



**3**<sup>RD</sup>  
**GRADE**  
VOLUME 3.2

# **Book Club Teacher's Guide**

*Marvin Redpost: Why Pick on Me?*

*Jake Drake, Bully Buster*

*Beezus and Ramona*

For pairing with  
*C. I. A. Unit of Study—Realistic Fiction,*  
*The War with Grandpa 3.2*

**Sarah Collinge**



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Read Side by Side  
2125 196th Street SW, #101  
Lynnwood, Washington 98036  
425-412-3724  
[www.readsidebyside.com](http://www.readsidebyside.com)

# Table of Contents

Welcome to the C. I. A. Book Club Teacher’s Guide 3.2 .....	4
The C. I. A. Approach to Book Clubs.....	4
The Read-Aloud Block .....	4
The Book Club Block.....	4
Text Selection and Timing.....	5
Set Up for Success .....	6
Gather Book Club Materials .....	6
Establish Groups .....	6
Establish Book Club Routines.....	11
Plan for Ongoing Assessment .....	12
Enjoy Success .....	13
Book Club Lessons.....	15
Day 1: Blurb & Mark the Text .....	16
Day 2: Characters & Setting Clues.....	24
Days 3–4: Problems .....	34
Day 5: Important Events .....	39
Day 6: Oral Retell Summary .....	45
Days 7–8: Retell Summary Writing.....	51
Days 9–10: Quadrant 1 Book Club Meetings .....	56
Days 11–12: Main Character .....	63
Day 13: Author’s Craft .....	68
Days 14–15: Quadrant 2 Book Club Meetings .....	74
Days 16–18: Collect Evidence.....	85
Days 19–20: Turning Point &Turning Point Writing .....	93
Days 21–22: Quadrant 3 Book Club Meetings .....	102
Days 23–24: Read-In .....	107
Days 25–26: Synthesis Summary Writing.....	108
Days 27–28: Quadrant 4 Book Club Meetings .....	113
Appendix.....	115
Genre Chart: Realistic Fiction .....	115
Percentile Rank Sorting Sheet.....	116
Conference Script (Narrative).....	117
Conference Script (Informational).....	119
Single Point Rubric .....	121
Vocabulary .....	122
Outside Text Recommendations.....	123
References .....	124

***Marvin Redpost: Why Pick on Me?*, by Louis Sachar – Lexile 290, 64 pages**

The Marvin Redpost series, by Louis Sachar, is a wonderful series for third-graders, not only for its readability but also for its humor. Your students will laugh out loud as they read this book, and will beg to read the rest of the books in this series. I recommend placing your students who are reading below grade level in this text.

***Marvin Redpost: Why Pick on Me?* Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p><b>Levels of Meaning</b> The central message of this text is that it isn't fair to pick on people. Additional themes relate to right and wrong and respecting others.</p> <p><b>Structure</b> Overall, the narrative uses a fairly simple, explicit, and conventional story structure.</p> <p><b>Language Conventionality and Clarity</b> Louis Sachar uses language that is literal and clear.</p> <p><b>Knowledge Demands</b> The characters in this text look at issues of right and wrong from two very different perspectives, causing the reader to challenge his or her own perspective. General background knowledge about how people define their moral code is needed.</p>	<p>The Lexile level for <i>Marvin Redpost: Why Pick on Me?</i> is 290, based on word frequency and sentence length. This is below the range of the complexity band for 2<sup>nd</sup>–3<sup>rd</sup> 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>

***Jake Drake, Bully Buster*, by Andrew Clements – Lexile 460, 67 pages**

The Jake Drake series, by Andrew Clements, is a slightly more challenging series than the Marvin Redpost series due to its complex structure and qualitative demands. The story is written in flashback, and has a strong message that all students who have ever been picked on or bullied at school will relate to. I recommend placing students who are reading on grade level in this text.

***Jake Drake, Bully Buster* Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p><b>Levels of Meaning</b> The text offers multiple themes related to right and wrong. These themes include the importance of understanding the perspectives of other people and what it takes to build friendships. These themes will lead students to the central message, which is that it isn't fun to be mean.</p> <p><b>Structure</b> The challenge of this text is its complex structure. The main story is told through a flashback—Jake Drake is telling the story of how he overcame a bully when he was in the second grade.</p> <p><b>Language Conventionalilty and Clarity</b> Andrew Clements uses language that is fairly literal and clear.</p> <p><b>Knowledge Demands</b> This text provides multiple themes. In this text, the characters look at issues of right and wrong from different perspectives, causing the reader to challenge his or her own perspective. General background knowledge about how people define their moral code is needed.</p>	<p>The Lexile level for <i>Jake Drake: Bully Buster</i> is 460, based on word frequency and sentence length. This is in the lower range of the complexity band for 2<sup>nd</sup>–3<sup>rd</sup> 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>

***Beezus and Ramona*, by Beverly Cleary – Lexile 780, 183 pages**

*Beezus and Ramona*, by Beverly Cleary, is a classic favorite of many young children and teachers. Students will be captivated by Cleary’s humorous writing style woven throughout the book. This book is written in the third person, which may present an additional challenge for third-graders. I recommend placing students who are reading above grade level in this text.

***Beezus and Ramona*, Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p><b>Levels of Meaning</b> The text offers nuances of abstract concepts related to right and wrong and family relationships. Beezus struggles to like her sister, Ramona, when she is naughty.</p> <p><b>Structure</b> Overall, the narrative uses a fairly simple, explicit, and conventional story structure. The story is written in the third person.</p> <p><b>Language Conventionalty and Clarity</b> Beverly Cleary uses language that is fairly literal and clear. Challenges emerge through the author’s use of humor.</p> <p><b>Knowledge Demands</b> General background knowledge about family relationships is needed.</p>	<p>The Lexile level for <i>Beezus and Ramona</i> is 780, based on word frequency and sentence length. This is in the lower range of the complexity band for 4th-5<sup>th</sup> 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

*Marvin Redpost: Why Pick on Me?*  
*Jake Drake, Bully Buster*  
*Beezus and Ramona*

## 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

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 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—realistic fiction—on the first line
- the subject—right vs. wrong—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 realistic fiction. We will be using our background knowledge of the genre, realistic fiction, to help us understand these texts better.

(Make a copy of the realistic fiction genre chart [see Appendix] for each student. Students will paste or tape this chart onto page 4 of their book club notebooks. Review the genre chart for realistic fiction, using a poster-sized chart that can be displayed in your meeting area throughout this unit of study. Genre posters can be purchased at [www.readsidebyside.com/shop/](http://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.

We did this activity prior to reading the book *The War with Grandpa*. Please turn in your reader's notebooks to our first entry for *The War with Grandpa*. 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. 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 partner work. Conduct conferences with partnerships as necessary.)

## **Share-out:**

Discuss: What are you predicting?

## **Link:**

*Today and every day when you read...*

...I want you to think about the story elements before you start reading the first chapter, by paying close attention to the cover of the book and the information in the blurb. You can also use that information to help you make predictions.

## Extended Lesson:

(To prepare for this lesson, give each student three small sticky notes, for marking each quadrant.)

When good readers begin reading, they have a plan of action for how they will read the text. We know to use the C. I. A. approach to plan for how we will read each quadrant of the text.

Turn to page 6 in your book club notebook and record the total number of pages in your book. To mark the text, we need to first look to see how many pages are in the book, then divide this number by 4. When we mark each quadrant, we are going to make sure that the end of the quadrant is also the end of a chapter.

Please mark your texts according to these numbers and record the page numbers for each quadrant on page 6 of your book club notebooks.

### *Marvin Redpost: Why Pick on Me?*

The end of quadrant 1 will be marked on page 14.

The end of quadrant 2 will be marked on page 32.

The end of quadrant 3 will be marked on page 47.

### *Jake Drake, Bully Buster*

The end of quadrant 1 will be marked on page 17.

The end of quadrant 2 will be marked on page 32.

The end of quadrant 3 will be marked on page 50.

### *Beezus and Ramona*

The end of quadrant 1 will be marked on page 37.

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 *The War with Grandpa* [see Appendix]. Have your students paste or tape their copies of this list onto page 46 of their book club notebooks.)

## Special Instructions:

The book *Jake Drake, Bully Buster* has a complex plot. Chapter 1 reads almost like an introduction. Chapter 1 begins when Jake is in fourth grade. In this chapter, he explains that he used to be a bully magnet, but when he was in second grade, he learned what to do about bullies. That is when he became a bully buster.

Because chapter 1 reads more like an introduction, students will not be making any charts using the information in chapter 1. Instead, their charts will focus on the story that begins in chapter 2—the story of how Jake became a bully buster.

You will need to find a time to read chapter 1 aloud to the students assigned to this book. You might read this chapter at the conclusion of the day 1 lesson, or find another opportunity during the school day. It will be important for your students to have listened to chapter 1 being read out loud to them before they start the work of day 2.

## Read the Blurb

**Main Character:** Marvin Redpost

**Secondary Characters:** Clarence  
Marvin's best friends

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

**Problem:** Clarence told everyone that Marvin is the biggest nose-picker in the school.

**Prediction:** I predict Marvin will find a way to get back at Clarence.

## Read the Blurb

**Main Character:** Jake Drake

**Secondary Characters:** Link Baxter (Super Bully)  
Jake's teacher

**Setting (time, place, circumstance):** School  
2nd grade

**Problem:** Jake Drake is being picked on  
by a Super Bully!

**Prediction:** I think Jake and Link  
will become friends.

## Read the Blurb

Main Character:

Beezus Quimby - Ramona's big sister

Secondary Characters:

Ramona Quimby - 4 years old

Setting (time, place, circumstance):

Problem:

Sometimes Beezus doesn't like Ramona.

Prediction:

I predict Beezus will learn to love her annoying little sister.

## DAY 2, CHARACTERS & SETTING CLUES

**In this lesson...** you will remind students that good readers pay attention to important characters and infer character traits. You will ask students to keep track of important characters as they read, to monitor their comprehension. 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.

(Optional: To prepare for this lesson, copy a map of Ramona’s neighborhood for students reading *Beezus and Ramona* to tape to page 10 of their book club notebooks. This map can be used to help students visualize the setting of the book.)

### Learning Targets:

Read closely to monitor comprehension (RL 1)

- Infer character traits
- Visualize characters and setting

Show understanding of story elements (RL 3)

- Character
- Setting

Use what you know about genre to help you understand the story better (RL 5)

Gather and categorize information through note taking (W 8)

### Connect:

*We have been learning...*

...that good readers use the blurb and what they know of the genre 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, problem, 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 your assigned pages for today. 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.

Today as you read you will also be thinking about the circumstances of the characters, to help you understand the setting better. 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.

You each made a character list and a setting map when we read the book *The War with Grandpa*. Please turn to the character list for *The War with Grandpa*. Notice how you wrote the name of each important character and information about him or her on the list. Now turn to the setting map for *The War with Grandpa*. Notice how you labeled several important details about the setting.

## Guided Practice—Work Time:

Now turn to page 8 in your book club notebooks. Today as you read, you will stop each time a new character is named in the text and add this name to the character list. Then you will read to find information about this character, and add that information to the list.

When you are done with your assigned reading, you will stop to name the setting of the story. You will write a word or words to describe the setting of your story on page 10 in your book club notebooks.

(Optional: Hand out the map of Ramona’s neighborhood to students reading *Beezus and Ramona*. Have students tape this map to page 10 of their book club notebooks.)

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 35 minutes to work. Then you will meet your partners in the meeting area to review your work, make additions or changes, and then participate in a whole-class share-out.

(Assign each group their pages to read and dismiss students for independent work. Conduct conferences with partnerships as necessary.)

*Marvin Redpost: Why Pick on Me?*—Chapter 1 (pp. 1–10)

*Jake Drake, Bully Buster*—Chapter 2 (pp. 11–17)

*Beezus and Ramona*—Chapter 1 (pp. 1–10)

Stop after reading, “Another book, of course, a better book, and the place to find it was certainly the library.”)

## 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 the setting 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 and the setting of the story so you can make lists for monitoring comprehension.

# Character List

CHARACTER	DETAILS
Casey Happleton	girl classmate weird
Marvin Redpost	boy 9 years old 3rd-grader
Melanie	girl classmate knows everything
Mrs. North	Teacher
Stuart Albright	boy classmate Marvin's best friend
Nick Tuffie	boy classmate Marvin's other best friend
Clarence	the toughest kid in the third grade mean

# Character List

CHARACTER	DETAILS
Warren	boy classmate

# Character List

CHARACTER	DETAILS
Jake Drake	2nd-grader
Mrs. Brattle	Jake's teacher Smiles a lot
Phil Willis (Willie)	Jake's best friend Small
Link Baxter	New kid Tall A bully

# Character List

CHARACTER	DETAILS
Beatrice Quimby (Beezus)	Ramona's big sister 9 years old
Ramona Quimby	Beezus's little sister 4 years old Exasperating
Mother	
Father	
Aunt Beatrice	Mother's younger sister Beezus's most special aunt 4 <sup>th</sup> grade teacher

# Setting Clues/Map

School

3rd Grade

# Setting Clues/Map

School  
2nd grade

# Setting Clues/Map

Beezus and Ramona's  
house.

## 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 and their important events lists to organize their writing. Students should be expected to produce quality work.

### Learning Targets:

Summarize the text (RL 2)

- One sentence sum-up
- Retell summary of the first quadrant

Show understanding of story elements (RL 3)

- Character
- Setting
- Plot

Write an expository piece (W2)

- Retell events from the beginning, middle, and end of text, in sequence

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

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

Write in a short time period (W 10)

Acquire and use key vocabulary (L 6)

### Connect:

*We have been learning...*

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

## Teach:

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

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

You each wrote a retell summary at the end of the first quadrant of the book *The War with Grandpa*. Please turn to the retell summary you wrote for *The War with Grandpa*. 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 from quadrant 1.

## Guided Practice—Work Time:

Now turn to page 14 in your book club notebook. On this page, you will recognize the retell summary frame we used when we read *The War with Grandpa*. Today you will use this same frame to organize your retell summary for your book club book.

(Review the retell summary frame with students.)

Now turn to page 15 in your book club notebook. This is where you will write your retell summary for your book club book. You will use the summary frame to organize your writing. You may also use the entries in your notebook as tools. The important events list on pages 12 and 13 will be especially helpful to you.

You will each be completing your retell summary independently. If you need help, first go to your assigned partner to get help. If you are still stuck, sign up for a conference and I will come and coach you and your partner in order to quickly help you get back on track.

You will have two days for this assignment. When you finish, please turn to page 19 in your book club notebook and complete the prediction-writing stem. You may choose to use the same prediction you made when writing your retell summary, or write a new prediction that incorporates new thinking. Be prepared to share this prediction and evidence to support it 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.)

## ***Marvin Redpost: Why Pick on Me?*** **Retell Summary Sample**

The first quadrant of the book *Marvin Redpost: Why Pick on Me?*, by Louis Sachar, tells about a nine-year-old boy named Marvin who is being teased by his classmates.

First, Marvin's class is making a time capsule for a class project, so everyone has to come up with a survey question to ask. Marvin is having trouble thinking of a good survey question.

Next, Marvin plays wall-ball with Clarence at recess. The ball goes over the line, but Clarence says it didn't and tells everyone that Marvin was picking his nose.

Last, Marvin is telling everyone that he doesn't pick his nose, but the more he talks about it, the more they tease him. I predict that Marvin will get angry with the kids in his class because they are not being nice to him.

## *Jake Drake, Bully Buster* Retell Summary Sample

The first quadrant of the book *Jake Drake, Bully Buster*, by Andrew Clements, tells about a boy named Jake Drake who has been a bully magnet since he was three!

First, Jake has to be at the same table group as a bully named Link Baxter.

Next, Link wiggles Jake's desk and flicks Jake's ear during handwriting. Jake messes up his handwriting paper five times.

Last, Jake knows that things are only going to get worse. I predict that Jake will have to solve the bully problem himself because if he gets his teacher to help it will only make Link mad.

## *Beezus and Ramona* Retell Summary Sample

The first quadrant of the book *Beezus and Ramona*, by Beverly Cleary, tells about a girl who is exasperated by her little sister.

First, Beezus is tired of reading the book *The Littlest Steam Shovel* to Ramona. Beezus decides to take Ramona to the library to check out a new book. Ramona wears her bunny ears to the library even though it's September. At the library, Ramona picks out another book about a steam shovel.

Next, Beezus tries to teach Ramona how to write her name, but Ramona wants to do it her own way. Ramona writes on every page of the library book using a purple crayon!

Last, Mrs. Quimby gives Beezus money to pay for the book. Ramona and Beezus return to the library and pay for the book. The librarian tells Beezus that she is allowed to keep the book because she paid for it. Beezus is glad that the book belongs to her and not Ramona.

I predict Ramona will learn to be more cooperative with Beezus because she will want Beezus to read her the book.

## 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.)



### ***Marvin Redpost: Why Pick on Me?***

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

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

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

Discuss: The setting of this story is a third-grade classroom in a public school. How is Marvin's school alike or different from your school?

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

Discuss: What do you think Marvin will do to solve his problems?



### ***Jake Drake, Bully Buster***

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

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

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

Discuss: Jake is in fourth grade, but he is remembering back to when he was in second grade. How do you think Jake feels about being bullied from the time he was three years old?

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

Discuss: What do you think Jake will do to solve his problems?

## 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.)



### *Beezus and Ramona*

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

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

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

Discuss: How is Beezus's neighborhood alike or different from your neighborhood?

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

Beezus is exasperated by her little sister Ramona.

Discuss: What do you think the word exasperated means? What do you think Beezus will do to solve her problems?

## 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 each 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 the more Marvin talked  
about it the more the other kids teased him  
I made a prediction. I think Marvin will get angry  
with the kids in his class  
because they are not being nice to him.  
\_\_\_\_\_.



# 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 you tattle to the teacher,  
things might get a lot worse

*I made a prediction. I think* Jake will have to  
solve the bully problem himself  
*because* if he gets his teacher to help  
it will only make the bully mad.



# 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 Beezus would not have to  
read the book to Ramona unless she felt like it,  
I made a prediction. I think Ramona will be  
more cooperative  
because she will want Beezus to read  
her the book.