



3RD
GRADE

VOLUME 3.5

Book Club Teacher's Guide

Fudge-a-Mania
The Way to Stay in Destiny
Swindle

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

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***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>	READER TASK CONSIDERATIONS
<p>Language Conventionalty 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>	

***The Way to Stay in Destiny*, by Augusta Scattergood – Lexile 650, 179 pages**

Students will enjoy reading another book by Augusta Scattergood! *The Way to Stay in Destiny* is a slightly more challenging than the book *Fudge-A-Mania*, due to its quantitative and qualitative demands. Complex sentence structure used throughout the text will add challenge for third graders, as well keeping track of how the characters in the book change over time. I recommend placing students who are reading on grade level in this text.

***The Way to Stay in Destiny* 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 love vs. hate, right vs. wrong, and fate vs. free will. The central theme students will focus on throughout the book is that destiny is where you belong.</p> <p>Structure Overall, the narrative uses a fairly simple, explicit, and conventional story structure.</p> <p>Language Conventionality and Clarity Figurative language and dialect add depth and challenge to this text.</p> <p>Knowledge Demands General background knowledge about family, friends, and community is needed, as well as general background knowledge about Florida, baseball, and piano.</p>	<p>The Lexile level for <i>The Way to Stay in Destiny</i> is 650, based on word frequency and sentence length. This is in the middle 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>

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>

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)

The Way to Stay in Destiny—Chapters 1–4 (pp. 1–26)

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
Theo	was AllCounty shortstop in Kentucky Plays the piano 6th grader Favorite baseball player is Hank Aaron
Uncle Raymond	Used to live in Alaska Hardly knows Theo Thinks playing the piano is foolish
Miss Sister Grandersole	Owns the Rest Easy Rooming House & Dance Academy Teaches tap and ballet Lets Theo use her piano
Granddaddy	Had a farm in Kentucky Theo's granddaddy
Grandma	Theo's grandma Lives in a nursing home in Kentucky
Mrs. Hernandez	The cook at the Rest Easy
Mamie	6 years old Lives at the Rest Easy

Character List

CHARACTER	DETAILS
Anabel Johnson	Has lived in Destiny all her life 6th grader Her dad is the mayor Wears a Braves baseball cap

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

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.)



The Way to Stay in Destiny

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: Is Destiny a town you would want to live in? 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 Theo will solve his problem?



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 Theo and Uncle Raymond
watched the Braves game together,

I made a prediction. I think Theo and Uncle Raymond
might start to get along better

because they will realize that they have
a love for baseball and the Braves
in common.



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.

Vocabulary Words from 3.5
Maniac Magee

Racially divided	Boundary	Favor
Embellished	Miracle	Prejudice
Truth vs. myth	Pity	Out of life
Divided	Fame	Amen
Ordinary vs extraordinary	Dislike	Disgraced
Feat	Worthy	Perilous

Vocabulary Words from 3.5
Maniac Magee

Racially divided	Boundary	Favor
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Vocabulary Words from 3.5
Maniac Magee

Racially divided	Boundary	Favor
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