



5TH
GRADE

VOLUME 5.4

Book Club Teacher's Guide

Iqbal

Counting on Grace

Lyddie

For pairing with *C. I. A. Unit of Study—
Biography, Kids at Work 5.4*

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***Iqbal*, by Francesco D’Adamo – Lexile 730, 121 pages**

In this book, students will read the fictionalized account of the real Iqbal Masih, a boy who was sold into slavery at a carpet factory in Pakistan. While the events of his life are true, the other children who are slaves with him in the carpet factory are fictional characters. This book is challenging because of its topic and mature content. The length of this book makes it appropriate for fifth graders who are reading below grade level and/or have low reading stamina.

***Iqbal* Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p>Levels of Meaning The text offers multiple levels of meaning and nuances of abstract concepts related to child labor, slavery vs. freedom, and overcoming hardships.</p> <p>Structure Memories of the past are woven throughout this chronological story, adding to the challenge of this text.</p> <p>Language Conventionality and Clarity Regional dialogue makes this text qualitatively challenging. Figurative language and symbolism add qualitative depth.</p> <p>Knowledge Demands This text requires knowledge of the genre historical fiction. In addition, students will need to rely on background knowledge of the factory system, child labor, and human rights.</p>	<p>The Lexile level for <i>Iqbal</i> is 730, 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>

Counting on Grace, by Elizabeth Winthrop – Lexile 760, 215 pages

In this book, students will read about what life was like for a young girl living in North Pownal, Vermont, in 1910. The main character, Grace, must give up school to work at the mill in order to help support her family. During Grace’s time at the mill, Lewis Hine comes to the mill to take pictures. Students reading this story will easily make connections to the read-aloud book, *Kids at Work*. This book is challenging because of its topic and mature content. Students will need to have developed good reading stamina in order to successfully read this book. I recommend placing your students who are reading on grade level in this text.

Counting on Grace Text Complexity

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p>Levels of Meaning The text offers multiple levels of meaning and nuances of abstract concepts related to child labor, slavery vs. freedom, overcoming hardships, and the power of an education.</p>	<p>The Lexile level for <i>Counting on Grace</i> is 760, 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>Structure This story is told chronologically.</p>	<p>READER TASK CONSIDERATIONS</p>
<p>Language Conventionalty and Clarity The genre of this story adds complexity to the language. Dialogue that incorporates historical and regional language makes this text qualitatively challenging. Figurative language and symbolism add qualitative depth.</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 This text requires knowledge of the genre historical fiction. In addition, students will need to rely on background knowledge of the factory system, child labor, and human rights.</p>	

***Lyddie*, by Katherine Paterson – Lexile 860, 182 pages**

In this book, students will read about what it was like for the young women who worked in the Lowell mills during the 1800s. Students will have more than one setting to keep track of as the main character moves from her Vermont farm to Cutler’s Tavern and then to Lowell, Massachusetts. Historical language and domain specific vocabulary used throughout the text add to the complexity of this novel. The mature content of this book makes it most appropriate for students reading above grade level.

***Lyddie* Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p>Levels of Meaning The text offers multiple levels of meaning and nuances of abstract concepts related to child labor, slavery vs. freedom, overcoming hardships, and women’s independence.</p> <p>Structure This story is told chronologically and written in the third person.</p> <p>Language Conventionality and Clarity The genre of this story adds complexity to the language. Dialogue that incorporates historical and regional language makes this text qualitatively challenging. Figurative language and symbolism add qualitative depth.</p> <p>Knowledge Demands This text requires knowledge of the genre historical fiction. In addition, students will need to rely on background knowledge of the factory system, child labor, and human rights.</p>	<p>The Lexile level for <i>Lyddie</i> is 860, based on word frequency and sentence length. This is in the upper 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 2–4, CHARACTERS & SETTING CLUES

In this lesson... you will remind students that good readers pay attention to important characters and details about those characters. You will remind them that good readers keep track of characters as a way to monitor comprehension. Students will be asked to read and make a character list in their book club notebooks. You will also remind students how good readers focus on the setting—often 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.

To prepare for this lesson... for each student reading *Iqbal*, make a copy of both maps of Pakistan found at <http://www.worldatlas.com/webimage/countrys/asia/lgcolor/pkcolor.htm> (retrieved January 18, 2016).

For each student reading *Counting on Grace*, make a copy of the image of a cotton mill town found at <http://connecticuthistory.org/the-industrial-revolution-comes-to-jewett-city/> (retrieved January 18, 2016).

For each student reading *Lyddie*, make a copy of the image of a mill in Lowell found at https://commons.wikimedia.org/wiki/File:1850_Lowell_Co_Mills_Lowell_Massachusetts_detail_of_map_by_Sidney_and_Neff_BPL_11051.png (retrieved January 19, 2016).

Learning Targets:

Read closely to monitor comprehension (RL 1)

- Visualize characters and setting

Show understanding of story elements (RL 3)

- Character
- 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 details about those characters. 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.

As you read you will also be thinking about the setting. You are each going to make a setting clues list in your book club notebook as you read. This setting clues list will be a tool that you will use while reading this book; it will help you understand the characters and their decisions better.

Guided Practice—Work Time:

Now turn to page 8 in your book club notebooks. 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.

Now turn to page 10 in your book club notebooks. As you read, you will also stop each time a new detail is revealed about the setting and take a moment to visualize the setting in your mind. Then you will take notes on the setting based on details in the book.

If you are reading *Iqbal*, you will be using printed maps of Pakistan to help you visualize the setting of the story.

(Hand out the maps and instruct students to tape the maps into their book club notebooks on page 10.)

If you are reading *Counting on Grace*, you will be using a printed image of a Connecticut mill town to help you visualize the setting of the story. This picture does not show the actual town where Grace lived, but details in this picture are similar to those described in the story.

(Hand out the image and instruct students to tape the image into their book club notebooks on page 10.)

If you are reading *Lyddie*, you will be using an image of a mill in Lowell to help you visualize the setting of the story.

(Hand out the image and instruct students to tape the image into their book club notebooks on page 10.)

You will each be reading and completing your character list and setting 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 three 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.)

Guided Practice—Work Time (continued):

Students will have three days to complete the following chapters:

Iqbal—The Introduction and chapters 1–3 (pp. 1–22)

Counting on Grace—Chapters 1–2 (pp. 1–21)

Lyddie—Chapters 1–3 (pp. 1–26)

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 and setting clues 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 the important characters and the setting in order to monitor comprehension as you read.

Character List

CHARACTER	DETAILS
Iqbal Masih	A real person child slave not afraid stubborn and proud fast and skillful
Fatima	Young girl Small and delicate 13 years old, slave works quickly and well keeps quiet
Hussain Khan	The master Fat Has a black beard
The master's wife	
Karim	almost 17 the overseer
Ali	child slave little
Salman	10 years old child slave used to work in a brick factory

Character List

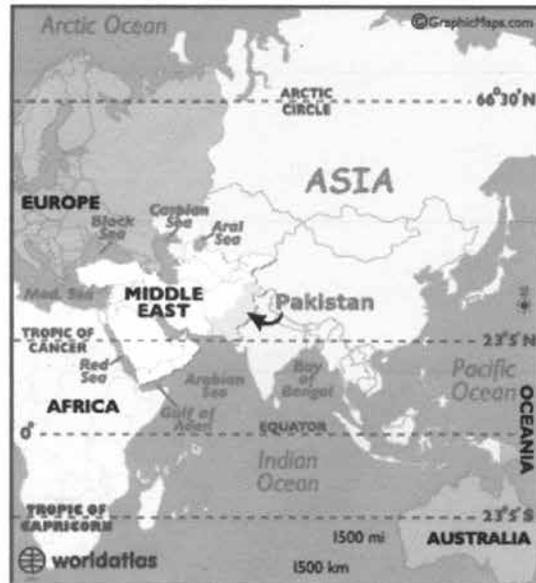
CHARACTER	DETAILS
Marica	child slave tiny as a bird mute follows Fatima like a shadow

Setting Clues/Map

A carpet factory located on the outskirts of Lahore, Pakistan.

The big house - half stone, half sheet iron

The carpet factory - tin roof, dirt floor



Character List

CHARACTER	DETAILS
Grace	12 years old wants to work at the mill
Henry	Grace's little brother
Miss Lesley	Grace's teacher has been teaching 4 years
Arthur Trottier	12 years old Miss Lesley's best student wants to stay in school loves books
Dougie	9 years old wants to work at the mill
Thomas Donahue	The biggest boy in the class injured at the mill his foot is crooked hates school
Mill owners	Own everything in town

Character List

CHARACTER	DETAILS
French Johnny	second hand at the mill in charge of the spinning room
Mamère	Grace's mother works at the mill
Papa	Grace's father got sick 4 years ago works at the mill
Delia	Grace's older sister works at the mill
Pépe'	Grace's grandfather from Canada Speaks French has a white beard
Madame Boucher	collects rent for the mill owners

Setting Clues/Map

The mill owners own everything in the town.
A Vermont mill town by the side of the
Hoosic River.

The river has a dam that makes the current
strong enough to turn the waterwheel
for the mill.

The mill stands between the river and
the train tracks.



Character List

CHARACTER	DETAILS
Lyddie (Lydia Worthen)	13 years old plain a fierce worker
Mama	never laughs queer in the head
Charles	Lyddie's brother 10 years old
Agnes	Lyddie's sister 4 years old
Rachel	Lyddie's sister 6 years old
Father	left 3 years ago to search for riches Went west
Aunt Clarissa	Mama's sister

Character List

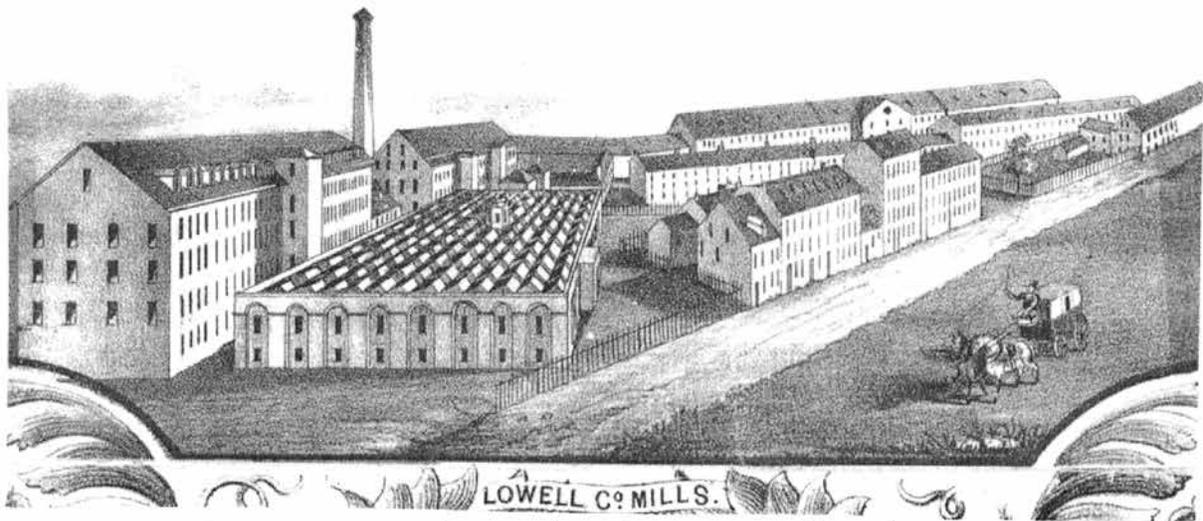
CHARACTER	DETAILS
Judah	Aunt Clarissa's husband
Quaker Stevens	Lyddie's neighbor
Luke Stevens	Quaker Stevens's youngest son
Mrs. Peck	the shopkeeper's wife
M. Westcott	Mama has lent him the farm in order to repay debts
M. Cutler	owner of the tavern
Triphena	the cook at the tavern

Willie Hyde a servant at the tavern

Setting Clues/Map

1843

Family cabin on a mountain farm in Vermont.



One of the Lowell mills in Lowell, Massachusetts

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.)



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 clues list on page 10 of your book club notebooks.

Discuss: What countries surround Pakistan?

Discuss: When do you think this book takes place? How could we find out?

Tell students that because the book is based on a real person, Iqbal Masih, we can find out what year the story takes place by learning more about him. An internet search will reveal that Iqbal was born in 1983, and was 10 years old when the story begins.

Discuss: Are you surprised to know that the story begins in 1993? Why or why not?

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

Discuss: What are the major problems in this story?

Open up your book, Iqbal, to page 30. Follow along with me as I read: "Iqbal confessed that he went over his memories, one by one, every night before he went to sleep, so he wouldn't forget them. 'What do you do with them?' I asked. 'They help me,' he answered. 'To do what?' 'To get away from here.'"

Discuss: What do you think Iqbal means when he says his memories help him "get away from here"?

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.)



Counting on Grace

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 clues list on page 10 of your book club notebooks.

Discuss: What details in the story and in the picture of the Connecticut mill town help you visualize the setting of the story?

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

Discuss: Why do you think Grace's family celebrates when she tells them she has been released from school to work in the mill?

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

Discuss: Why do you think Miss Lesley doesn't want her students to work in the mill?

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.)

Lyddie

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.

This story takes place in 1843, a time when small family farms could not compete with growing industry. Please open up your books to page 29. Follow along with me as I read: “If she had been home, she might have spent the dark afternoons spinning or sewing, but the mistress bought her woolens and calicoes at the village stores. She did not even card or spin the wool from their own sheep. It was sent to Nashua Lowell, where it could be done in a gigantic water-powered mill. All the wealth that had once been Vermont’s seemed to be trickling south or west. In fact, the master was heard to say that come spring, the sheep would be sold, because the western railroads were bringing such cheap wool to the Lowell factories that a New England sheep farmer could no longer compete.”

Discuss: What has caused many of the sheep farms in New England to close down?

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

Discuss: Why do you think Lyddie gave Ezekiel the only money she had?

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

Discuss: Do you think Lyddie is doing the right thing by leaving Cutler’s tavern to go work in the mill?

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 Iqbal told Fatima that
he would run away,

I made a prediction. I think Iqbal will try to escape

because the book said that Iqbal wouldn't
keep the peace.



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 Grace is happy to be part
of a grown-up life, but misses the school,

I made a prediction. I think Grace will start
to regret leaving school early to work in the
mill
because the work in the mill is
challenging and dangerous.



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 Lyddie needed work that
would pay and pay well.

I made a prediction. I think Lyddie will go to the
mill expecting to get paid good wages
because the woman in the silk dress
told her she could earn \$2.00 a week.

Vocabulary Words from 5.4
Kids at Work

monotonous	bondage	crusade	reformers	abolition
dependent	independent	condemned	impoverished	exploitation
concealed	compassion	perishable	desperately	testimony
unregulated	ignorance	degradation	convincing	monument
violation				

Vocabulary Words from 5.4
Kids at Work

monotonous	bondage	crusade	reformers	abolition
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violation				

Vocabulary Words from 5.4
Kids at Work

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