C.I.A.
Collect · Interpret · Apply

3RD GRADE
VOLUME 3.2

Book Club Teacher's Guide

Marvin Redpost: Why Pick on Me?
Jake Drake, Bully Buster
Beezus and Ramona

For pairing with
C. I. A. Unit of Study—Realistic Fiction,
The War with Grandpa 3.2

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Marvin Redpost: Why Pick on Me?, **by Louis Sachar – Lexile 290, 64 pages**
The Marvin Redpost series, by Louis Sachar, is a wonderful series for third-graders, not only for its readability but also for its humor. Your students will laugh out loud as they read this book, and will beg to read the rest of the books in this series. I recommend placing your students who are reading below grade level in this text.

Marvin Redpost: Why Pick on Me? **Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
Levels of Meaning The central message of this text is that it isn't fair to pick on people. Additional themes relate to right and wrong and respecting others.	The Lexile level for *Marvin Redpost: Why Pick on Me?* is 290, based on word frequency and sentence length. This is below the range of the complexity band for 2nd–3rd grade according to the Common Core State Standards.
Structure Overall, the narrative uses a fairly simple, explicit, and conventional story structure.	**READER TASK CONSIDERATIONS**
Language Conventionality and Clarity Louis Sachar uses language that is literal and clear.	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.
Knowledge Demands The characters in this text look at issues of right and wrong from two very different perspectives, causing the reader to challenge his or her own perspective. General background knowledge about how people define their moral code is needed.	

Jake Drake, Bully Buster, by Andrew Clements – Lexile 460, 67 pages

The Jake Drake series, by Andrew Clements, is a slightly more challenging series than the Marvin Redpost series due to its complex structure and qualitative demands. The story is written in flashback and has a strong message that all students who have ever been picked on or bullied at school will relate to. I recommend placing students who are reading on grade level in this text.

Jake Drake, Bully Buster Text Complexity

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
Levels of Meaning The text offers multiple themes related to right and wrong. These themes include the importance of understanding the perspectives of other people and what it takes to build friendships. These themes will lead students to the central message, which is that it isn't fun to be mean. **Structure** The challenge of this text is its complex structure. The main story is told through a flashback—Jake Drake is telling the story of how he overcame a bully when he was in the second grade. **Language Conventionality and Clarity** Andrew Clements uses language that is fairly literal and clear. **Knowledge Demands** This text provides multiple themes. In this text, the characters look at issues of right and wrong from different perspectives, causing the reader to challenge his or her own perspective. General background knowledge about how people define their moral code is needed.	The Lexile level for *Jake Drake: Bully Buster* is 460, based on word frequency and sentence length. This is in the lower range of the complexity band for 2nd–3rd 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.

Beezus and Ramona, by Beverly Cleary – Lexile 780, 183 pages

Beezus and Ramona, by Beverly Cleary, is a classic favorite of many young children and teachers. Students will be captivated by Cleary's engaging writing style and the ways in which she interjects humor throughout the book. This book is written in the third person, which may present an additional challenge for third-graders. I recommend placing students who are reading above grade level in this text.

Beezus and Ramona Text Complexity

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
Levels of Meaning The text offers nuances of abstract concepts related to right and wrong and family relationships. Beezus struggles to like her sister, Ramona, when Ramona is naughty.	The Lexile level for *Beezus and Ramona* is 780, based on word frequency and sentence length. This is in the lower range of the complexity band for 4th–5th grade according to the Common Core State Standards.
Structure Overall, the narrative uses a fairly simple, explicit, and conventional story structure. The story is written in the third person.	**READER TASK CONSIDERATIONS**
Language Conventionality and Clarity Beverly Cleary uses language that is fairly literal and clear. Challenges emerge through the author's use of humor.	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.
Knowledge Demands General background knowledge about family relationships is needed.	

In this lesson…you will remind students that good readers pay attention to important characters and infer character traits. You will ask students to keep track of important characters as they read, to monitor their comprehension. 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.

(Optional: To prepare for this lesson, copy a map of Ramona's neighborhood for students reading *Beezus and Ramona* to tape to page 10 of their book club notebooks. This map can be used to help students visualize the setting of the book.)

Learning Targets:

Read closely to monitor comprehension (RL 1)
- Infer character traits
- Visualize characters and setting

Show understanding of story elements (RL 3)
- Character
- 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 use the blurb and what they know of the genre 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, problem, 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 today. 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.

Today as you read you will also be thinking about the circumstances of the characters, to help you understand the setting better. 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.

You each made a character list and a setting map when we read the book *The War with Grandpa*. Please turn to the character list for *The War with Grandpa*. Notice how you wrote the name of each important character and information about him or her on the list. Now turn to the setting map for *The War with Grandpa*. Notice how you labeled several important details about the setting.

Guided Practice—Work Time:

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

When you are done with your assigned reading, you will stop to name the setting of the story. You will write a word or words to describe the setting of your story on page 10 in your book club notebooks.

(Optional: Hand out the map of Ramona's neighborhood to students reading *Beezus and Ramona*. Have students tape this map to page 10 of their book club notebooks.)

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 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.)

***Marvin Redpost: Why Pick on Me?*—**Chapter 1 (pp. 1–10)
***Jake Drake, Bully Buster*—**Chapter 2 (pp. 11–17)
***Beezus and Ramona*—**Chapter 1 (pp. 1–10)
Stop after reading, "Another book, of course, a better book, and the place to find it was certainly the library.")

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 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 the setting of the story so you can make lists for monitoring comprehension.

Character List

CHARACTER	DETAILS
Casey Happleton	girl classmate weird
Marvin Redpost	boy 9 years old 3rd-grader
Melanie	girl Classmate knows everything
Mrs. North	Teacher
Stuart Albright	boy classmate Marvin's best friend
Nick Tuffle	boy classmate Marvin's other best friend
Clarence	the toughest kid in the third grade mean

Character List

CHARACTER	DETAILS
warren	boy classmate

Character List

CHARACTER	DETAILS
Jake Drake	2nd-grader
Mrs. Brattle	Jake's teacher Smiles a lot
Phil Willis (Willie)	Jake's best friend Small
Link Baxter	New kid Tall A bully

Character List

CHARACTER	DETAILS
Beatrice Quimby (Beezus)	Ramona's big sister 9 years old
Ramona Quimby	Beezus's little sister 4 years old Exasperating
Mother	
Father	
Aunt Beatrice	Mother's younger sister Beezus's most special aunt 4th grade teacher

Setting Clues/Map

School

3rd Grade

Setting Clues/Map

School

2nd grade

Setting Clues/Map

Beezus and Ramona's
house.

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.)

Marvin Redpost: Why Pick on Me?

Open up to the character list on page 8 of your book club notebooks.
Discuss: Good readers sympathize with characters while reading. Which character do you sympathize with, and why?

Open up to the setting clues list on page 10 of your book club notebooks.
Discuss: The setting of this story is a third-grade classroom in a public school. How is Marvin's school alike or different from your school?

Open up to the problems list on page 11 of your book club notebooks.
Discuss: What do you think Marvin will do to solve his problems?

Jake Drake, Bully Buster

Open up to the character list on page 8 of your book club notebooks.
Discuss: Good readers sympathize with characters while reading. Which character do you sympathize with, and why?

Open up to the setting clues list on page 10 of your book club notebooks.
Discuss: Jake is in fourth grade, but he is remembering back to when he was in second grade. How do you think Jake feels about being bullied from the time he was three years old?

Open up to the problems list on page 11 of your book club notebooks.
Discuss: What do you think Jake will do to solve his problems?

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.)

Beezus and Ramona

Open up to the character list on page 8 of your book club notebooks.
Discuss: Good readers sympathize with characters while reading. Which character do you sympathize with, and why?

Open up to the setting clues list on page 10 of your book club notebooks.
Discuss: How is Beezus's neighborhood alike or different from your neighborhood?

Open up to the problems list on page 11 of your book club notebooks.
Beezus is exasperated by her little sister Ramona.
Discuss: What do you think the word exasperated means? What do you think Beezus will do to solve her problems?

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 each 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 the more Marvin talked about it the more the other kids teased him
I made a prediction. I think Marvin will get angry with the Kids in his class *because* they are not being nice to him.

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 if you tattle to the teacher, things might get a lot worse,

I made a prediction. I think Jake will have to solve the bully problem himself

because if he gets his teacher to help it will only make the bully mad.

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 Beezus would not have to read the book to Ramona unless she felt like it,

I made a prediction. I think Ramona will be more cooperative

because she will want Beezus to read her the book.

Vocabulary Words Learned While Reading
The War with Grandpa

Conflict	True	Sentimental
Fair	Unfair	Comfortable
Advantage	Disadvantage	Unfamiliar
Depressed	Conceal	Threaten
Cunning	Surrender	Spoiled
Wanting	Disagreement	Attack
Defend	Retaliate	Revenge