



4TH
GRADE
VOLUME 4.2

Book Club Teacher's Guide

The Weeping Werewolf

The Dragonslayers

Into the Land of the Unicorns

For pairing with *C. I. A. Unit of Study—Epic Fantasy,*
The Castle in the Attic 4.2

Sarah Collinge



Seattle, Washington
Portland, Oregon
Denver, Colorado
Vancouver, B.C.
Scottsdale, Arizona
Minneapolis, Minnesota

Copyright © 2014 by Read Side by Side

ISBN: 978-1-59849-172-2

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 Studio

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:



Peanut Butter Publishing
943 NE Boat Street
Seattle, Washington 98105
206-860-4900
www.peanutbutterpublishing.com

Table of Contents

Welcome to the C. I. A. Book Club Teacher’s Guide 4.2	5
The C. I. A. Approach to Book Clubs.....	5
The Read-Aloud Block	5
The Differentiated Block	5
Text Selection and Timing.....	6
Set Up for Success	7
Gather Book Club Materials	7
Establish Groups	7
Establish Book Club Routines.....	12
Plan for Ongoing Assessment.....	13
Enjoy Success	14
Book Club Lesson Plans.....	15
Day 1: Blurb & Mark the Text	16
Days 2–3: Character List.....	23
Day 4: Problems.....	30
Days 5–6: Important Events.....	35
Day 7: Setting—List and Map	41
Days 8–9: Retell Summary Writing.....	46
Days 10–11: Quadrant 1 Book Club Meetings	51
Days 12–13: Main Character	58
Day 14: Author’s Craft	63
Day 15: Author’s Message—Line of Thinking	69
Days 16–17: Quadrant 2 Book Club Meetings	74
Days 18–19: Collect Evidence.....	79
Days 20–21: Turning Point &Turning Point Writing.....	86
Days 22–23: Quadrant 3 Book Club Meetings	92
Day 24: Read-In.....	97
Days 25–26: Synthesis Summary Writing.....	98
Days 27–28: Quadrant 4 Book Club Meetings	103
Appendix.....	105
Genre Chart: Epic Fantasy	105
Small Group Planning Forms	106
Rubric: Traits for Expository Writing.....	110
Rubric: Speaking and Listening Standards.....	111
ELA Checklist.....	112
Rubric: ELA Standards.....	114
Vocabulary	124
Outside Text Recommendations.....	125
References	126

***The Weeping Werewolf*, by Bruce Coville – Lexile 630, 69 pages**

I love using this simple text with upper elementary students because the story is written for their age group, despite its low quantitative level. I recommend placing your students who are reading below grade level in this text. You might also place students who have little reading stamina in this text. Note that while the story of *The Weeping Werewolf* can stand alone, it is the second book in the Moongobble and Me series.

***The Weeping Werewolf* Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p>Levels of Meaning The text offers multiple levels of meaning and nuances of abstract concepts related to right and wrong, and good and evil. In addition, the author tells an epic story, revealing the qualities of a hero.</p> <p>Structure <i>The Weeping Werewolf</i> is the second book in the Moongobble and Me series. Throughout the book additional information is shared about the adventures and friends Edward met in the first book in the series, <i>The Dragon of Doom</i>. Otherwise, the story structure is fairly simple and explicit.</p> <p>Language Conventinality and Clarity The genre of this story adds some complexity to the language. Talk of mythical creatures is common, and nonsense words are used as magical spells.</p> <p>Knowledge Demands This text requires knowledge of epic fantasy as a genre. Students need to understand the importance of setting and the quest pattern. Students may need additional support while visualizing made-up creatures, landscapes, and other magical items from the fantastical world.</p>	<p>The Lexile level for <i>The Weeping Werewolf</i> is 630, 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>

***The Dragonslayers*, by Bruce Coville – Lexile 680, 119 pages**

This epic adventure is full of many characters. Students reading this book will have a lot of details to keep track of. I recommend placing your students who are on grade level in this text.

***The Dragonslayers* Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p>Levels of Meaning The text offers multiple levels of meaning and nuances of abstract concepts related to right and wrong, and good and evil. In addition, the author tells an epic story, revealing the qualities of a hero.</p> <p>Structure This narrative is told by means of an unconventional and complex story structure. Students must navigate four plot lines. In addition, the characters in the story remember back to events in the past that have led them to where they are in the present. Students will need to understand these past events—and how they are connected—in order to make predictions about how the book will end.</p> <p>Language Conventinality and Clarity The genre of this story adds some complexity to the language. Talk of mythical creatures is common, and nonsense words are used as magical spells.</p> <p>Knowledge Demands This text requires knowledge of epic fantasy as a genre. Students need to understand the importance of setting and the quest pattern. Students may need additional support while visualizing made-up creatures, landscapes, and other magical items from the fantastical world. Students may also need additional support to recognize the cues that the story has shifted to another plot.</p>	<p>The Lexile level for <i>The Dragonslayers</i> is 680, 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>

***Into the Land of the Unicorns*, by Bruce Coville – Lexile 850, 159 pages**

This book layers stories from both the past and present. Students reading this book should be those who are ready for a more complex story structure. I recommend placing students who are on or above grade level in this engaging text. Students will need a high level of stamina for this text and may need to take the book home for nightly reading to keep up with book club assignments. *Into the Land of the Unicorns* is the first book in The Unicorn Chronicles series.

***Into the Land of the Unicorns* Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p>Levels of Meaning The text offers multiple levels of meaning and nuances of abstract concepts related to right and wrong, and good and evil. In addition, the author tells an epic story, revealing the qualities of a hero.</p> <p>Structure This narrative is told by means of an unconventional story structure in which there is both a realistic and a fantastical setting. Characters in the story remember back to events in the past that have led them to where they are in the present. Students will need to understand these past events—and how they are connected—in order to make predictions about how the book will end.</p> <p>Language Conventinality and Clarity The genre of this story adds some complexity to the language.</p> <p>Knowledge Demands This text requires knowledge of epic fantasy as a genre. Students need to understand the importance of setting and the quest pattern. Students may need additional support while visualizing made-up creatures, landscapes, and other magical items from the fantastical world.</p>	<p>The Lexile level for <i>Into the Land of the Unicorns</i> is 850, based on word frequency and sentence length. This is in the middle range of the complexity band for 4th–5th 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, CHARACTER LIST

In this lesson... you will remind students that good readers pay attention to important characters and infer character traits. You will remind them that good readers keep track of characters as a way to monitor comprehension. Students will be asked to read and keep track of important characters.

Learning Targets:

Read closely to monitor comprehension (RL 1)

- Infer character traits
- Visualize

Show understanding of story elements (RL 3)

- Character traits

Gather and categorize information through note taking (W 8)

Connect:

We have been learning...

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

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

Teach:

Today I am going to remind you...

...that good readers use comprehension strategies to identify important characters and infer character traits. You are each going to make a character list in your book club notebook as you read your assigned pages for both today and tomorrow. 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 *The Castle in the Attic*. Please turn to the character list for *The Castle in the Attic*. 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. You will have two days to complete today's assigned reading. 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.

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:

The Weeping Werewolf—Chapters 1–2 (pp. 1–10)

The Dragonslayers—Chapters 1–3 (pp. 1–20)

Into the Land of the Unicorns—Chapters 1–5 (pp. 1–37)

Share-out:

(At the beginning of the share-out time, give students 5 minutes to compare notes and receive help from their partners. Then move into a quick, whole-class discussion.)

Discuss: Why do good readers keep track of important characters as they read? How did doing this help you or challenge you as a reader today?

Link:

Today and every day when you read...

...I want you to think about what you know about important characters in order to make a character list for monitoring comprehension.

Character List

CHARACTER	DETAILS
Edward	Helps Moongobble
Peter Cooper	Big kid Bully
Moongobble	Edward's friend A magician (not very good) Strange Good hearted
Thomas Baker	Big kid Bully
Mother	Poor
Father	Ran away
Fireball	Edward's pet dragon 4 feet long Lives with Moongobble

Character List

CHARACTER	DETAILS
Urk	Moongobble's toad cranky
Fazwad the Mighty	mean and tricky Head of the Society of Magicians
Weeping Werewolf	Dangerous

Character List

CHARACTER	DETAILS
Grizelda	Witch Lives in the Forest of Wonder
Phrenella	Witch
Goons	Green skinned Do what Grizelda tells them
Princess Wilhelmina	Nickname is Willie Willful wants to be a knight 14 years old
King Mildred	Princess Wilhelmina's father
Queen Hortense	Princess Wilhelmina's mother
Brian	A page boy Dark haired Short Wants to do something good

Character List

CHARACTER	DETAILS
Sir Pentamon	Leader of the knights
Sir Wexler	A knight Forgetful
Sir Filibuster	A knight
Elizar	The world's oldest working squire Tall, skinny, and bald Has a long, gray beard Courageous

Character List

CHARACTER	DETAILS
Cara	Lost her parents when she was young Red hair
Grandmother Morris	Wears a gold and crystal amulet holding a hair from a unicorn's mane
The mysterious man	The Hunter
Ian and Martha Hunter	Cara's parents Abandoned Cara when she was 3
The Dimblethum	Manbear Cara's rescuer
Lightfoot	A unicorn Hears Cara's thoughts Heals wounds
The Squijum	Monkey Squirrel

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.)



The Weeping Werewolf

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

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

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

Discuss: Edward lives in the small town of Pigbone. In order to help Moongobble complete his second mighty task he will have to travel far from home through the forest. How do you think Edward feels about going on this quest?

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

Discuss: What do you think Edward and Moongobble will do to solve their problems?



The Dragonslayers

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

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

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

Discuss: Brian and Elizar are traveling away from King Mildred's castle to find the dragon. How do you think Brian feels about leaving the protection of the castle to try and slay the dragon?

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

Discuss: Who do you think will solve King Mildred's problem and slay the dragon? Why?

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.)



Into the Land of the Unicorns

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

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

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

Discuss: Cara jumps from the real world to Luster and finds herself in a world of mythical creatures. Some of them are friendly, but some of them are dangerous. How do you think she feels about being so far from home?

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

Discuss: What dangers do you think Cara will face on her journey to the Unicorn Queen?

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 they have to find a way to get the tears without being torn to shreds.

I made a prediction. I think Moongobble will have to get the tears without using magic because when he performs magic it usually doesn't work!



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 Brian had been waiting for
this adventure all his life,

I made a prediction. I think Brian will slay the
dragon

because he wants to do something good.



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 Cara had no idea if she
would see her grandmother and home again.

I made a prediction. I think Cara will make it to the
queen's castle and the queen will help her
return home
because _____

Cara seems brave enough to make it
to the castle. She was brave to
jump off the church tower.

Vocabulary Words Learned While Reading
The Castle in the Attic

Quest	Hero vs. villain	Deceitful
Chivalry	Tradition	Friend vs. foe
Power	Legend	Freedom vs. tyranny
Unwilling	Disapproval	Regret
Peace offering	Mercy	Knight
Tempted	Apparition	Steadfast
Compassionate	Foolish vs. wise	Courage
Imprisoned vs. freed		

Vocabulary Words Learned While Reading
The Castle in the Attic

Quest	Hero vs. villain	Deceitful
Chivalry	Tradition	Friend vs. foe
Power	Legend	Freedom vs. tyranny
Unwilling	Disapproval	Regret
Peace offering	Mercy	Knight
Tempted	Apparition	Steadfast
Compassionate	Foolish vs. wise	Courage
Imprisoned vs. freed		