



**3<sup>RD</sup>**  
**GRADE**  
**VOLUME 3.4**

# **Book Club Teacher's Guide**

*Julian's Glorious Summer*

*Abby Takes a Stand*

*Freedom Train*

For pairing with *C. I. A. Unit of Study—  
Historical Fiction, Glory Be 3.4*

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***Julian's Glorious Summer*, by Ann Cameron – Lexile 480, 64 pages**

The Julian series, by Ann Cameron, is a wonderful series for third-graders, not only for its readability but also for its relatable characters and plotlines. Your students will likely be interested in reading the rest of the books in this series after this one. I recommend placing your students who are reading below grade level in this text.

***Julian's Glorious Summer* Text Complexity**

QUALITATIVE MEASURES		QUANTITATIVE MEASURES	
<b>Levels of Meaning</b> The central message of this text is that it isn't right to lie to others. Additional themes relate to respecting others.  <b>Structure</b> Overall, the narrative uses a fairly simple, explicit, and conventional story structure.  <b>Language Conventionality and Clarity</b> Although the language used is generally familiar, clear, and conversational, Ann Cameron uses some ambiguous language in the text.  <b>Knowledge Demands</b> General background knowledge about how people define their moral code is needed.		The Lexile level for <i>Julian's Glorious Summer</i> is 480, based on word frequency and sentence length. This is below the range of the complexity band for 2 <sup>nd</sup> –3 <sup>rd</sup> 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.	

***Abby Takes a Stand*, by Patricia McKissack – Lexile 580, 112 pages**

The Scraps of Time series, by Patricia McKissack, is a slightly more challenging series than the Julian series, due to its complex genre and qualitative demands. The story is written in flashback and tells about what life was like for a young black girl living in Nashville, Tennessee, during 1960, when the South was still segregated. I recommend placing students who are reading on grade level in this text.

***Abby Takes a Stand* Text Complexity**

QUALITATIVE MEASURES		QUANTITATIVE MEASURES	
<p><b>Levels of Meaning</b> There are multiple themes throughout the book, increasing the complexity of the text. Themes include human rights, freedom, peace, love vs. hate, and right vs. wrong. The central theme students will focus on throughout the book is that segregation is wrong—it is right for all people to have the same freedoms.</p> <p><b>Structure</b> One challenge of this text is its complex structure. The main story is told through a flashback—Abby is telling the story of what life was like growing up in the South in 1960.</p> <p><b>Language Conventionality and Clarity</b> Figurative language, historical language, and dialect all add depth and challenge to this text.</p> <p><b>Knowledge Demands</b> The genre, historical fiction, requires a great deal of background knowledge about the time period. Readers will have to separate fact from fiction as they read.</p>		The Lexile level for <i>Abby Takes a Stand</i> is 580, based on word frequency and sentence length. This is in the middle range of the complexity band for 2 <sup>nd</sup> –3 <sup>rd</sup> grade according to the Common Core State Standards.	
		<b>READER TASK CONSIDERATIONS</b>	
		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.	

***Freedom Train*, by Evelyn Coleman – Lexile 740, 140 pages**

*Freedom Train*, by Evelyn Coleman, like *Abby Takes a Stand*, is historical fiction. Students will learn about what it was like for a young white boy living in the segregated South during 1947. Historical language and dialect make this text challenging for young readers. I recommend placing students who are reading above grade level in this text.

***Freedom Train* Text Complexity**

QUALITATIVE MEASURES		QUANTITATIVE MEASURES	
<p><b>Levels of Meaning</b> There are multiple themes throughout the book, increasing the complexity of the text. Themes include human rights, freedom, peace, love vs. hate, and right vs. wrong. The central theme students will focus on throughout the book is that it is wrong to treat people differently because of the color of their skin—it is right to treat people equally.</p> <p><b>Structure</b> Overall, the narrative uses a fairly simple, explicit, and conventional story structure.</p> <p><b>Language Conventionality and Clarity</b> Figurative language, as well as historical language and dialect, adds depth and challenge to the text.</p> <p><b>Knowledge Demands</b> The genre, historical fiction, requires a great deal of background knowledge about the time period. Readers will have to separate fact from fiction as they read.</p>		The Lexile level for <i>Freedom Train</i> is 740, 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.	
		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.	

## DAY 2, CHARACTERS & SETTING CLUES

**In this lesson...**you will remind students that good readers identify important characters and details about them. 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.

### Learning Targets:

Read closely to monitor comprehension (RL 1)

- 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 details about them. 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 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.

You each made a character list and a setting clues list when we read the book *Glory Be*. Please turn to the character list for *Glory Be*. Notice how you wrote the name of each important character and information about him or her on the list. Now turn to the setting clues list for *Glory Be*. Notice how you listed 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.

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, 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 *Julian's Glorious Summer* and *Freedom Train* for independent work. Keep the students who are reading *Abby Takes a Stand* with you for additional directions.)

***Julian's Glorious Summer***—Chapter 1 (pp. 5–9)

***Abby Takes a Stand***—“In Gee’s Attic” and Chapter 1 (pp. 1–12)

***Freedom Train***—Chapter 1 (pp. 1–10)

### Special Instructions for students reading *Abby Takes a Stand*:

The book *Abby Takes a Stand* has a complex structure. At the beginning of the book there is a short introduction titled “In Gee’s Attic.” This part of the story is about Grandma Gee and the Webster cousins and takes place in the present time.

When chapter 1 begins, the story flashes back to Grandma Gee’s childhood. I would like you to begin recording the important characters on your character list when you start reading chapter 1. Also, please take your setting clues from chapter 1 only.

(Dismiss the students who are reading *Abby Takes a Stand* 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 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 important characters and the setting of the story so you can make lists for monitoring comprehension.

# Character List

CHARACTER	DETAILS
Julian	A nice person Almost always tells the truth Afraid of bicycles
Huey	Julian's little brother
Dad	Owns a car repair shop
Mom	works
Gloria	Julian's best friend Just got a new bike

## Setting Clues/Map

- Julian and Gloria's neighborhood
- The beginning of summer

# Character List

CHARACTER	DETAILS
Abby	10 years old In the fifth grade
Patsy	Abby's best friend Loves scary movies Knows how to keep a secret Moving to Washington, D.C.
Patsy's grandmother	Lives in Washington, D.C. Sick
Patsy's Mama	A teacher
Mr. Ford	Shop owner
Aunt Mitty	Abby's aunt Abby's Mama's sister
Uncle Big John	Abby's uncle Aunt Mitty's husband

# Character List

CHARACTER	DETAILS
John	Abby's favorite cousin Aunt Mitty and Uncle Big John's son Lives next door to Abby
Mama	Abby's mother

## Setting Clues/Map

Nashville, Tennessee

1960

The South is still segregated.

# Character List

CHARACTER	DETAILS
Clyde Thomason	12 years old In the 7th grade short
Phillip Granger	Ornery Hateful Was kicked out of private school Afraid of frogs
Mr. Granger	Boss at the Cotton Mill
Ronnie Shumate	Clyde's best friend
Joseph Thomason	Clyde's older brother A marine who guards the Freedom Train
Miss Fowler	Clyde's teacher
Chester	Clyde's frog



## Setting Clues/Map

1947

The segregated South  
Atlanta, Georgia

## 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

- Bring your book and book club notebook to the meeting, with all assignments completed;
- Come prepared to respond to questions and to share your thinking about the book with the group;
- Participate by both sharing with and listening to group members;
- Respond to another student's thinking before sharing your own; and
- 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.)



### ***Julian's Glorious Summer?***

*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 problems list on page 11 of your book club notebooks.*

Discuss: What is the big problem in the story? How did Julian choose to solve his problem? Do you think this is a good or bad solution? Why or why not?



### ***Abby Takes a Stand***

*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 problems list on page 11 of your book club notebooks.*

Discuss: Even though in 1956 the United States Supreme Court declared segregated buses to be unconstitutional, segregation was still taking place in the South four years later, in 1960. What are some examples of segregation found in the book *Abby Takes a Stand*?

Discuss: How do you think Abby feels when the manager of the Monkey Bar Grill announces that Abby will not be allowed to stay in the restaurant?

## 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.)



### *Freedom Train*

*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 list on page 10 of your book club notebooks.*

The year is 1947, which is nine years before the United States Supreme Court voted to end segregated buses. The South is still segregated, which means black people and white people live in separate neighborhoods.

Discuss: How do you think the white people will respond to William's family living in an all-white neighborhood?

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

Discuss: What do you think Clyde will do to solve his 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 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 Julian will be working  
day and night,

I made a prediction. I think Julian will have to  
do a lot of chores

because he will need to make his lie  
look like the truth.



# 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 a few of the children looked  
at Abby as if she belonged in a zoo,  
I made a prediction. I think Abby will feel sad

because it's hurtful when people don't  
respect you.



# 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 William offered to look  
for Chester,

I made a prediction. I think William will find  
Chester and he and Clyde will become friends  
because Clyde will realize how nice and  
helpful William is and want to be  
friends with him.



**Vocabulary Words from 3.4**  
***Glory Be***

debate	segregate	desegregate	rumor
agitator	ignore	excluded	hateful
displeasure	suspicious	gossip	welcome
convictions	accused	influenced	

**Vocabulary Words from 3.4**  
***Glory Be***

debate	segregate	desegregate	rumor
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**Vocabulary Words from 3.4**  
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