



5TH GRADE

VOLUME 5.2

Book Club Teacher's Guide

There's a Boy in the Girls' Bathroom

The Janitor's Boy

The Great Gilly Hopkins

For pairing with C. I. A. Unit of Study—Realistic Fiction,
Complex Story Structure, Holes 5.2

Sarah Collinge



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

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Peanut Butter Publishing
943 NE Boat Street
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www.peanutbutterpublishing.com

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***There's a Boy in the Girls' Bathroom*, by Louis Sachar – Lexile 490, 195 pages**

I love using this simple text with upper elementary students because of its subject matter. Students will relate to the struggles Bradley faces as he challenges himself to make better decisions in school and with his classmates. While the text is written simply, with an economy of words and short sentences, the challenge of the text is in its qualitative demand. The story is told in the third person, and students will be challenged by the alternating perspectives and implied message of the text. The length of the text will also challenge students. I recommend placing your students who are reading below grade level in this text.

***There's a Boy in the Girls' Bathroom* Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p>Levels of Meaning The text offers multiple levels of meaning and nuances of abstract concepts related to friendship, bullying, and overcoming challenges.</p>	The Lexile level for <i>There's a Boy in the Girls' Bathroom</i> is 490, based on word frequency and sentence length. This is in the low range of the complexity band for 2 nd –3 rd grade according to the Common Core State Standards.
<p>Structure This story is told in the third person, creating alternate perspectives. The story follows a chronological structure.</p>	READER TASK CONSIDERATIONS
<p>Language Conventionality and Clarity Louis Sachar uses an economy of words in the text, which requires the reader to infer.</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>Knowledge Demands This text requires knowledge of the genre realistic fiction. Students need to understand the importance of character, and recognize how the character changes over time.</p>	

***The Janitor's Boy*, by Andrew Clements – Lexile 770, 140 pages**

Andrew Clements's books are always a hit with young readers—especially the boys! Students will find this book both humorous and adventurous. While the text is written fairly simply, there is some challenge in that the book is written in the third person and includes an opening flashback. I recommend placing your students who are on grade level in this text.

***The Janitor's Boy* Text Complexity**

QUALITATIVE MEASURES		QUANTITATIVE MEASURES	
<p>Levels of Meaning</p> <p>The text offers multiple levels of meaning and nuances of abstract concepts related to school, bullying, and family.</p> <p>Structure</p> <p>This story is told in the third person, creating alternate perspectives. The structure is somewhat complex, with a flashback occurring at the beginning of the story.</p> <p>Language Conventionality and Clarity</p> <p>Andrew Clements uses language that is fairly literal and clear.</p> <p>Knowledge Demands</p> <p>This text requires knowledge of the genre realistic fiction. Students need to understand the importance of character, and recognize how the character changes over time.</p>		The Lexile level for <i>The Janitor's Boy</i> is 770, based on word frequency and sentence length. This is in the low range of the complexity band for 4 th –5 th grade according to the Common Core State Standards.	
		READER TASK CONSIDERATIONS	
		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.	

***The Great Gilly Hopkins*, by Katherine Paterson – Lexile 800, 178 pages**

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. In addition, the qualitative demand of poetry and metaphor may make this text more challenging for readers.

***The Great Gilly Hopkins* Text Complexity**

QUALITATIVE MEASURES		QUANTITATIVE MEASURES	
<p>Levels of Meaning The text offers multiple levels of meaning and nuances of abstract concepts related to family, friendship, and human kindness.</p> <p>Structure This story is told in the third person. The structure of the text is chronological.</p> <p>Language Conventionality and Clarity Katherine Paterson uses language that is fairly literal and clear. The use of some dialect throughout the text may be challenging for readers. Poetry and metaphor woven throughout this text give it a higher qualitative demand.</p> <p>Knowledge Demands This text requires knowledge of the genre realistic fiction. Students need to understand the importance of character, and recognize how the character changes over time.</p>		The Lexile level for <i>The Great Gilly Hopkins</i> is 800, based on word frequency and sentence length. This is in the upper range of the complexity band for 4 th –5 th grade according to the Common Core State Standards.	
		READER TASK CONSIDERATIONS	
		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.	

DAYS 2–3, CHARACTER LIST & SETTING 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 and details about the setting.

Learning Targets:

Read closely to monitor comprehension (RL 1)

- Infer character traits
- Visualize

Show understanding of story elements (RL 3)

- Character traits
- Setting

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 the opening chapters of your book club book. 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 *Holes*. Please turn to the Camp Green Lake character list for *Holes*. Notice how you wrote the name of each important character and information about him or her on the list.

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.

Today I am also going to remind you...

...that good readers pay attention to the setting of the story. As you read the opening chapters of your book club books, you will also be paying attention to details in the story that describe the setting. You will be creating a setting clues list.

You each kept track of details about the setting when we read the book *Holes*. You focused on important details about Camp Green Lake—it is a detention center where boys are punished, and it is in the desert.

Turn to page 10 in your book club notebooks. During the two days that you spend completing today's assigned reading, you will stop each time a new detail is revealed about the setting and add this detail to the setting clues list.

Guided Practice—Work Time:

You will each be reading and completing your character list and setting clues 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 the students who are reading *There's a Boy in the Girls' Bathroom*, and *The Great Gilly Hopkins* for independent work. Keep the students who are reading *The Janitor's Boy* in the meeting area in order to give them more information before they start the activity.*)

Students will have two days to complete the following chapters:

There's a Boy in the Girls' Bathroom—Chapters 1–3 (pp. 1–17)

The Janitor's Boy—Chapters 1–3 (pp. 1–20)

The Great Gilly Hopkins—Chapters 1–2 (pp. 1–18)

* Those of you reading *The Janitor's Boy* will notice that the first chapter of your book tells about a special school project Jack Rankin is working on—a bubble gum project. Then, as you begin reading chapter 2, you will notice that the plot flashes back to just before school starts.

Today, I would like you to read chapter 1 without doing any charting. Then, as you begin chapter 2, start keeping track of important characters and details about the setting.

(Dismiss students who are reading *The Janitor's Boy* 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 keep track of important characters as they read? How did doing this help you or challenge you as a reader today?

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

Link:

Today and every day when you read...

...I want you to think about what you know about important characters and setting details in order to monitor comprehension as you read.

Character List

CHARACTER	DETAILS
Bradley Chalkers	<ul style="list-style-type: none"> • oldest kid in the 5th grade • took 4th grade twice
Mrs. Ebbel	<ul style="list-style-type: none"> • Bradley's teacher
Jeff Fishkin	<ul style="list-style-type: none"> • just moved to Bradley's school • used to live in Washington D.C.
Mrs. Chalkers (Janet)	<ul style="list-style-type: none"> • Bradley's mom
Claudia	<ul style="list-style-type: none"> • Bradley's older sister • 4 years older than Bradley
Mr. Chalkers	<ul style="list-style-type: none"> • Bradley's father • works for the police department • was shot in the leg

Setting Clues/Map

Bradley's school

Bradley's 5th grade classroom

Bradley's house

Character List

CHARACTER	DETAILS
Jack Rankin	<ul style="list-style-type: none">• 5th grader
John Rankin	<ul style="list-style-type: none">• Jack's dad• Janitor at the old high school
Kirk Dorfman	<ul style="list-style-type: none">• a walking fashion ad• rich• a bully
Mrs. Lambert	<ul style="list-style-type: none">• Jack's math teacher
Luke Karnes	<ul style="list-style-type: none">• a friend of Kirk's

Setting Clues/Map

Huntington- a growing town

School

Brand new high school - houses the
high school kids

Old high school - houses the kids in
grades 4 through 8

New Junior high - being built

Character List

CHARACTER	DETAILS
Gilly (Galadriel) Hopkins	<ul style="list-style-type: none"> • Foster kid • has lived in 3 homes in 3 years • 11 years old
Miss Ellis	<ul style="list-style-type: none"> • Gilly's social worker
Maimie Trotter	<ul style="list-style-type: none"> • Gilly's new foster mother • large
William Ernest Teague	<ul style="list-style-type: none"> • Gilly's new foster brother
Courtney Rutherford Hopkins	<ul style="list-style-type: none"> • Gilly's mother • from Virginia
Mr. Randolph	<ul style="list-style-type: none"> • Mrs. Trotter's neighbor • black man • blind

Setting Clues/Map

Thompson Park -

- a neighborhood of huge trees and old houses

Mrs. Trotter's house -

- brown with a porch
- crammed with junk
- dusty

DAYS 9–10, QUADRANT 1 BOOK CLUB MEETINGS

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.)



There's a Boy in the Girls' Bathroom

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 problems list on page 11 of your book club notebooks.

Discuss: One of the problems in the book is that Bradley does not want to visit the school counselor once a week. Now that he has met Carla, how do you think he feels about visiting her? Why?

Open up to the important events list on page 12 of your book club notebooks.

Discuss: After Jeff tells Bradley that he likes sitting next to him, Bradley threatens to spit on Jeff. Why do you think Bradley does this?



The Janitor's Boy

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 problems list on page 11 of your book club notebooks.

Discuss: One of the problems in the book is that Jack is angry at his dad. Why do you think Jack is angry at his dad?

Open up to the important events list on page 12 of your book club notebooks.

Discuss: When Jack confessed to his dad, his dad didn't even seem mad. Why do you think Jack's dad responded this way?

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 Great Gilly Hopkins

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 problems list on page 11 of your book club notebooks.

Discuss: One of the problems in the book is that Gilly hasn't seen her mother since she was three. How do you think this makes Gilly feel? What evidence do you have to support your thinking?

Open up to the important events list on page 12 of your book club notebooks.

Discuss: At the end of chapter 4, Gilly steals \$10.00 from Mr. Randolph. She plans to use this money to help her buy a ticket to California. Do you think this is a good solution to Gilly's problem? Why or why not?

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 that Carla told Jeff, "if you're nice to Bradley, he'll be nice to you" (p.30),

I made a prediction. I think Jeff will continue being nice to Bradley

because he wants to help Bradley get along with the other kids and do good in school.



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 "Jack loved tools, and he was good at making things, fixing things (p.33),"

I made a prediction. I think Jack will learn that being a janitor is a fun job

because he will get to use tools and fix things.



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 "Ten dollars wouldn't get her very far, but there might be more where these came from" (p.41).

I made a prediction. I think Gilly will go back to Mr. Randolph's to look for more money

because she is determined to get enough money to go to California so that she can be with her mom.

Vocabulary Words Learned While Reading *Holes*

Dark humor	Curse	Blame
Generations	Defective	Refuge
Unjust	Pessimistic	Remorse
Wasteland	Stereotype	Pessimistic vs. optimistic
Perseverance	Respect	Hope vs. false hope
Character improvement	Miracle vs. curse	Redemption
Guilty vs. innocent	Strength	Perspective
Destiny vs. coincidence	Appreciate	

Vocabulary Words Learned While Reading *Holes*

Dark humor	Curse	Blame
Generations	Defective	Refuge
Unjust	Pessimistic	Remorse
Wasteland	Stereotype	Pessimistic vs. optimistic
Perseverance	Respect	Hope vs. false hope
Character improvement	Miracle vs. curse	Redemption
Guilty vs. innocent	Strength	Perspective
Destiny vs. coincidence	Appreciate	