



**6**<sup>TH</sup>  
**GRADE**  
VOLUME 6.1

# **Book Club Teacher's Guide**

*When You Reach Me*  
*The London Eye Mystery*  
*The Hound of the Baskervilles*

For pairing with *C. I. A. Unit of Study—Mystery,*  
*The Westing Game 6.1*

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**When You Reach Me, by Rebecca Stead – Lexile 750, 197 pages**

This book does not fit the classic “who-dun-it” style of mystery. However, I love to pair this book with *The Westing Game* because when students finish it, they will be so surprised by the ending that they will want to go back and read the whole book again just to find all the clues! That was exactly how I felt after reading *The Westing Game*! In addition, the main character changes her opinion of others across the text—something you can always anticipate when reading a mystery novel. The challenge of the text is in its qualitative demand. The story is told in flashback, and the reader will have to understand that the narrator is telling the story *after* the events have already happened. In addition, the chapters are short, causing the story to move quickly from one scene to another. I recommend placing your students who are reading below grade level in this text, as well as students who may be challenged by longer text.

**When You Reach Me Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<b>Levels of Meaning</b> The text offers multiple levels of meaning.	The Lexile level for <i>When You Reach Me</i> is 750, based on word frequency and sentence length. This is in the upper range of the complexity band for 2 <sup>nd</sup> –3 <sup>rd</sup> grade according to the Common Core State Standards.*
<b>Structure</b> This story is told in the first person, and the story is told as a flashback.	
<b>Language Conventionality and Clarity</b> This text makes subtle use of figurative language.	<b>READER TASK CONSIDERATIONS</b>
<b>Knowledge Demands</b> This text requires knowledge of the mystery genre. In addition, the book includes references to <i>A Wrinkle in Time</i> , written by Madeleine L’Engle, and the 1970’s game show <i>The \$20,000 Pyramid</i> .	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.

\*Note that qualitative and reader and task demands trump quantitative demands according to the Common Core State Standards.

***The London Eye Mystery*, by Siobhan Dowd – Lexile 640, 323 pages**

Your students are going to love this classic “who-dun-it” mystery, told from the perspective of Ted, a boy with autism. While this book is low in quantitative demand, it is high in qualitative demand. The challenge of the text is that the story takes place in London, and therefore uses vernacular from that region. In addition, the author uses a great deal of figurative language throughout the story. For many students, the length will be a challenge. Students may need to take the book home for nightly reading to keep up with book club assignments. I recommend placing your students who are reading on grade level in this text, as well as students who may be ready for the challenge of longer text.

***The London Eye Mystery* Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p><b>Levels of Meaning</b> The text offers multiple levels of meaning.</p> <p><b>Structure</b> This story is told in the first person and is written from the perspective of a boy who has Asperger’s disorder. The book opens with a flashback.</p> <p><b>Language Conventinality and Clarity</b> Siobhan Dowd uses the vernacular spoken in London, England. This vernacular may make the text more challenging for readers. The author also uses a considerable amount of figurative language throughout the text, and uses domain specific vocabulary related to weather systems.</p> <p><b>Knowledge Demands</b> This text requires knowledge of the mystery genre. In addition, background knowledge about the setting of the story would be helpful to students reading this text.</p>	<p>The Lexile level for <i>The London Eye Mystery</i> is 640, based on word frequency and sentence length. This is in the upper range of the complexity band for 2<sup>nd</sup>–3<sup>rd</sup> grade according to the Common Core State Standards.*</p> <p><b>READER TASK CONSIDERATIONS</b></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>

\*Note that qualitative and reader and task demands trump quantitative demands according to the Common Core State Standards.

***The Hound of the Baskervilles*, by Sir Arthur Conan Doyle – Lexile 980, 236 pages**

I recommend placing students who are reading above grade level in this challenging classic. Students will be excited to read about the well-known detective Sherlock Holmes and will be gripped by the dark and sinister plot. This is a wonderful way to introduce students to the setting of the moor, which is found in many pieces of classic literature. Students will need a strong understanding of the mystery genre, the ability to read a text that exposes them to high levels of vocabulary, and stamina in order to successfully read this text. Students may need to take the book home for nightly reading to keep up with book club assignments.

***The Hound of the Baskervilles* Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p><b>Levels of Meaning</b> The text offers multiple levels of meaning.</p> <p><b>Structure</b> This story is told in the first person. While the structure is chronological, it is made challenging by the combination of standard narration, letters, and diary entries throughout the text.</p> <p><b>Language Conventinality and Clarity</b> Sir Arthur Conan Doyle uses the language of 19<sup>th</sup> century England, which may be challenging for readers. The author’s use of figurative language and mood also make this text more challenging.</p> <p><b>Knowledge Demands</b> This text requires knowledge of the mystery genre and background knowledge of the character Sherlock Holmes. In addition, background knowledge about the setting of the story would be helpful to students reading this text.</p>	<p>The Lexile level for <i>The Hound of the Baskervilles</i> is 980, based on word frequency and sentence length. This is in the lower range of the complexity band for 6<sup>th</sup>–8<sup>th</sup> grade according to the Common Core State Standards.</p> <p><b>READER TASK CONSIDERATIONS</b></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 7, SETTING—MAP

**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. Students will keep track of the setting as they read, and draw a setting map.

To prepare for this lesson, make a copy of the map titled *Double Decker Bus Sightseeing Tour—London Top Tourist Attractions Map* for each student reading *The London Eye Mystery*. (Note: I have provided a screenshot showing a specific area of the larger map that includes Tower Bridge, the Embankment, and Big Ben.) Students will insert this handout into their book club notebooks. Also, make a copy of the article *The Hound of the Baskervilles: The Lure of the Moor* for each student reading *The Hound of the Baskervilles*.

North, R. (illustrator), for Big Bus Tours. (2011). *Double decker bus sightseeing tour—London top tourist attractions map*. Retrieved October 8, 2014, from <http://www.mapaplan.com/travel-map/london-top-tourist-attractions-map/london-top-tourist-attractions-map.htm>.

Masterpiece Theater. (n.d.). *The hound of the Baskervilles: The lure of the moor*. Retrieved October 8, 2014, from [http://www.pbs.org/wgbh/masterpiece/hound/ei\\_moor.html](http://www.pbs.org/wgbh/masterpiece/hound/ei_moor.html).

### 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 pay attention to the plot. They look for the problems in the story and consider how characters plan to solve the problems.

## 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. You will each be creating a map to help you better understand the setting as you read. This book club notebook entry will be a tool that you will use while reading this book; it will help you visualize the setting.

You each made a setting clues list when we read the book *The Westing Game*. Please turn to the setting clues list for *The Westing Game*. Notice how you wrote details of the setting on the list. If you had been asked to, you could have easily drawn a picture of Sunset Towers using the clues from the details from your setting clues list.

## 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 and visualize the setting in your mind. Then you will make notes on or sketch a map of the setting that is based on the details in the book.

If you are reading *The London Eye Mystery*, you will be using a printed tourist map of London to map the route that the family took from the Barracks to the London Eye.

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

If you are reading *The Hound of the Baskervilles*, you will read an article about the setting of your story after you have finished the first part of your assignment. As you read the article, highlight adjectives that describe the moor. Include these adjectives on your setting map where you have labeled the moor.

(Hand out the article to the students.)

You will each be reading and completing your setting map 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 and dismiss students for independent work. Conduct conferences with partnerships as necessary.)

***When You Reach Me***—Reread chapters 7–8 (pp. 21–28).

***The London Eye Mystery***—Reread chapter 6 (pp. 42–52).

***The Hound of the Baskervilles***—Reread chapter 3 (pp. 36–37), then read the article.

**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?

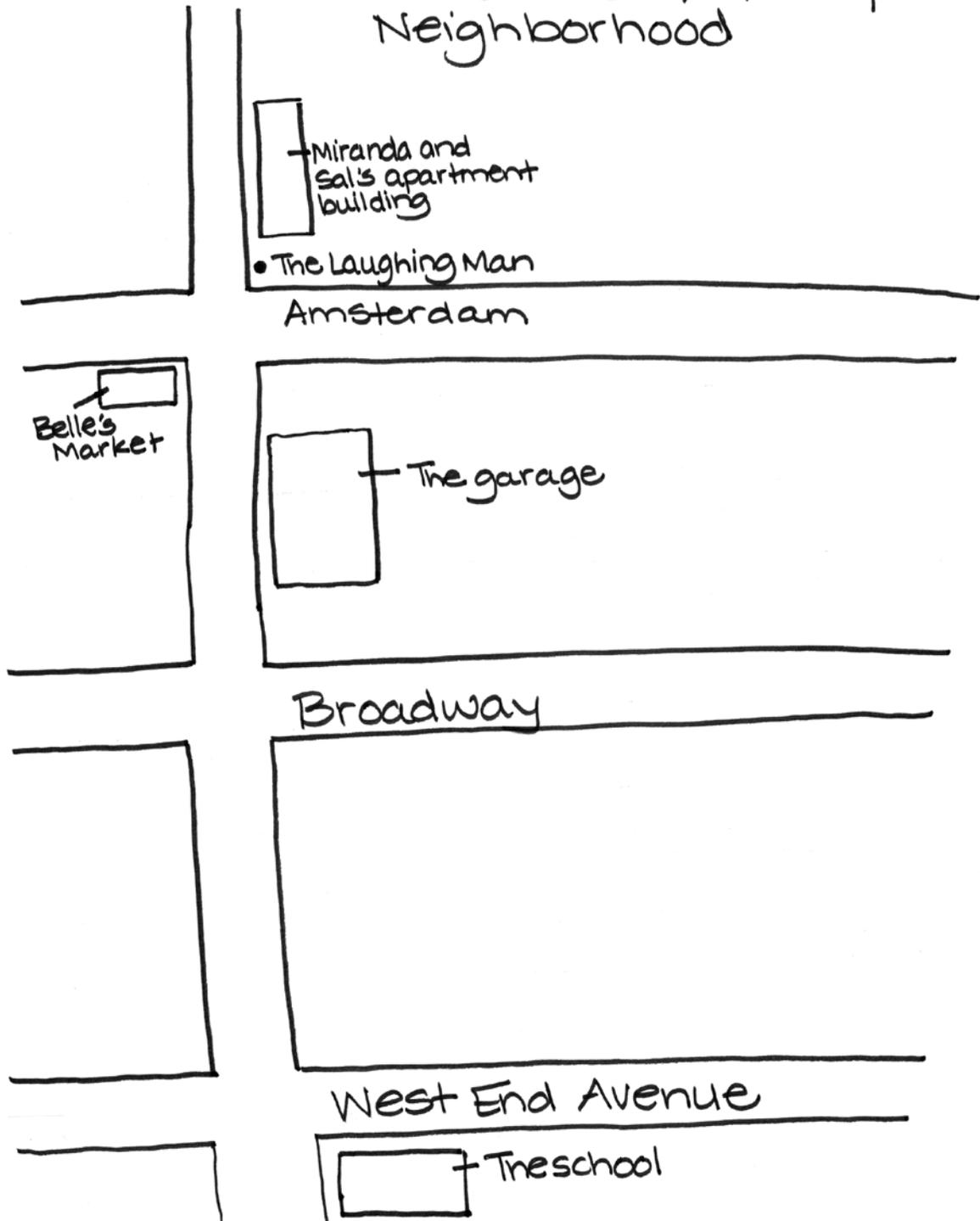
**Link:**

*Today and every day when you read...*

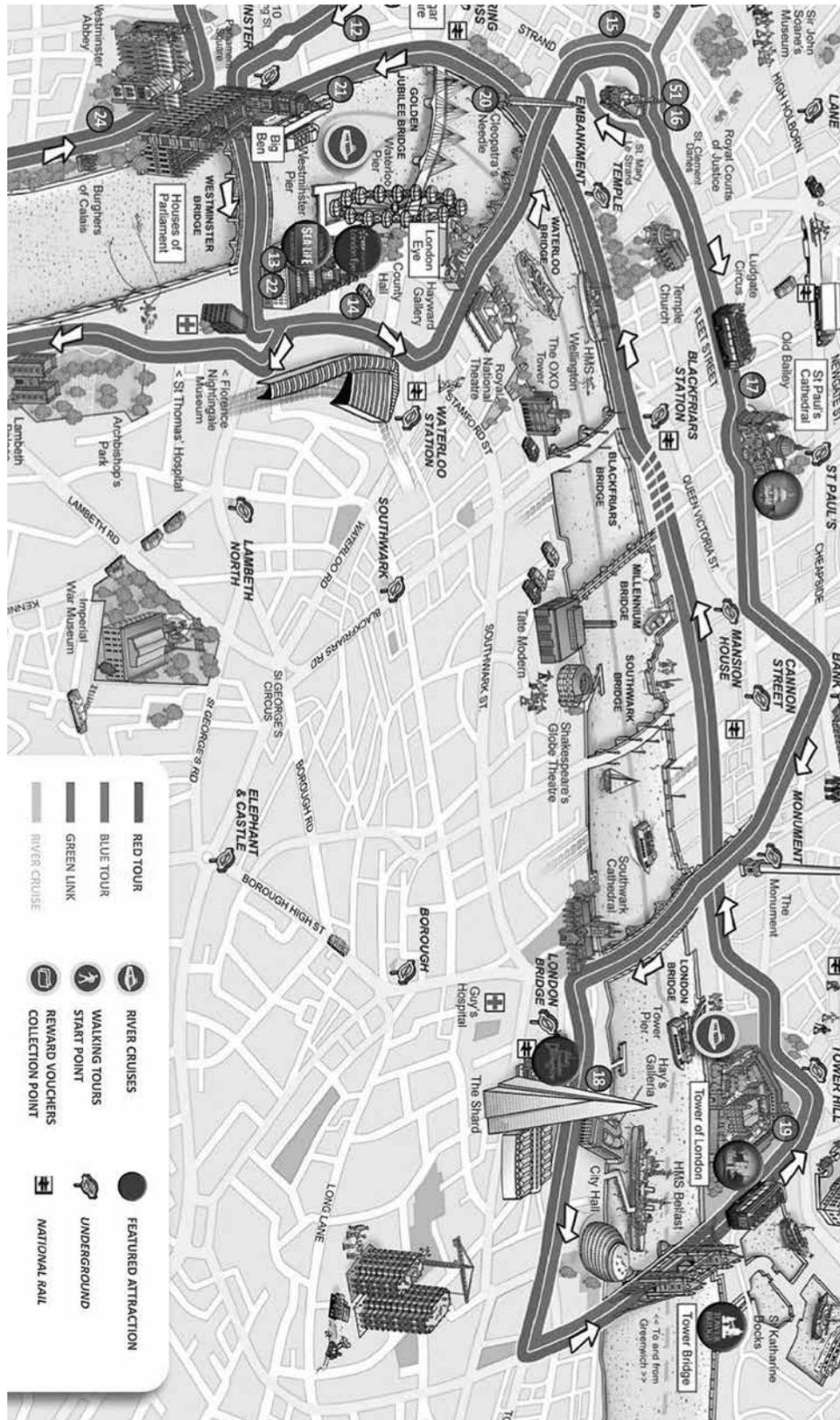
...I want you to think about what you know about important setting clues in order to understand the story better.

# Setting Clues/Map

Miranda's New York City  
Neighborhood

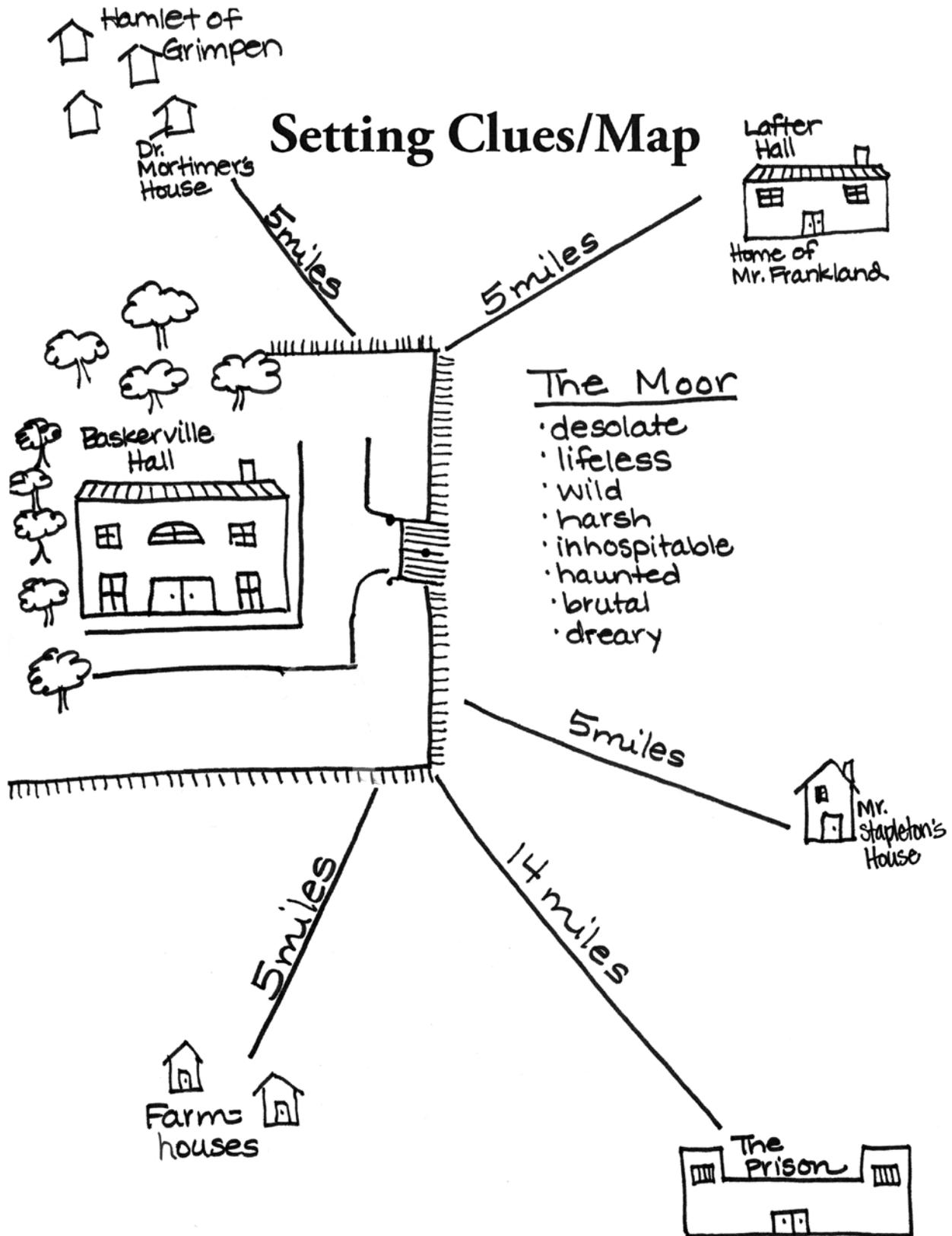


*Double decker bus sightseeing tour—London top tourist attractions map*





*The Hound of the Baskervilles* Setting Map Sample



## **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.)



### ***When You Reach Me***

*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 Miranda has been asked to write down the story of what happened and everything that led up to it. She says this story is like a movie she never wants to watch again (p. 2). Why do you think Miranda doesn't want to think about the story?

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

Discuss: After Marcus hits Sal; Sal begins talking to Miranda less and less. Why do you think Sal does this? How is this affecting Miranda?



### ***The London Eye Mystery***

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

Discuss: Good readers use clues in the text to infer character traits. What are you inferring about the main character, Ted?

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

Discuss: One of the problems in the book is that Ted “has a funny brain that runs on a different operating system from other people’s” (p. 4). What details in the text help us understand how Ted’s brain operates?

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

Discuss: Kat thinks that it is her fault Salim went missing. Do you agree or disagree?

## 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 Hound of the Baskervilles*

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

Discuss: Good readers think about suspicious characters when they read a mystery. Are any of these characters suspicious to you, 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 people believe that the legend of the hound is true? Do you think the legend is true?

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

Discuss: At the end of chapter 5, it is decided that Dr. Watson will go with Henry Baskerville to Baskerville Hall and report very carefully back to Sherlock Holmes. As they read a mystery book, good readers think about how the main character's opinion of others changes as the story progresses. Who do you think is the main character of this book, and why?

(Help students understand that Watson will be the main character of this Sherlock Holmes novel. In fact, when Sir Arthur Conan Doyle first began working on this book, it did not feature Sherlock Holmes. It was not until he realized that he needed a “larger-than-life character to solve the mystery” that he added the Sherlock Holmes character. Students can read about this in the article that was handed out on day 7.)

## 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* Miranda had discovered that  
most people she's afraid of are actually friendly,

*I made a prediction. I think* Miranda will realize that  
Marcus is a good kid and they will become friends  
*because* Marcus was friendly to Miranda and  
talked to her about time travel.



# 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 Kat needs Ted's brains  
because he is the best thinker,

*I made a prediction. I think* Ted will solve the mystery  
of Salim's disappearance

*because* people who can think about the  
clues in lots of different ways are  
often good at solving mysteries.



# 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* the total value of Sir Charles's estate was close to a million pounds,  
*I made a prediction. I think* Someone who was named in Sir Charles's will killed him because he or she wanted to receive the money given in the will.

## **Vocabulary Words Learned While Reading *The Westing Game***

Chain of events	Intrigue	Exclusive
Façade	Patriot	Legacy
Beneficiary	Perception	Eccentric
Ambition	Defiant	Divisive
Hysteria	Pretentious	Resemblance
Interrogate	Refine	Deliverance
Redemption	Disgraced	Paranoia

## **Vocabulary Words Learned While Reading *The Westing Game***

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