science fiction—on the first line
- the subject—protecting others and the world—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 science fiction. We will be using our background knowledge of the genre, science fiction, to help us understand these texts better.

(Make a copy of the science 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 science 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.readsidebyside.com/shop/.)

Teach:

Today I am going to remind you...

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

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.

Among the Hidden

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

The end of quadrant 2 will be marked on page 74.

The end of quadrant 3 will be marked on page 113.

First Light

The end of quadrant 1 will be marked on page 86.

The end of quadrant 2 will be marked on page 165.

The end of quadrant 3 will be marked on page 246.

Code Orange

The end of quadrant 1 will be marked on page 48.

The end of quadrant 2 will be marked on page 104.

The end of quadrant 3 will be marked on page 155.

(Make a copy of the vocabulary words from *The City of Ember* [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:

Luke - a shadow child
a third child (forbidden)
has lived his entire life in hiding

Secondary Characters:

Jen - a shadow child
willing to risk everything

Setting (time, place, circumstance):

family farm
in the future

Problem:

Luke is a forbidden third child
who has to live his life in hiding.

Prediction:

I predict Luke and Jen will team
up against the Population Police
and come out of hiding.

Read the Blurb

Main Character:

Peter - excited to share his father's adventures
has visions

Thea - lives deep inside the arctic ice
dreams of a path to the Earth's surface

Secondary Characters:

Peter's father - studies global warming in Greenland

Peter's mother

Thea's people - suspected of witchcraft
nearly driven to extinction

Setting (time, place, circumstance):

Greenland

on the ice cap

inside the arctic ice

Problem:

Peter cannot understand a series of
frightening visions that he keeps having.

Prediction:

I predict Peter and Thea will meet.

Read the Blurb

Main Character:

Mitty Blake - loves New York City
carefree

Secondary Characters:

Setting (time, place, circumstance):

New York City
after 9-11-2001

Problem:

Mitty discovers an envelope containing two
scabs from the variola major virus.

Because he's been exposed to the virus,
he might die.

Prediction:

I predict Mitty will get very sick
from the variola major virus.

DAY 2, CHARACTERS

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.

Learning Targets:

Read closely to monitor comprehension (RL 1)

- Visualize characters

Show understanding of story elements (RL 3)

- Character

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.

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.

If you are reading *First Light*, you will notice that there are two plots woven together across this book. One plot is Peter's story and the other plot is Thea's story. Starting with chapter one, please use two different colored sticky note flags to mark Peter's story and Thea's story.

If you are reading *Code Orange*, you will notice that the author weaves nonfiction into the fictional story by including excerpts from articles that Mitty reads while conducting his research project. Starting with chapter two, please use a colored sticky note flag to mark each nonfiction excerpt.

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.)

Among the Hidden—Chapters 1–2 (pp. 1–11)

First Light—Prologue and chapters 1–2 (pp. 1–28)

Code Orange—Chapter 1 (pp. 1–14)

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
Luke	Obedient 12 years old The third son
Luke's mother	Fearful
Luke's dad	A farmer
Matthew	Luke's older brother The first son 15 years old
Mark	Luke's older brother The second son 14 years old
The Government	Tells Luke's family what to plant and what not to plant Sets the crop prices powerful
Population Police	Enforce the law that restricts women from having a third child

Character List

CHARACTER	DETAILS
Peter Solemn	12 years old is starting to get headaches
Rory Solemn	Peter's mother has headaches English has beautiful handwriting a molecular biologist writing a book
Dr. Solemn	Peter's father teaches at a university a glaciologist
Miles	Peter's best friend writing a fake dictionary into working out wants to row crew
Jonas	a graduate student works with Peter's father was born in Greenland

Character List

CHARACTER	DETAILS
Mitty (Mitchell) Blake	Rich His main interest is music wants to be a rock concert reviewer Carefree
Mr. Lynch	Mitty's advanced biology teacher Has been teaching for years
Derek	Mitty's best friend Researching anthrax
Olivia Clark	Mitty's classmate Researching typhoid fever Never slacks off studious
Kathleen Blake	Mitty's mother An interior decorator
Dave Blake	Mitty's father Drives a sports car Yearned to be a NASCAR driver

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)

- Retell summary of the first quadrant

Show understanding of story elements (RL 3)

- Character
- Setting
- Plot

Write an expository piece (W 2)

- Retell events in sequence

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

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

Write in a short time period (W 10)

Acquire and use key vocabulary (L 6)

Connect:

We have been learning...

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

Teach:

Today I am going to remind you...

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

You each wrote a retell summary at the end of the first quadrant of the book *The City of Ember*. Please turn to the retell summary you wrote for *The City of Ember*. 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 *The City of Ember*. 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.

(Instruct the students reading *First Light* to focus on summarizing Thea's story. Assign each group their C. I. A. meeting date and dismiss students for independent work. Conduct conferences with partnerships as necessary.)

Among the Hidden Retell Summary Sample

The first quadrant of the book *Among the Hidden*, by Margaret Peterson Haddix, tells the story of a future world where the government forbids women from having a third child. Luke is a third child who must stay hidden from the Population Police.

In the beginning, the government begins developing the land next to Luke's family's farm. With the woods gone and new houses nearby, Luke will have to be more careful to stay hidden. Luke's parents forbid him from going outside.

Shortly after that, Luke's father gets an important letter from the government. The letter tells him that he must get rid of his hogs because the new neighbors are complaining about the smell. At the same time, Luke's father gets the tax bill. It is three times the size of last years bill as a result of the new houses being built nearby. In order for the family to be able to pay the bills, Luke's mother will have to get a job at the factory.

Now, Luke is in the house all by himself, all day long. Luke has to stay in his windowless attic room and keep quiet. Luckily, Luke discovers he can look outside through the vents. One day, Luke sees a child's face in the window of one of the new houses. Luke is sure it is another forbidden child, just like him!

As you can see, the future world is very different than the present day world. Luke's family has to follow unfair rules set by the government.

First Light

Retell Summary Sample

The first quadrant of the book *First Light*, by Rebecca Stead, tells about a young girl named Thea who lives in the community of Gracehope—a settlement carved out of the polar ice cap. The community is too small for its 600 members, and Thea is determined to find a way to expand Gracehope.

In the beginning, Thea presents an idea to the council members to expand Gracehope to the far side of the lake. Unfortunately, the only way to reach the far side of the lake is to cross the earth's surface. The council members think this is too dangerous and they do not vote in favor of her idea.

That night, Thea goes to work at the Chikchu breeding grounds. One of the Chikchu's that Thea cares for gives birth to eight pups. The eighth pup bares the legends mark. The legend says that another white-footed Chikchu will not be born till it is safe to cross the earth's surface again.

Shortly after that, Thea finds a paper scroll mysteriously left on her bed. When she opens the scroll, she sees that it is a map.

As you can see, Thea is determined to save her community and maybe this map will help her!

Code Orange

Retell Summary Sample

The first quadrant of the book *Code Orange*, by Caroline B. Cooney, tells about a boy named Mitty who is researching the variola major virus (small pox) for his term paper.

First, Mitty has to write a term paper on an infectious disease for his advanced biology class. Mitty can't decide what virus to research, until he finds two small pox scabs in an old book from 1899. After observing the scabs (and breathing in their dust), Mitty decides to research the virus.

After that, Mitty begins learning all about the symptoms of small pox. He learns that a person who has been exposed to small pox doesn't show symptoms for twelve to fourteen days. Then, the person gets really sick, really fast. Fever, headaches, backaches, coughing, and rashes are all symptoms of small pox. Most victims die because their body becomes so weak that they have heart problems, bronchitis, and pneumonia.

Later, Mitty learns that a man named Donald Henderson invented ring immunization to put an end to small pox. By October, 1977, small pox is gone world wide.

Finally, the more Mitty learns about small pox, the more horrified he becomes. Soon, Mitty's stomach is churning. As you can see, small pox is a horrible virus that has taken many lives.

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.

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.)



Among the Hidden

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: How is this future world alike or different from the present?

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

Discuss: What are the major problems in this story?

Discuss: Do you think this futuristic world is believable? Why or why not?



First Light

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 text helped you visualize the setting of Gracehope?

Discuss: When do you think this story takes place—in the present or the future?

Discuss: Do you think this setting is believable? 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?

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.)



Code Orange

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

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

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

Discuss: What details in the story help you visualize the setting of the story?

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

Discuss: What is bioterrorism?

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

Discuss: What does Mitty learn about the variola major virus?

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 Luke saw a child's face
behind the window,

I made a prediction. I think there is another
shadow child like Luke

because Luke has already seen two
other kids who live in the house.
I think Luke will try to make
contact with this child.



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 Thea found a paper
scroll on her bed and it was a map,

I made a prediction. I think the map shows the
way to get to the earth's surface

because I think someone wants to
help Thea find a way to expand Gracehope.



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 Mitty's stomach was
churning,

I made a prediction. I think Mitty is getting
smallpox

because one of the first symptoms
is nausea.