C.I.A.
Collect · Interpret · Apply

3RD GRADE
VOLUME 3.3

Book Club Teacher's Guide

I Am Rosa Parks
Rosa Parks
Who Was Rosa Parks?

For pairing with *C. I. A. Unit of Study—Biography,*
Martin Luther King Jr. 3.3

Sarah Collinge

Read
Side by Side

Table of Contents

I Am Rosa Parks, by Rosa Parks – Lexile 520, 48 pages

This book, categorized as "level 4, fluent reader" by Penguin Young Readers, combines the story of Rosa Parks's life with color illustrations on every page. While this book has a complex text structure, the readability of this book makes it a perfect match for newly fluent readers. I recommend placing your students who are reading below grade level in this text.

I Am Rosa Parks Text Complexity

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
Levels of Meaning Multiple themes are addressed throughout this book, increasing the complexity of the text. Themes include human rights, freedom, peace, and right vs. wrong.	The Lexile level for *I Am Rosa Parks* is 520, based on word frequency and sentence length. This is in the lower range of the complexity band for 2nd–3rd grade according to the Common Core State Standards.
Structure This narrative uses a complex story structure. The story starts with Rosa Parks's arrest and then flashes back to her young life. The story is told chronologically from chapter 2 forward.	**READER TASK CONSIDERATIONS**
Language Conventionality and Clarity The language in this text is literal 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 General background knowledge about the civil rights movement and Martin Luther King Jr. is needed.	

Rosa Parks, by Eloise Greenfield – Lexile 600, 43 pages

This simple chapter book combines the story of Rosa Parks's life with penciled illustrations throughout the text. The readability and length of this book make it a perfect match for fluent readers. This book is written in the third person and uses a complex story structure. I recommend placing your students who are reading on grade level in this text.

Rosa Parks Text Complexity

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
Levels of Meaning Multiple themes are addressed throughout this book, increasing the complexity of the text. Themes include human rights, freedom, peace, and right vs. wrong.	The Lexile level for *Rosa Parks* is 600, based on word frequency and sentence length. This is in the middle of the complexity band for 2nd–3rd grade according to the Common Core State Standards.
Structure This narrative uses a complex story structure. The story starts with Rosa Parks's arrest and then flashes back to her young life. The story is told chronologically from chapter 2 forward.	**READER TASK CONSIDERATIONS**
Language Conventionality and Clarity The language in this text is literal 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 General background knowledge about the civil rights movement and Martin Luther King Jr. is needed.	

Who Was Rosa Parks?, by Yona Zeldis McDonough – Lexile 700, 102 pages

The *Who Was* series is a wonderful biography series for young readers. The penciled illustrations and occasional information pages will capture students' interest. This book is written in the third person and has a complex structure. Domain specific vocabulary also adds challenge for young readers. Some mature content is presented in this text including a penciled drawing of Klu Klux Klan members beside a burning cross. I recommend placing mature students who are reading above grade level in this text.

Who Was Rosa Parks? Text Complexity

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
Levels of Meaning Multiple themes are addressed throughout this book, increasing the complexity of the text. Themes include human rights, freedom, peace, and right vs. wrong.	The Lexile level for *Who Was Rosa Parks?* is 700, based on word frequency and sentence length. This is at the upper-range of the complexity band for 2nd–3rd grade according to the Common Core State Standards.
Structure The narrative uses a complex story structure including flashback and information nonfiction woven into the narrative biography.	**READER TASK CONSIDERATIONS**
Language Conventionality and Clarity Some figurative language is used in this text.	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 General background knowledge about the civil rights movement, segregation, and Martin Luther King Jr. is needed.	

C. I. A.
Book Club Lesson Plans

I Am Rosa Parks
Rosa Parks
Who Was Rosa Parks?

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.

To prepare for this lesson…print a copy of the *Who Was Rosa Parks?* blurb (provided on page 18) for each student in that book club group.

Learning Targets:

Read closely to monitor comprehension (RI 1)
- Make predictions

Show understanding of story elements (RI 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—autobiography or biography—on the first line
- the subject—Rosa Parks—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 either autobiography or biography. An autobiography is an account of a person's life written by that person. *I Am Rosa Parks* is an autobiography because it was written by Rosa Parks. A biography is an account of a person's life written by someone else. *Rosa Parks* and *Who Was Rosa Parks?* are biographies. We will be using our background knowledge of the genres autobiography and biography to help us understand these texts better.

(Make a copy of the autobiography and biography 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 autobiography and biography, 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.read-sidebyside.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 reading the book 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 *Martin Luther King Jr.* Please turn in your reader's notebooks to our first entry for *Martin Luther King Jr.* You will each be completing the same sort of 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 book, 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.

Who Was Rosa Parks? Blurb

In 1955, Rosa Parks refused to give her bus seat to a white passenger in Montgomery, Alabama. This seemingly small act triggered civil rights protests across America and earned Rosa Parks the title "Mother of the Civil Rights Movement". This biography has black-and-white illustrations throughout.

Extended Lesson:

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

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

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

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

I Am Rosa Parks
The end of quadrant 2 will be marked on page 15.
The end of quadrant 1 will be marked on page 26.
The end of quadrant 3 will be marked on page 38.
Those of you who are reading *I Am Rosa Parks* will learn that this text begins when Rosa Parks is 42 years old, then flashes back to the beginning of her life in chapter 2. As you do your quadrant assignments, you will be reading the text chronologically, with chapter 1 being quadrant 2, chapter 2 being quadrant 1, chapter 3 being quadrant 3, and chapter 4 being quadrant 4.

Rosa Parks
The end of quadrant 1 will be marked on page 10.
The end of quadrant 2 will be marked on page 21.
The end of quadrant 3 will be marked on page 29.

Who Was Rosa Parks?
The end of quadrant 1 will be marked on page 26.
The end of quadrant 2 will be marked on page 48.
The end of quadrant 3 will be marked on page 75.

(Make a copy of the vocabulary words from *Martin Luther King Jr.* [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:

Rosa Parks

Secondary Characters:

Black people

Setting (time, place, circumstance):

1955
Civil rights movement

Problem:

Black people had to give up
their seats on the bus to white people.

Prediction:

I think Rosa Parks will show
that she is brave when she
refuses to give up her seat
on the bus.

Read the Blurb

Main Character:

Rosa Parks

Secondary Characters:

African Americans

Setting (time, place, circumstance):

Montgomery, Alabama
1955
civil rights movement

Problem:

Rosa Parks hated the unfair rules
that black people had to live by.

Prediction:

I think Rosa Parks will show
that she is brave when she refuses
to give up her seat on the bus.

Read the Blurb

Main Character:

Rosa Parks
    "Mother of the Civil Rights Movement"

Secondary Characters:

Setting (time, place, circumstance):

Montgomery, Alabama
1955

Problem:

Black people had to give up their
    seat on the bus to white people.

Prediction:

I predict Rosa Parks will show
    bravery by refusing to obey
    unfair laws.

In this lesson…you will remind students how good readers focus on the setting—often in terms of either the location in which the story takes place, which may be shown on a map, or 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, and then use those details to draw conclusions.

To prepare for this lesson…make copies of the map found on page 16 of *I Am Rosa Parks* for all of your students. Have your students glue or tape these maps into their book club notebooks on page 10.

Learning Targets:

Read closely to monitor comprehension (RI 1)
- Infer setting clues
- Visualize

Show understanding of story elements (RI 3)
- Setting

Use text features to understand important information. (RI 5)

Gather and categorize information through note taking (W 8)

Connect:

We have been learning…
…that good readers look carefully at the cover of a book and read the blurb prior to reading the book so that they can begin to think about the story elements.

Teach:

Today I am going to remind you…

…that good readers use details in the text to help them visualize the setting of the story. You will be using the map of Alabama, taken from the book *I Am Rosa Parks*, to help you understand where Rosa Parks lived.

As you read, you will also be recording details about what life was like in the South when Rosa Parks was a young girl. You will gather details from the words in the text, as well as from the text features such as maps, pictures, and captions.

You each used details in the text to visualize the setting when we read the book *Martin Luther King Jr.* When the book said that "in towns and cities across the South, black people were forced to drink from separate water fountains, attend separate schools and play in separate parks" (p. 6), you visualized a segregated south.

Guided Practice—Work Time:

Now turn to page 10 in your book club notebooks. Today as you read, you will stop each time a new detail is revealed about the setting. Use the map to help you understand where towns or cities are located. When important details about what life was like in the South are revealed, please write those details beside the map.

You will each be reading and completing your entry for setting 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 their setting-related task, then dismiss students for independent work. Conduct conferences with partnerships as necessary.)

I Am Rosa Parks—Chapter 1, pp. 5–7, and Chapter 2, pp. 16–18
Rosa Parks—Chapters 1–2, pp. 1–10
Who Was Rosa Parks?—Introduction, pp. 1–4

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 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 setting clues in order to understand the story better.

Setting Clues/Map

- Black people coud not go to the same schools as white people.

- Black people could not eat in white restaurants.

- Black people and white people did not drink from the same water fountains.

- Segregation was the law in the South.

- Black people had to sit in the back of the bus.
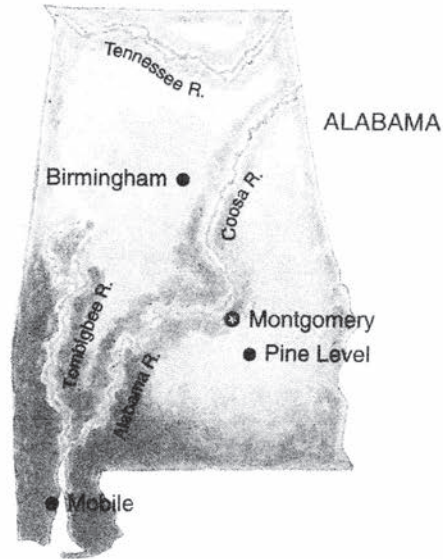
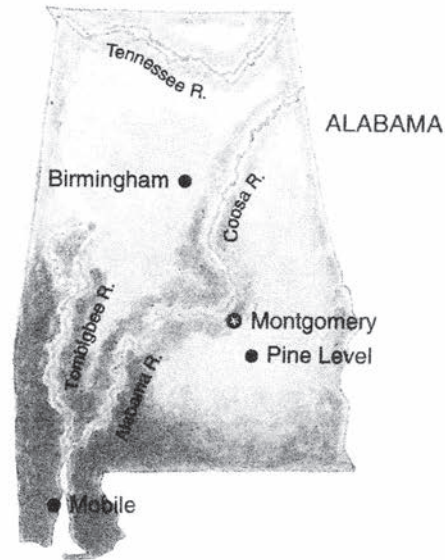Rosa Parks was born in Pine Level, Alabama, on Feb. 4, 1913. She lived on a farm.

Setting Clues/Map

Rosa Parks lived in Montgomery, Alabama, when she was a child.

She was born in Tuskegee, Alabama, Feb. 4, 1913.

The black people in Alabama had to live by special rules.

- drink out of special water fountains
- go to schools for black children
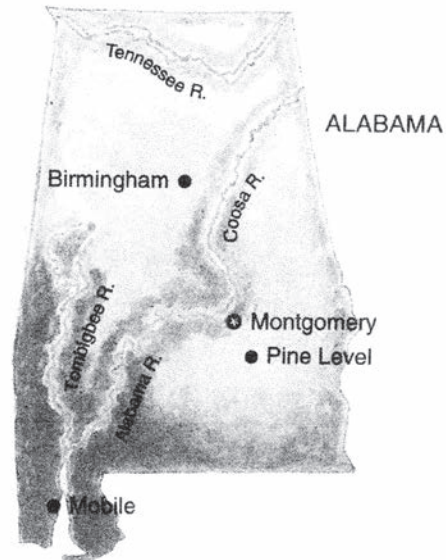- eat at separate restaurants for black people

Setting Clues/Map

Pine Level, Alabama
1919
Black people and white
   people led separate
   lives.

Separate:
- schools
- restaurants
- hotels
- pools
- water fountains

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 (RI 2)
- Retell summary

Show understanding of story elements (RI 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 a 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 *Martin Luther King Jr.* Please turn to the retell summary you wrote for *Martin Luther King Jr.* Notice how this piece of writing begins with an introduction and ends with a conclusion. Also notice how the body paragraph tells only the most important events from quadrant 1.

Guided Practice—Work Time:

Now turn to page 14 in your book club notebook. On this page, you will recognize the retell summary frame we used when we read *Martin Luther King Jr.* Today you will use this same frame to organize your retell summary for your book club book.

(Review the retell summary frame with students.)

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

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

You will have two days for this assignment. When you finish, please turn to page 19 in your book club notebook and complete the prediction-writing stem. Be prepared to share this prediction 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.)

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 summarize 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 the important events. Doing this will help you keep the story in your heads.

I Am Rosa Parks
Retell Summary Sample

Chapter two of the book *I Am Rosa Parks,* by Rosa Parks, tells about her life growing up in Alabama.

First, Rosa Louise McCauley was born on February 4, 1913. She lived on a farm in Pine Level, Alabama, and went to a school for black children.

Next, in 1932 Rosa married a barber named Raymond Parks. She and her husband worked to help black people. They wanted to make the lives of black people better.

Last, Rosa was tired of black people being pushed around. She refused to give up her seat on the bus to a white person.

I think Rosa Parks is an important person because she wanted to make the lives of the black people better.

Rosa Parks
Retell Summary Sample

Chapter two of the book *Rosa Parks,* by Eloise Greenfield, tells about Rosa's childhood in Alabama.

First, Rosa McCauley was born on February 4, 1913, in Tuskegee, Alabama. Her father moved to another city and Rosa moved with her mother and brother to her grandparents' farm.

Next, Rosa went to school at the Montgomery Industrial School for Girls. This was a school for black children only.

Last, Rosa had to obey special rules for black people. Black people had to drink from special water fountains, go to schools for black children, and eat at separate restaurants for black people. Rosa did not like these rules at all.

I think Rosa Parks was an important person because she did not like the unfair rules black people had to obey.

Who Was Rosa Parks?
Retell Summary Sample

Chapters one and two of *Who Was Rosa Parks?* by Yona Zeldis McDonough, tells about Rosa Parks and her childhood years living in Alabama.

First, Rosa was born on February 4, 1913 in Tuskegee, Alabama. When she was just two years old, her parents separated and she moved to live on her grandparent's farm. Rosa went to a school for black children, and she loved school very much.

Next, in 1924 Rosa moved to Montgomery, Alabama to attend a good school for African American girls. When she was sixteen, she dropped out of school to take care of her sick grandmother. After her grandmother died, Rosa's mother became sick.

Last, Rosa worked hard taking care of her mother and cleaning houses. Then, she met Raymond Parks.

I think Rosa Parks is an important person because she worked hard to help her family.

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 (RI 2)

Show understanding of story elements (RI 3)
- Character
- Setting
- Plot

Prepare for collaboration with others (SL 1)

Express ideas and respond to others' ideas clearly and persuasively (SL 1)

Acquire and use key vocabulary (L 6)

Connect:

We have been learning…
…that good readers read slowly at the beginning of a book in order to make sure they understand all the story elements, including character, setting, and plot. At the end of quadrant 1 they stop and write a retell summary as a way of monitoring their comprehension.

Teach:

Today I am going to remind you…

…that good readers discuss their thinking about a book with others in order to synthesize their thinking and evaluate the thinking of others.

When we meet together in book clubs, the expectations will be that you each
1. Bring your book and book club notebook to the meeting, with all assignments completed;
2. Come prepared to respond to questions and to share your thinking about the book with the group;
3. Participate by both sharing with and listening to group members;
4. Respond to another student's thinking before sharing your own; and
5. Use polite language and mannerisms with everyone in the group.

When you respond to another person's thinking, please use one of our response stems:
- I agree with you because…
- I disagree with you because…

Opening discussion questions:

(Have 2–3 students share their responses to each of these questions. Ask a student to respond to another student before sharing his or her own thinking. As you move through the series of questions, make sure each student gets a turn to talk.)

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

Discuss: The setting of this story is in the South during the time of segregation. How do you think Rosa felt about having to go to a separate school for black students?

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 problems list on page 11 of your book club notebooks.

Discuss: What do you think the black community will do to solve their 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 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 if black people broke the law they could be arrested,

I made a prediction. I think Rosa Parks will be arrested for not giving up her seat,

because her actions were against the law at that time.

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 everyone in Montgomery and people all over the world would know Rosa Parks,
I made a prediction. I think Rosa Parks is going to do something about the unfair treatment of black people,
because

in the book it said she didn't like the special rules for black people.

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 Rosa worked hard (p.23) ,

I made a prediction. I think Rosa will work hard to help black people be treated fairly *because* She didn't think it was right to treat black people differently than others.