



3RD
GRADE
VOLUME 3.5

Book Club Teacher's Guide

Fudge-a-Mania

Wall Ball

Swindle

For pairing with *C. I. A. Unit of Study—
Legend, Maniac Magee 3.5*

Sarah Collinge

Copyright © 2016 by Read Side by Side

First Printing May 2016
Second Printing April 2021

ISBN: 978-1-59849-205-7

Printed in the United States of America

The CIA Approach is the intellectual property of
Sarah Collinge and Read Side by Side LLC.

Design: Soundview Design

All rights reserved. No part of this book may be transmitted in any form
or by any means, electronic or mechanical, including by photocopying,
recording, or by any information storage or retrieval system, in part,
in any form, without the permission of the author.

Requests for such permissions should be addressed to:



Read Side by Side
2125 196th Street SW, #101
Lynnwood, Washington 98036
425-412-3724
www.readsidebyside.com

Table of Contents

| | |
|---|-----|
| Welcome to the C. I. A. Book Club Teacher’s Guide 3.5 | 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 | 7 |
| Establish Book Club Routines..... | 11 |
| Plan for Ongoing Assessment..... | 12 |
| Enjoy Success | 13 |
| Book Club Lesson Plans..... | 15 |
| Day 1: Blurb & Mark the Text | 16 |
| Days 2–3: Characters | 23 |
| Day 4: Setting | 31 |
| Days 5–6: Important Events & Problems | 37 |
| Days 7–8: Retell Summary Writing | 50 |
| Days 9–10: Quadrant 1 Book Club Meetings | 55 |
| Day 11: Main Character..... | 62 |
| Days 12–13: Author’s Craft..... | 67 |
| Day 14: Author’s Craft | 73 |
| Day 15: Author’s Message—Line of Thinking | 78 |
| Days 16–17: Quadrant 2 Book Club Meetings | 83 |
| Days 18–20: Collect Evidence..... | 91 |
| Day 21: Turning Point &Turning Point Writing | 99 |
| Days 22–23: Quadrant 3 Book Club Meetings | 105 |
| Days 24–25: Read-In | 110 |
| Days 26–27: Synthesis Summary Writing..... | 111 |
| Days 28–29: Quadrant 4 Book Club Meetings | 116 |
| Appendix..... | 119 |
| Genre Chart: Realistic Fiction | 119 |
| Percentile Rank Sorting Sheet..... | 120 |
| Conference Script (Narrative)..... | 121 |
| Conference Script (Informational)..... | 123 |
| Single Point Rubric | 125 |
| Vocabulary | 126 |
| Outside Text Recommendations..... | 127 |
| References | 128 |

***Fudge-A-Mania*, by Judy Blume – Lexile 490, 146 pages**

The Fudge series, by Judy Blume, is a wonderful series for third-graders, not only for its readability but also for its relatable characters and humorous plotlines. Your students will likely be interested in reading the rest of the books in this series after this one. I recommend placing your students who are reading below grade level in this text.

***Fudge-A-Mania* Text Complexity**

| QUALITATIVE MEASURES | QUANTITATIVE MEASURES |
|---|---|
| <p>Levels of Meaning The central message of this text is that all's well that ends well. Additional themes relate to family and friendship.</p> | <p>The Lexile level for <i>Fudge-A-Mania</i> is 490, based on word frequency and sentence length. This is at the low end of the complexity band for 2nd–3rd grade according to the Common Core State Standards.</p> |
| <p>Structure Overall, the narrative uses a fairly simple, explicit, and conventional story structure.</p> | <p>READER TASK CONSIDERATIONS</p> |
| <p>Language Conventinality and Clarity Although the language used is generally familiar, clear, and conversational, Judy Blume uses some ambiguous language in the text.</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>Knowledge Demands General background knowledge about family, friends, and community is needed.</p> | |

Wall Ball, by Kevin Markey – Lexile 650, 181 pages

Students who studied *Maniac Magee* in C. I. A. Unit of Study 3.5 will enjoy reading this book similar in writing style to the baseball scenes in *Maniac Magee!* *Wall Ball* is more challenging than the book *Fudge-A-Mania* due to the length of the text, the quantitative demand, and the use of figurative language. Complex sentence structure used throughout the text will add challenge for third-graders. Some background knowledge for the game of baseball will be needed to help the reader visualize while reading. I recommend placing students who are reading on grade level in this text.

Wall Ball Text Complexity

| QUALITATIVE MEASURES | QUANTITATIVE MEASURES |
|--|--|
| <p>Levels of Meaning The central message of this text is that a good team works together. Additional themes relate to family, friendship, and community.</p> <p>Structure Overall, the narrative uses a fairly simple, explicit, and conventional story structure.</p> <p>Language Conventinality and Clarity Figurative language is used extensively in this text to provide humor.</p> <p>Knowledge Demands General background knowledge about the game of baseball and playing on a team will be important for understanding this text.</p> | <p>The Lexile level for <i>Wall Ball</i> is 650, based on word frequency and sentence length. This is at the middle-level of the complexity band for 2nd–3rd grade according to the Common Core State Standards.</p> <p>READER TASK CONSIDERATIONS</p> <p>These should be determined locally with reference to motivation, knowledge, and experiences as well as to purpose and the complexity of the tasks assigned and the questions posed.</p> |

Swindle, by Gordon Korman – Lexile 710, 252 pages

The Swindle series, by Gordon Korman, is an exciting series for third-graders, with relatable characters and fast paced plotlines. A full list of characters, and a lot of pages make this text challenging for young readers. I recommend placing students who are reading above grade level in this text.

Swindle Text Complexity

| QUALITATIVE MEASURES | QUANTITATIVE MEASURES |
|--|---|
| <p>Levels of Meaning There are multiple themes throughout the book, increasing the complexity of the text. Themes include right vs. wrong, and working together to solve a problem. The central theme students will focus on throughout the book is that together you can accomplish the impossible.</p> <p>Structure Overall, the narrative uses a fairly simple, explicit, and conventional story structure.</p> <p>Language Conventionality and Clarity Although the language used is generally familiar, clear, and conversational, Gordon Korman uses some ambiguous language in the text.</p> <p>Knowledge Demands General background knowledge about family, friends, and community is needed, as well as general background knowledge about baseball cards and heists.</p> | <p>The Lexile level for <i>Swindle</i> is 710, 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>READER TASK CONSIDERATIONS</p> <p>These should be determined locally with reference to motivation, knowledge, and experiences as well as to purpose and the complexity of the tasks assigned and the questions posed.</p> |

C. I. A.

Book Club Lesson Plans

Fudge-A-Mania
Wall Ball
Swindle

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—realistic fiction—on the first line
- the subject—family, friends, and community—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 fiction. We will be using our background knowledge of the genres realistic fiction and historical fiction to help us understand these texts better.

(Make a copy of the realistic fiction genre chart for each student [see Appendix]. Students will paste or tape the appropriate 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.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 *Maniac Magee*. Please turn in your reader's notebooks to our first entry for *Maniac Magee*. 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 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.

Fudge-A-Mania

The end of quadrant 1 will be marked on page 40.

The end of quadrant 2 will be marked on page 78.

The end of quadrant 3 will be marked on page 120.

Wall Ball

The end of quadrant 1 will be marked on page 55.

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

The end of quadrant 3 will be marked on page 153.

Swindle

The end of quadrant 1 will be marked on page 58.

The end of quadrant 2 will be marked on page 126.

The end of quadrant 3 will be marked on page 193.

(Make a copy of the vocabulary words from *Maniac Magee* [see Appendix]. Have your students paste or tape their copies of this list onto page 46 of their book club notebooks.)

Read the Blurb

Main Character:

Peter Hatcher

Secondary Characters:

Fudge - Peter's little brother, 5 years old
Sheila Tubman - Peter's sworn enemy
Peter's parents

Setting (time, place, circumstance):

Summer

A summer home next door to Sheila

Problem:

Peter has to spend three weeks
with his little brother and
Sheila Tubman!

Prediction:

I predict Peter's summer
will be full of problems!

Read the Blurb

Main Character:

Secondary Characters:

Rounder's baseball team.
Orlando Ramirez - new center fielder

Setting (time, place, circumstance):

Rambletown
Beginning of baseball season

Problem:

Record breaking snowfall is postponing
the opening day of baseball season.
The new center fielder keeps smashing
into the outfield wall.

Prediction:

I predict Orlando will become
the best center fielder the Rounders
have ever had.

Read the Blurb

Main Character:

Griffin Bing- a man with a plan

Secondary Characters:

S.Wendell Palomino (Swindle)- a mean collector

Friends of Griffin

Enemies of Griffin

Setting (time, place, circumstance):

A secret hiding place guarded by a dog and a high-tech security system.

Problem:

Griffin Bing is tricked out of a rare Babe Ruth baseball card, and now he and his friends are going to try to get it back.

Prediction:

I predict Griffin will do whatever it takes to get his valuable baseball card back.

DAYS 2–3, CHARACTERS

In this lesson... you will remind students that good readers identify important characters and details about them. You will ask students to keep track of important characters as they read, to monitor their comprehension.

Learning Targets:

Read closely to monitor comprehension (RL 1)

- Visualize characters

Show understanding of story elements (RL 3)

- Character

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 details about them. 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.

You each made a character list when we read the book *Maniac Magee*. Please turn to the character list for *Maniac Magee*. Notice how you wrote the name of each important character and information about him or her on the list.

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.

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 two days to complete today's assignment. On each day, you will have 35 minutes to work, after which you will meet your partners in the meeting area to review your work, make additions or changes, and then participate in a whole-class share-out.

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

Students will have two days to complete the following chapters:

Fudge-A-Mania—Chapters 1–4 (pp. 1–26)

Wall Ball—Chapters 1–2 (pp. 1–17)

Swindle—Chapters 1–4 (pp. 1–40)

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 so you can make lists for monitoring comprehension.

Character List

| CHARACTER | DETAILS |
|---------------------------|---|
| Peter Hatcher | Just finished 6th grade |
| Fudge (Farley) Hatcher | Peter's little brother 5 years old |
| Sheila Tubman | Peter's neighbor Same age as Peter Queen of the cooties Scared of dogs |
| Tootsie | Peter's baby sister 1 1/2 years old |
| Mom (Jean) | Peter's mom |
| Dad (Warren) | Peter's dad |
| Jimmy Fargo | Peter's best friend An only child His parents are divorced |

Character List

| CHARACTER | DETAILS |
|----------------------|--|
| Uncle Feather | Fudge's pet bird |
| Turtle | Peter's dog |
| Grandma Muriel | Peter's mom's mother Ran a gymnastic camp before she retired |
| Mr. Tubman (Buzz) | Sheila's dad |
| Mrs. Tubman | Sheila's mom |
| Buzzy Senior | Mr. Tubman's dad |
| Libby | Sheila's older sister 16 years old |
| Jake | The Tubman's new dog |

Character List

| CHARACTER | DETAILS |
|---|---|
| Banjo H. Bishbash "The Great Walloper" | <ul style="list-style-type: none">• Plays 3rd base• A good hitter• Likes snowboarding |
| Stump Plumwhiff | <ul style="list-style-type: none">• Banjo's best friend• Plays short stop• A good snowboarder |
| Mr. Bones | <ul style="list-style-type: none">• Banjo's dog• yellow haired |
| Slingshot Slocum | <ul style="list-style-type: none">• Pitcher |
| Grasser Phipps | <ul style="list-style-type: none">• center fielder |
| Gilly Wishes | <ul style="list-style-type: none">• First baseman |
| Ellis "the glove" Rodriguez | <ul style="list-style-type: none">• Second baseman |

Character List

| CHARACTER | DETAILS |
|----------------------|-----------------|
| Tugboat Tooley | • Catcher |
| Ducks Bunion | • Left fielder |
| Ocho James | • Right fielder |
| Kid Rabbit Winkle | • Pinch hitter |
| | |
| | |
| | |

Character List

| CHARACTER | DETAILS |
|-----------------|--|
| Griffin Bing | The man with the plan 11 years old His family is struggling to make ends meet |
| Ben Slovak | Griffin's best friend |
| Darren | Griffin's classmate Mean |
| Marcus | Griffin's classmate He loves messing with people |
| Pitch | Griffin's classmate |
| Savannah | Griffin's classmate |
| Mr. Martinez | Griffin's teacher |

Character List

| CHARACTER | DETAILS |
|---------------------|---|
| S. Wendell Palomino | Owner of Palomino's Emporium Mid-thirties Wears thick glasses A liar and a cheat |
| Tom Dufferin | The assistant manager of Palomino's Emporium |
| Mr. Bing | Griffin's dad An engineer An inventor Quit his job to work on the SmartPick |
| Luther | Mr. Palomino's Doberman guard dog |
| | |
| | |
| | |

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)

- 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 *Maniac Magee*. Please turn to the retell summary you wrote for *Maniac Magee*. 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 *Maniac Magee*. 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 the conclusion of your retell summary, if you made one, 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. meeting.

Tell students reading *Swindle* to read page 59 before making their prediction.

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

Fudge-A-Mania Retell Summary Sample

The first quadrant of the book *Fudge-A-Mania*, by Judy Blume, tells about a boy named Peter who has to spend three weeks of his summer living in the same house as his sworn enemy, Sheila Tubman.

First, Peter's family decides to rent a summerhouse in Maine for three weeks. Peter is excited about going because his best friend, Jimmy Fargo, will get to visit while they are there.

Next, the car ride to Southwest Harbor, Maine takes ten hours. Uncle Feather, Fudge's bird talked the whole time, which made Peter's dog, Turtle, bark. As if that isn't bad enough, Peter's baby sister, Tootsie, gets the hiccups.

When they finally arrive at the summerhouse, Peter learns that they will be sharing a house with the Tubmans! Not only that, Peter will have to share a room with his little brother, Fudge.

Last, Peter's dog gets sprayed by a skunk, and Fudge's Myna bird goes missing. When Uncle Feather is finally found, Sheila says, "All's well that ends well."

As you can see, Peter's summer is going to be full of problems!

Wall Ball

Retell Summary Sample

The first quadrant of the book *Wall Ball*, by Kevin Markey, tells about a boy named Banjo who plays third base for the Rounders Baseball Team. The opening day of baseball season has been postponed three times because Rambletown is experiencing the longest, coldest winter on record!

First, the Rounders are snowboarding over spring break. They decide to snowboard down the hardest ski trail, Darkness Falls. Gasser Phipps, the center fielder, has an accident and breaks his leg.

Next, the Rounders meet at the baseball field to practice for opening day in the snow. The new center fielder is Orlando Ramirez, and he is really good at catching fly balls. He is also good at sliding into the outfield wall!

As you can see, the Rounders have trouble playing baseball on the slippery field. They don't feel ready to play their first game against the Haymakers.

Swindle Retell Summary Sample

The first quadrant of the book *Swindle*, by Gordon Korman, tells about a boy named Griffin Bing who is swindled out of a valuable Babe Ruth card and is determined to get it back.

First, Griffin and his best friend, Ben, stay overnight in the Old Rockford House the night before it is to be torn down. When he is exploring the old house, Griffin finds an old Babe Ruth baseball card in the drawer of an antique desk. Griffin wonders if the card is valuable and could be the answer to his family's money troubles.

Next, Griffin and Ben take the Babe Ruth card to Palomino's Emporium to find out if the card is valuable. The owner of the store, S. Wendell Palomino, tells them that the card is a knock off. Griffin sells Mr. Palomino the card for \$120.00.

Later that night, Griffin sees Mr. Palomino on the T. V. announcing that he owns an old Babe Ruth card worth 1 million dollars! Griffin goes back to Palomino's Emporium to get his card back, but Mr. Palomino lies and tells Griffin that he already sold the card.

In conclusion, Ben agrees to help Griffin steal the card back from Mr. Palomino. As you can see, Mr. Palomino is a liar and a cheat.

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.)



Fudge-A-Mania

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: Do you think it would be fun to stay at a summerhouse like this one for three weeks? Why or why not?

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

Discuss: What is the big problem in the story? How do you think Peter will solve his problem?

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.)



Wall Ball

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: Describe the weather in Rambletown. How is the weather uncharacteristic for this time of year? How is the weather making it difficult for the Rounders to practice?

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

Discuss: What are the big problems in the story? How do you think Banjo and the Rounders will solve these problems?



Swindle

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 list on page 10 of your book club notebooks.

Discuss: Why do you think Mr. Palomino has taken such great lengths to protect his store?

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

When Griffin first asks Ben to help him steal the baseball card back from Mr. Palomino, Ben says no. Ben tells Griffin, “It’s against the law, we’ll never get away with it, and it’s just plain wrong (p. 48).” But Griffin believes that what Mr. Palomino did was wrong, and stealing the card from him would just be setting it right again.

Discuss: Do you agree with Ben, that stealing the card back is wrong, or do you agree with Griffin, that stealing the card back is not wrong?

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 Mrs. A has a granddaughter
named Mitzi who is five.

I made a prediction. I think Fudge and Mitzi
will become friends
because they are the same age.



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 "We definitely needed to
try something new"

I made a prediction. I think the new player
will be really good and help them win
because he is good at catching the ball.



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!

Read page 59

When the book said "How can we learn the
KEYPAD CODE?"

I made a prediction. I think they will ask Melissa
for help

because she is a computer genius.