



5TH
GRADE

VOLUME 5.5

Book Club Teacher's Guide

Among the Hidden
First Light
Code Orange

For pairing with *C. I. A. Unit of Study—
Science Fiction, The City of Ember 5.5*

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***Among the Hidden*, by Margaret Peterson Haddix – Lexile 800, 153 pages**

While this book is quantitatively high in comparison to *First Light*, this book is most appropriate for fifth graders who are reading below grade level and/or have low reading stamina. The plot of the story is told chronologically and is straightforward, and the length of the text is appropriate for fifth graders who are building their reading stamina. Students who read this book will be excited to read the rest of the books in the series on their own!

***Among the Hidden* Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p>Levels of Meaning The central message of this text is that people will go to extreme measure to protect others from harm. Additional themes relate to family and friendship.</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 The language used throughout this text is generally familiar and clear.</p> <p>Knowledge Demands This text requires knowledge of the genre science fiction.</p>	<p>The Lexile level for <i>Among the Hidden</i> is 800, 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>

***First Light*, by Rebecca Stead – Lexile 760, 328 pages**

While this book is quantitatively lower in comparison to *Among the Hidden*, this book is most appropriate for fifth graders who are reading on or above grade level due to the qualitative demand of the text. Students will be challenged by the complex plot, which alternates between Thea and Peter’s stories. In addition, details of the past are revealed across the text in an unconventional order. Students will have to keep track of multiple plot details and multiple characters across generations. I recommend placing students have strong reading comprehension and stamina in this text.

***First Light* Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p>Levels of Meaning The central message of this text is that people will go to extreme measure to protect others from harm. Additional themes relate to family and survival.</p> <p>Structure This story uses a complex story structure. Two distinct plot lines interlace across the text. Stories from the past add depth to the plot.</p> <p>Language Conventionality and Clarity Dialogue that incorporates regional language makes this text qualitatively challenging. Figurative language and symbolism also add qualitative depth.</p> <p>Knowledge Demands This text requires knowledge of the genre science fiction. In addition, students will need to rely on background knowledge of the Greenland and the threat of global warming.</p>	<p>The Lexile level for <i>First Light</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>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>

Code Orange, by Caroline B. Cooney – Lexile 850, 195 pages

Both the quantitative and qualitative level of *Code Orange* makes it most appropriate for fifth graders who are reading on or above grade level. While the story is told chronologically, the unconventional layering of fiction and nonfiction will challenge students as they read the text. Students will have to compare events of the past to events of the present in order to make predictions. Due to the mature topic of this text (the threat of terrorism and bioterrorism shortly after 9-11), teachers should consider the maturity level of the student when placing students in this text.

Code Orange Text Complexity

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p>Levels of Meaning The central message of this text is that people will go to extreme measure to protect the world from harm. Additional themes relate to family, friendship, and survival.</p> <p>Structure This story is told chronologically and written in the third person. Nonfiction is woven throughout this fictional story.</p> <p>Language Conventionality and Clarity Figurative language adds qualitative depth.</p> <p>Knowledge Demands This text requires knowledge of the genre science fiction. In addition, students will need to rely on background knowledge of New York City and the events of 9-11.</p>	<p>The Lexile level for <i>Code Orange</i> is 850, 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>

DAY 3, SETTING

In this lesson... you will remind students how good readers focus on the setting—often in terms of either the location in which the story takes place, which may be shown on a map, or 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, and then use those details to draw conclusions.

Learning Targets:

Read closely to monitor comprehension (RL 1)

- Infer setting clues
- Visualize

Show understanding of story elements (RL 3)

- Setting

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 determine who the important characters are and think about what they know about the characters based on clues in the text.

Teach:

Today I am going to remind you...

...that good readers pay attention to the setting of the story. Today you will focus on understanding the setting of your story better and make a setting clues list. Your book club notebook entry about setting will be a tool that you will use while reading this book; it will help you visualize the setting and understand the characters and their decisions better.

You each kept track of setting clues when we read the book *The City of Ember*. Remember how you used setting clues better understand the future world of Ember.

Guided Practice—Work Time:

Now turn to page 10 in your book club notebooks. Today as you read, you will stop each time a new detail is revealed about the setting. If new characters are introduced, please add those characters and details about them to the character list on pages 8 and 9.

You will each be reading and completing your entry for setting 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 35 minutes to work. Then 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, then dismiss students for independent work. Conduct conferences with partnerships as necessary.)

Among the Hidden—Chapters 3–4 (pp. 12–22)

First Light—Read chapter 3 (pp. 29–38) and keep track of characters and details about those characters. Read chapter 3 (pp. 38–47) and keep track of details about the setting of Gracehope.

Code Orange—Reread Chapter 1 (pp. 6–9) and record details about Mitty’s weekend home in Connecticut, then read chapter 2 (pp. 15–19) and record details about Mitty’s New York City apartment.

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 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 setting clues in order to understand the story better.

Setting Clues/Map

Farmhouse

All the windows are covered by shades.

Luke's bedroom is the attic.

- the biggest room
- no windows

From a vent in the attic, Luke can see a strip of road, the cornfield, and the former woods where houses are now being built.

Setting Clues/Map

Gracehope

- a settlement built deep inside the arctic ice
- a series of chambers connected by pathways
- people ice skate to get around
- the biggest open spaces are the council chamber and the lake
- almost 600 people live in Gracehope
- the settlement is running out of chambers
- there is a shortage of furs
- there is a shortage of food
- ice is sealed to stone
- oxygen lamps provide light
- the waterwheel provides power and draws air from the earth's surface

Setting Clues/Map

Weekend home in Connecticut

- huge bedroom
- basement full of books
- media room full of DVDs
- a basketball hoop
- a creek for fishing
- bikes
- ATVs
- in the country

New York City apartment

- close to restaurants and stores
- near concerts and sporting events
- near the subway
- a front garden
- a doorman
- a concierge
- on the 8th floor
- corner of Amsterdam & Broadway

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.)



Among the Hidden

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: How is this future world alike or different from the present?

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

Discuss: What are the major problems in this story?

Discuss: Do you think this futuristic world is believable? Why or why not?



First Light

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 text helped you visualize the setting of Gracehope?

Discuss: When do you think this story takes place—in the present or the future?

Discuss: Do you think this setting is believable? 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?

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.)



Code Orange

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

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

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

Discuss: What details in the story help you visualize the setting of the story?

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

Discuss: What is bioterrorism?

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

Discuss: What does Mitty learn about the variola major virus?

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 Luke saw a child's face
behind the window,

I made a prediction. I think there is another
shadow child like Luke

because Luke has already seen two
other kids who live in the house.

I think Luke will try to make
contact with this child.



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 Thea found a paper
scroll on her bed and it was a map,
I made a prediction. I think the map shows the
way to get to the earth's surface
because I think someone wants to
help Thea find a way to expand Gracehope.



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 Mitty's stomach was
churning,

I made a prediction. I think mitty is getting
smallpox

because one of the first symptoms
is nausea.

Vocabulary Words from 5.5
City of Ember

Ember	Apocalypse	Inhabited	Threatened
Shortage	Prosper	Lighthearted	Curious
Foresight	Ominous	Progress	Indulge
Shame	Incomprehensible	Wise	Apathetic
Naïve	Pacifism	Luxury	Confront
Corrupt	Insatiable	Surplus	Serious
Uninhabited	Regress	Foolish	Need

Vocabulary Words from 5.5
City of Ember

Ember	Apocalypse	Inhabited	Threatened
Shortage	Prosper	Lighthearted	Curious
Foresight	Ominous	Progress	Indulge
Shame	Incomprehensible	Wise	Apathetic
Naïve	Pacifism	Luxury	Confront
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Uninhabited	Regress	Foolish	Need