



**6**<sup>TH</sup>  
**GRADE**  
VOLUME 6.2

# **Book Club Teacher's Guide**

*A Letter to Mrs. Roosevelt*

*Sylvia & Aki*

*Out of the Dust*

For pairing with *C. I. A. Unit of Study—Historical Nonfiction,*  
*Children of the Dust Bowl 6.2*

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***A Letter to Mrs. Roosevelt*, by C. Coco De Young – Lexile 690, 105 pages**

This book explores the effects of the Great Depression on people who owned stores and lived in towns or cities. Students will also learn about the inspiring work of First Lady Eleanor Roosevelt and the help she gave to the American people during this time of great hardship. Students will be challenged by the qualitative demands of this book. Background knowledge gained through the read-aloud will make this topic more accessible. I recommend placing your students who are reading below grade level in this text, as well as students who may be challenged by longer text.

***A Letter to Mrs. Roosevelt* Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p><b>Levels of Meaning</b> The text offers multiple levels of meaning and nuances of abstract concepts related to overcoming hardships, the Great Depression, and the determination of the American people.</p> <p><b>Structure</b> This narrative is told mostly chronologically, with a flash-forward at the beginning of the book. Chapter 1 begins in 1929, and chapter 2 begins in 1933.</p> <p><b>Language Conventionality and Clarity</b> The genre of this story adds some complexity to the language. Dialogue that incorporates historical and regional language makes this text qualitatively challenging.</p> <p><b>Knowledge Demands</b> This text requires knowledge of the genre historical fiction. In addition, students will need to rely on background knowledge of the Great Depression.</p>	<p>The Lexile level for <i>A Letter to Mrs. Roosevelt</i> is 690, based on word frequency and sentence length. This is in the upper range of the complexity band for 2nd–3rd grade according to the Common Core State Standards.</p> <p><b>READER TASK CONSIDERATIONS</b></p> <p>These should be determined locally with reference to motivation, knowledge, and experiences as well as to purpose and the complexity of the tasks assigned and the questions posed.</p>

### ***Sylvia & Aki*, by Winifred Conkling – Lexile 760, 143 pages**

In this book, students will read about what was happening in California immediately after the Great Depression. This book takes place in Westminister, California, between 1941 and 1945. In December 1941 the Japanese bombed Pearl Harbor and the United States declared war on Japan. This book explores the life of one Japanese American family who was sent to live in an internment camp, and the life of the Mexican American family who leases their farm while they are gone. Readers learn about the segregation of schools in California during this time and about the *Mendez v. Westminister* case that put an end to segregation in California. Readers will be intrigued by Conkling’s account of this actual event!

This book is challenging not only due to the background knowledge needed to access this text but also because it follows an unconventional story structure. Chapters alternate between the story of Sylvia and the story of Aki. Readers will have to keep track of separate plots as they read. I recommend placing your students who are reading slightly below grade level and on grade level in this text.

### ***Sylvia & Aki* Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p><b>Levels of Meaning</b> The text offers multiple levels of meaning and nuances of abstract concepts related to overcoming hardships, segregation in schools, WWII, Japanese internment, and the determination of the American people.</p>	<p>The Lexile level for <i>Sylvia &amp; Aki</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><b>Structure</b> This narrative follows an unconventional story structure. Chapters about Sylvia and her life alternate with chapters about Aki and her life. The reader has to pay close attention to dates mentioned in the text in order to understand how much time has passed.</p>	<p><b>READER TASK CONSIDERATIONS</b></p> <p>These should be determined locally with reference to motivation, knowledge, and experiences as well as to purpose and the complexity of the tasks assigned and the questions posed.</p>
<p><b>Language Conventionalty and Clarity</b> The genre of this story adds some complexity to the language. Dialogue that incorporates historical and regional language makes this text qualitatively challenging.</p>	
<p><b>Knowledge Demands</b> This text requires knowledge of the genre historical fiction. In addition, students will need to rely on background knowledge of the Great Depression, segregation in schools, and WWII.</p>	

***Out of the Dust*, by Karen Hesse – Lexile 1040, 227 pages**

In this book, students will read about what it was like for the families who stayed in the Dust Bowl region during the time of the dust storms and the Great Depression. Written in free verse, this book challenges readers to draw inferences from the text and recognize how the author conveys her message through the use of symbolism. I recommend placing students who are reading on and above grade level in this text.

***Out of the Dust* Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p><b>Levels of Meaning</b> The text offers multiple levels of meaning and nuances of abstract concepts related to overcoming hardships, the Great Depression, and the determination of the American people.</p> <p><b>Structure</b> The text is written in free verse, with each poem having a title and date. Poems fit together chronologically so that together they tell a cohesive story.</p> <p><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.</p> <p><b>Knowledge Demands</b> This text requires knowledge of the genres historical fiction and poetry. In addition, students will need to rely on their understanding of the causes and effects of the dust storms and the Great Depression.</p>	<p>The Lexile level for <i>Out of the Dust</i> is 1040, based on word frequency and sentence length. This is in the upper range of the complexity band for 6th–8th grade according to the Common Core State Standards.</p> <p><b>READER TASK CONSIDERATIONS</b></p> <p>These should be determined locally with reference to motivation, knowledge, and experiences as well as to purpose and the complexity of the tasks assigned and the questions posed.</p>

# C. I. A.

## Book Club Lesson Plans

*A Letter to Mrs. Roosevelt*  
*Sylvia & Aki*  
*Out of the Dust*

## 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—Effects of the Great Depression—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.

We did this activity prior to reading the book *Children of the Dust Bowl*. Please turn in your reader's notebooks to our first entry for *Children of the Dust Bowl*, where you made notes about the main story elements. You will each be completing a similar task right now using your book club book.

## **Guided Practice—Work Time:**

Please open up to page 5 in your book club notebooks. Notice how you will be reading the blurb of your book club book to gather information about the characters, setting, and problems in the story. Finally, you will make a prediction about what might happen in the book.

Today I am going to have you complete this task with your partners. You will have 35 minutes to complete this task together. Then, you will come back to the meeting area to share your predictions with the class.

(Dismiss students for independent work.)

## **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.

### ***A Letter to Mrs. Roosevelt***

The end of quadrant 1 will be marked on page 25.

The end of quadrant 2 will be marked on page 55.

The end of quadrant 3 will be marked on page 79.

### ***Sylvia & Aki***

The end of quadrant 1 will be marked on page 32.

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

The end of quadrant 3 will be marked on page 98.

### ***Out of the Dust***

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

The end of quadrant 2 will be marked on page 95.

The end of quadrant 3 will be marked on page 149.

(Make a copy of the vocabulary words from *Children of the Dust Bowl* [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:**

Margo Bandini - 11 years old

**Secondary Characters:**

Mama

Papa

Charlie - Margo's little brother

Eleanor Roosevelt - First Lady

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

Johnstown, Pennsylvania

1933

The Great Depression

**Problem:**

Margo's family has two weeks to pay the bank, or they will lose their house.

**Prediction:**

I think Margo will find a way for her family to get the money to pay the bank and keep their home.

## Read the Blurb

**Main Character:**

Sylvia - 10 years old  
Center of a landmark legal battle

Aki - 12 years old  
relocated to a Japanese internment camp

**Secondary Characters:**

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

Southern California  
Japanese internment camp in the Arizona  
desert

**Problem:**

Sylvia and Aki both lived during a  
time when the United States changed  
forever.

**Prediction:**

I predict Sylvia and Aki will  
both face hardships.

## Read the Blurb

**Main Character:**

Billie Jo - loves to play the piano  
her hands are wounded

**Secondary Characters:**

Her mother, who is gone  
Her father

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

During the dust storms on the prairie  
Billie Jo's family farm  
The dust bowl - Oklahoma

**Problem:**

A terrible accident has taken her mom's life and left Billie Jo wounded. Dust storms are devastating the family farm.

**Prediction:**

I predict Billie Jo will learn to be strong during difficult times.

## DAY 2, 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 make a character list in their book club notebooks.

### Learning Targets:

Read closely to monitor comprehension (RL 1)

- Infer character traits
- Visualize

Show understanding of story elements (RL 3)

- Character traits

Gather and categorize information through note taking (W 8)

### Connect:

*We have been learning...*

...that good readers use the blurb to help them predict what will happen in the book.

Today, you are all going to begin reading quadrant 1 of your book club books. When you read quadrant 1 you will be focused on collecting critical information in the text. You will each be gathering information about the characters, setting, problems, and important events in your book. These are the critical story elements that help us get a story in our heads.

### Teach:

*Today I am going to remind you...*

...that good readers use comprehension strategies to identify important characters and infer character traits. You are each going to make a character list in your book club notebook as you read 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.

You each made a character list when we read the book *Children of the Dust Bowl*. Please turn to the character list for *Children of the Dust Bowl*. Notice how when reading historical nonfiction, you pay attention to groups of people and key players from history and note important details about them.

As you read historical fiction, you will also be paying attention to groups of people and key players from history. However, the main characters in the story will be fictional characters that are believable in the context of the story's setting.

## **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.

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, 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.)

*A Letter to Mrs. Roosevelt*—Chapters 1–2 (pp. 1–9)

*Sylvia & Aki*—Chapter 1 (pp. 3–17)

*Out of the Dust*—Pages 3–14

## **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 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 monitor comprehension as you read.



## Character List

CHARACTER	DETAILS
Margo Bandini	11 years old collects postcards
Mrs. Meglio	Rosa's mom Lives next door to Margo
Mama	Margo's mom An Italian immigrant
Papa	Margo's dad An Italian immigrant owns a shoe repair shop was in WWI
Charlie	Margo's little brother Has a stiff knee 9 years old
Rosa	Margo's best friend Lives next door to Margo
Mrs. DiLuso	The neighbor superstitious

# Character List

CHARACTER	DETAILS
Miss Penton	Margo's 2nd grade teacher
Mr. Lockhard	The bank president
Mr. Frappa	Owner of the grocery store used to be a teacher
Miss Dobson	Margo's 5th grade teacher

## Character List

CHARACTER	DETAILS
Sylvia mendez	3rd grader 10 years old
Aunt Soledad Vidaurri	Sylvia's mother's sister Puerto Rican
Gonzalo mendez	Sylvia's father Field hand U.S. citizen Came to the U.S. from Mexico as a boy
Jerome	Sylvia's younger brother
Gonzalo Junior	Sylvia's younger brother
Alice	Sylvia's cousin 3rd grader
Virginia	Sylvia's cousin 4th grader
Sylvia's mother	An American citizen from Puerto Rico

## Character List

CHARACTER	DETAILS
Billie Jo	Long-legged girl Red hair and freckles Restless Almost 14 Plays the piano
Daddy	Wanted a boy Farmer
Ma	Has tried having other babies Pregnant Taught Billie Jo to play the piano
Aunt Ellis	Daddy's sister Lives in Lubbock 14 years older than Daddy
Great-Uncle Floyd	Ma's uncle Lives in Dallas Mean
Livie Killian	Billie Jo's best friend Moved to California
Arley Wanderdale	Teaches music at the school

## 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 (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 *Children of the Dust Bowl*. Please turn to the retell summary you wrote for *Children of the Dust Bowl*. Notice how this piece of writing begins with an introduction and ends with a conclusion. Also notice how the body paragraph tells only the most important events.

## Guided Practice—Work Time:

Now turn to page 14 in your book club notebook. On this page, you will recognize the retell summary frame we used when we read *Children of the Dust Bowl*. 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.)

## *A Letter to Mrs. Roosevelt* Retell Summary Sample

The first quadrant of the book *A Letter to Mrs. Roosevelt*, by C. Coco De Young, tells about a family living in Johnstown, Pennsylvania, in 1933, which is during the time of the Great Depression.

In the beginning, Margo's father doesn't make very much money at his shoe repair shop. Margo's family owes the grocer, Mr. Frappa, \$12.75. Even though Margo's family is going through tight times, they are not poor.

At the same time, families in Margo's neighborhood are losing their homes because they cannot pay their mortgages. One family had to leave everything behind except what they could fit in a suitcase. Margo's best friend, Rosa, will have to move because her family cannot pay the mortgage.

Now, Margo's little brother, Charlie, is missing. Margo's neighborhood works together to try to find him. As you can see, Margo's neighborhood is experiencing bad times—just like Mrs. DiLuso predicted!

## *Sylvia & Aki* Retell Summary Sample

The first quadrant of the book *Sylvia & Aki*, by Winifred Conkling, tells about two young girls who are both discriminated against during the time of World War II.

On December 7, 1941, the Japanese bomb the U.S. naval station at Pearl Harbor. The next day, President Roosevelt declares war on Japan. All persons of Japanese ancestry are told to start preparing to be evacuated and sent to internment camps. Aki Munemitsu and her family begin to pack their belongings. They can only take what will fit into a suitcase.

Later, Mr. Munemitsu leases his asparagus farm to the Mendez family. Sylvia Mendez and her brothers try to enroll in the local school, but they are told that they must attend Hoover school, which is a school for Mexicans.

Finally, Sylvia finds Aki's Japanese doll and a picture of Aki. Sylvia thinks about Aki being sent to an internment camp and about her family being sent to a Mexican school. Clearly, both families are being treated unfairly because of their heritage.



## *Out of the Dust* Retell Summary Sample

The first quadrant of the book *Out of the Dust*, by Karen Hesse, tells about how hard life was for a girl named Billie Jo who lived in the Panhandle of Oklahoma during the drought and dust storms of 1934.

First, Billie Jo's mom is pregnant again, and Billie Jo is trying hard to please her so that nothing bad happens to the baby. But it is during the time of the dust storms in the Panhandle, and there have been dust storms blowing for 70 days straight!

As if that isn't bad enough, Billie Jo's family doesn't have enough money to pay the bills. Daddy is thinking about taking out a loan to get some new wheat planted, even though it hasn't rained enough to grow wheat in three years.

In the spring, when rain finally does come, it comes too hard and too fast. The heavy rain washes the soil and wheat away. Good thing Billie Jo is such a talented piano player! She earns a little money playing piano.

As you can see, the people who lived in the Panhandle during the drought, wind, and dust storms experienced great hardships.

## 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.)



### *A Letter to Mrs. Roosevelt*

*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: Why do you think the author chose Pennsylvania for the setting of the story?

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

When you read historical fiction, some of the problems in the book will be factual because they represent real problems that happened in history. Other problems will be fictional problems that are believable based on the circumstances of the time period.

Discuss: Which problems in the book are real problems from history and which problems in the book are fictional? Do you think the fictional problems in the book are believable based on the circumstances of the time period? Why or why not?

*Open up your book, A Letter to Mrs. Roosevelt, to page 4. Follow along with me as I read aloud starting where the book says, “Everything started to change in May...” (Stop reading after, “There must have been a lot of shooting stars that night.”)*

Mrs. DiLuso is very superstitious. Someone who is superstitious blindly accepts a belief or notion that is not based on reason or knowledge. Mrs. DiLuso believes that the shooting star that crossed the night sky above Margo’s neighborhood is an omen. She believes that the shooting star means death or bad times for the people on Maple Avenue.

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

Discuss: How might Mrs. DiLuso use the events that have occurred in Margo’s neighborhood to defend her belief?

## 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.)

### *Sylvia & Aki*

*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 problems list on page 11 of your book club notebooks.*

Discuss: Both the Mendez family and the Munemitsu family face similar problems in the story. How are their problems alike? How are they different?

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

Aki and her mother have to pack up or get rid of everything from Japan. After looking at dozens of pictures, Aki's mother saves just a small pile of photographs. The rest she tears up and drops into the wastebasket.

Discuss: How do you think it felt for Aki's mother to destroy these pictures from her past? How has the Japanese American culture been damaged by the events of WWII?

### *Out of the Dust*

*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: Why do you think the author chose Cimarron County for the setting of the story?

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

When you read historical fiction, some of the problems in the book will be factual because they represent real problems that happened in history. Other problems will be fictional problems that are believable based on the circumstances of the time period.

Discuss: Which problems in the book are real problems from history and which problems in the book are fictional? Do you think the fictional problems in the book are believable based on the circumstances of the time period? Why or why not?

### **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 Charlie was the best  
at hiding,

I made a prediction. I think Charlie is hiding  
from his family

because I think he lost his papa's  
watch and is afraid of getting  
in trouble.



# 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 Sylvia found Aki's doll,

I made a prediction. I think Sylvia will take care  
of Aki's doll until she returns and the two of  
them will become friends  
because \_\_\_\_\_

Sylvia feels sad that Aki was sent away.





# Book Club Meeting 1

Be prepared to talk about:

- Character
- Setting
- Problem
- Main Events

Be prepared to share a prediction about what will happen in the book.

Be ready to listen and respond to the members of your group!

When the book said "If Paddy gets five bushels to his acre it'll be a miracle,"

I made a prediction. I think Billie Jo's dad will  
have to take out a loan

because I don't think he will have enough  
wheat to harvest as a result of the damage  
caused by the dust storms.