



**5<sup>TH</sup>**  
**GRADE**  
**VOLUME 5.1**

# **Book Club Teacher's Guide**

*I Survived Hurricane Katrina, 2005*

*Kensuke's Kingdom*

*Hatchet*

For pairing with  
*C. I. A. Unit of Study—Realistic Fiction Adventure,*  
*Earthquake Terror 5.1*

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***I Survived Hurricane Katrina, 2005*, by Lauren Tarshis – Lexile 590, 112 pages**

I love using this simple text with upper elementary students because the story is written for their age group, despite its low quantitative level. They will love learning about the events of this real-life natural disaster through the fictional story. I recommend placing your students who are reading below grade level in this text. You might also place students who have little reading stamina in this text.

***I Survived Hurricane Katrina, 2005*, Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p><b>Levels of Meaning</b> Multiple themes throughout the book increase the challenge for readers of this text. The main theme is that in order to survive, people must stick together and help each other. Other themes include but are not limited to survival, bravery, responsibility, camaraderie, and how determination can create unexpected heroes. The themes emerge through the actions of the people living in New Orleans during Hurricane Katrina.</p> <p><b>Structure</b> Overall, the narrative uses a fairly simple, explicit, and conventional story structure. A slightly more complex structure is used in the very beginning of the story, in the form of a flash-forward. The story begins in the middle of the hurricane, with Barry struggling to survive. The next chapter flashes back to before the hurricane begins, and the story then continues chronologically until the end.</p> <p><b>Language Conventionality and Clarity</b> Lauren Tarshis uses language that is generally clear and accessible.</p> <p><b>Knowledge Demands</b> While the theme is fairly simple, there are multiple themes represented in the book. General background knowledge about hurricanes, floods, and cause and effect relationships related to natural disasters is necessary. Students will also have to have a basic understanding of canals, channels, levees, and the layout of the Lower Ninth Ward.</p>	<p>The Lexile level for <i>I Survived Hurricane Katrina, 2005</i> is 590, 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.</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 the purpose and complexity of the tasks assigned and the questions posed.</p>

***Kensuke's Kingdom*, by Michael Morpurgo – Lexile 730, 176 pages**

This is a beautifully written story with high-level vocabulary. I recommend placing your students who are on grade level in this text. Students will need considerable reading stamina to tackle the length of this text and may need to take the book home for nightly reading to keep up with book club assignments.

***Kensuke's Kingdom*, Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p><b>Levels of Meaning</b> The main theme of <i>Kensuke's Kingdom</i> is that human companionship is important to survival. There are other themes included too, about never giving up hope, trusting in others, and the importance of living harmoniously with nature.</p>	<p>The Lexile level for <i>Kensuke's Kingdom</i> is 730, 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>Structure</b> Overall, the narrative uses a fairly simple, explicit, and conventional story structure. A slightly more complex structure is used in the very beginning of the story, when a grown-up Michael explains how ten years have passed since he made a promise to keep Kensuke's secret. He briefly lists what has happened in his life during those ten years. Then, Michael goes back and begins the story eleven years in the past, when he was eleven years old. The story then continues chronologically until the end.</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 the purpose and complexity of the tasks assigned and the questions posed.</p>
<p><b>Language Conventionality and Clarity</b> Michael Morpurgo uses language that includes very high-level vocabulary and complex sentence structures. He also includes a language barrier between Michael and Kensuke. Their struggle to communicate raises comprehension challenges for the reader as well.</p>	
<p><b>Knowledge Demands</b> There are multiple complex themes represented in this book. General background knowledge about sailing, geography, and using maps is necessary.</p>	

***Hatchet*, by Gary Paulsen – Lexile 1020, 181 pages**

This classic story of survival is for students who are reading above grade level as fifth-graders. Students will need a high level of stamina for this text and may need to take the book home for nightly reading to keep up with book club assignments.

***Hatchet* Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p><b>Levels of Meaning</b> The main theme of <i>Hatchet</i> is that one has to think through problems and solve them in order to survive. There are other themes included too, about never giving up hope, personal strength, the importance of living harmoniously with nature, and how self-pity never helps solve problems.</p> <p><b>Structure</b> Although the story is told mostly in chronological order, there are occasional flashbacks to an event Brian refers to as “The Secret.” “The Secret” is a memory Brian has from before his parents’ divorce. These flashbacks share bits and parts of the memory over the course of the novel. Additionally, Brian has a life-changing revelation in the middle of the book that causes a time gap of 42 days in the story. Brian recalls only the most important events from those 42 days, so readers will have to pay close attention to how much time has passed. This time gap makes the structure of this text complex.</p> <p><b>Language Conventionality and Clarity</b> Gary Paulsen uses language that includes high-level vocabulary and complex sentence structures.</p> <p><b>Knowledge Demands</b> There are multiple complex themes represented in this book. General background knowledge about survival and the wilderness is required.</p>	<p>The Lexile level for <i>Hatchet</i> is 1020, 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 the purpose and complexity of the tasks assigned and the questions posed.</p>

## DAY 4, 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.

**To prepare for this lesson...**make copies of the pre-made setting maps for *I Survived Hurricane Katrina, 2005* and *Kensuke’s Kingdom* that can be found at the end of this lesson. Have your students glue or tape these maps into their book club notebooks on page 10. The group using the book *Hatchet* will not be using a map because they will be creating a setting clues list instead.

### 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. Some of you will be using maps to help you better understand the setting as you read, while others will be creating setting clues lists. 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 made a setting map when we read the book *Earthquake Terror*. Please turn to the setting map for *Earthquake Terror*. Remember how you carefully listened to setting clues when drawing Magpie Island and drew details about the setting as accurately as possible on the map.

## 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.

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 and their setting-related task, then dismiss students for independent work. Conduct conferences with partnerships as necessary.)

***I Survived Hurricane Katrina, 2005***—Reread Chapters 1–3. As you read, use the map to help you understand the setting of the story.

***Kensuke's Kingdom***—Reread Chapter 2. As you read, use the map to help you understand the setting of the story, and Michael's journey.

***Hatchet***—Read Chapters 2–3. As you read, you will be making a list of setting clues. Every time you learn a detail about where Brian is and what his circumstance is, record it on your setting clues list. (Note: This will be different than what students did when reading *Earthquake Terror*. You may have to pull these students to the discussion table to give them more direction on this assignment.)

## 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...*

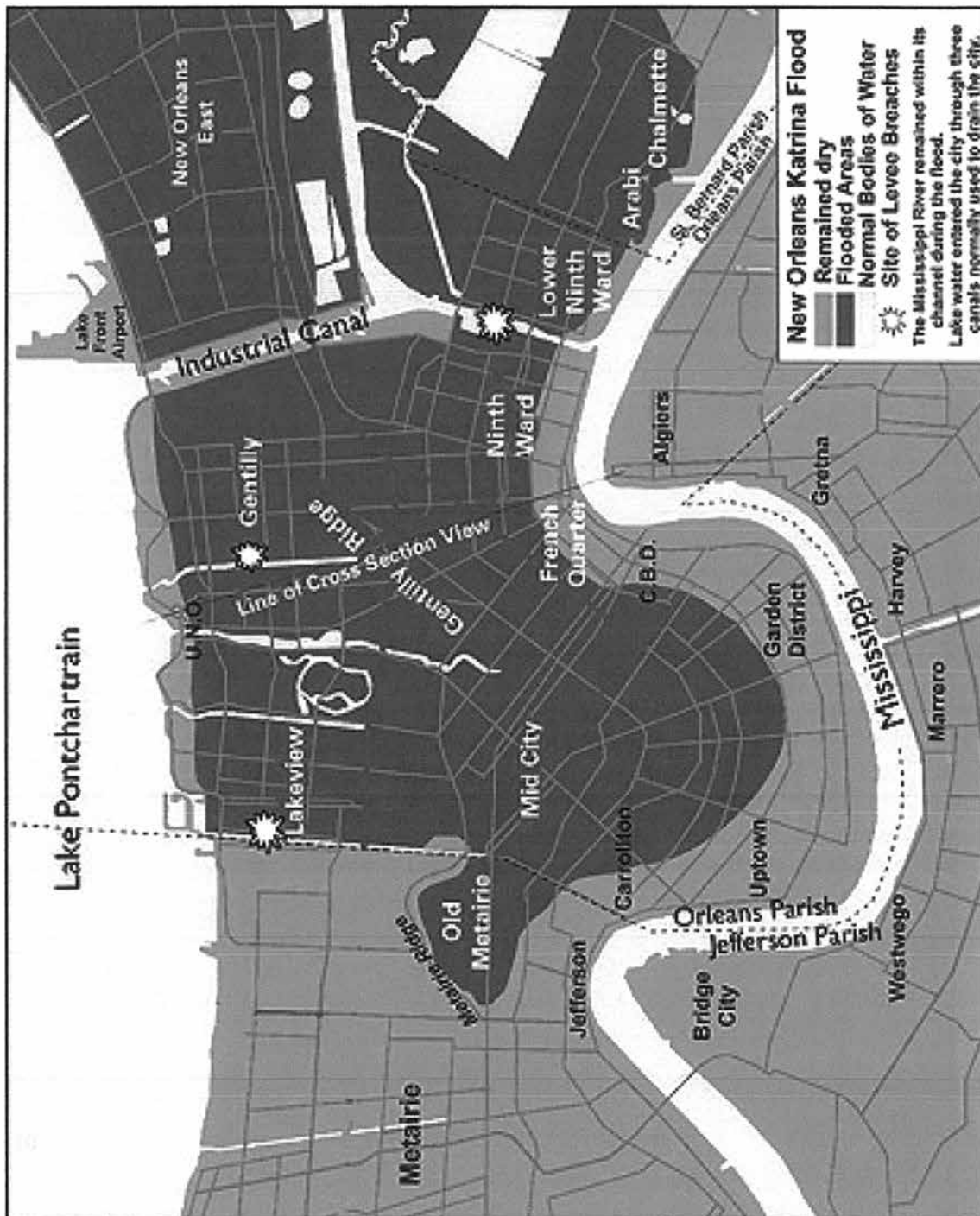
...I want you to think about what you know about important setting clues in order to understand the story better.



# Setting Clues/Map

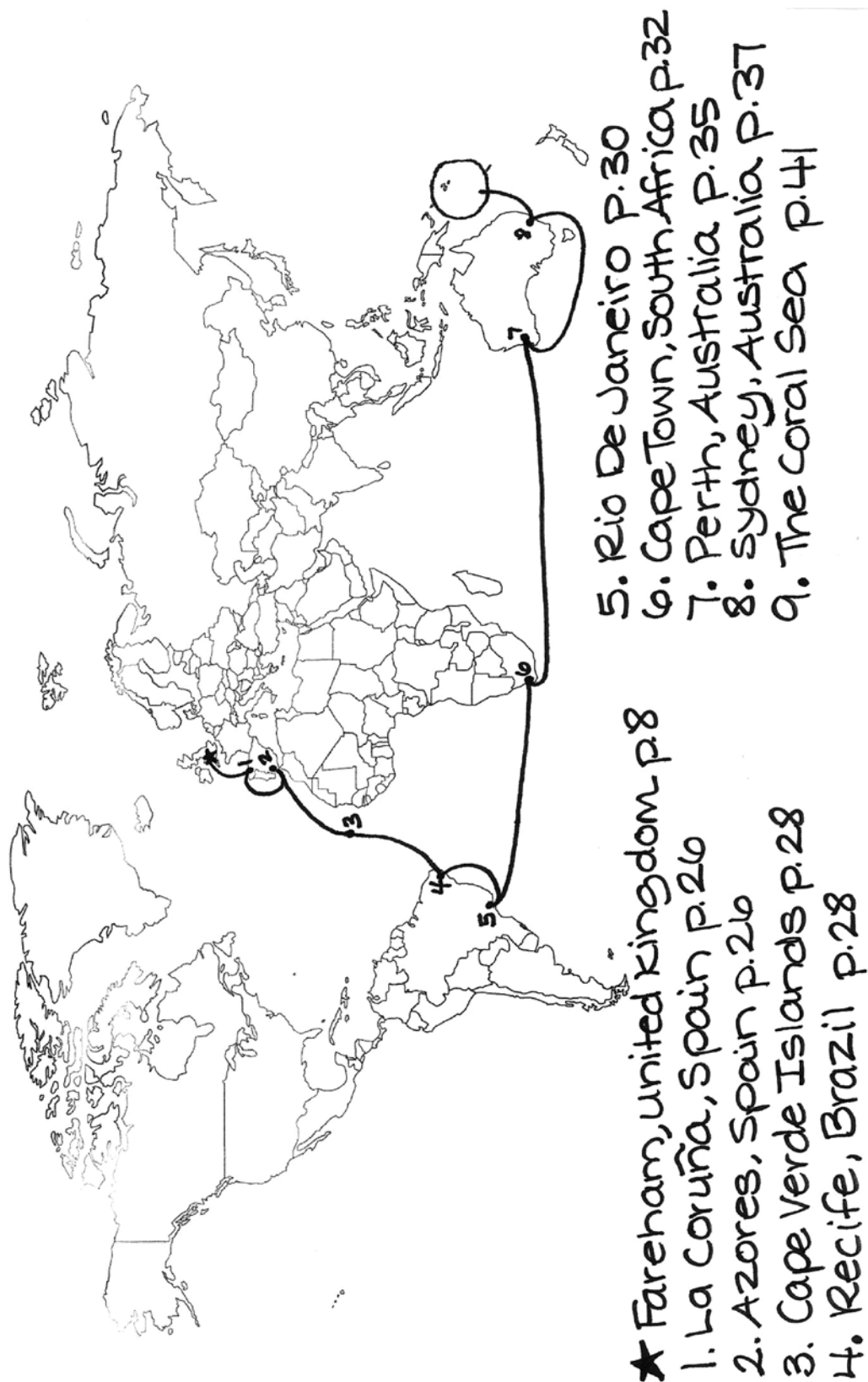
## New Orleans, Louisiana

### Lower Ninth Ward - August 2005



# Setting Map:

## World Map



## Setting Clues/Map

The Canadian wilderness

- trees
  - lakes
  - Swamps
- 
- No towns
  - No villages
  - No roads
  - No trails
  - No people

## 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)

Apply 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.)



### ***I Survived Hurricane Katrina, 2005***

*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.*

Discuss: Look at your map of the Lower Ninth Ward. Notice that it is surrounded by water. What do you think will happen to the homes in that area during a hurricane? How would you feel if a huge storm was coming to your home?

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

Discuss: What is the Tucker family doing to solve the problem? Do you think this is the right choice? Why or why not?



### ***Kensuke's Kingdom***

*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.*

Discuss: Look at your map of the world, where you traced the route Michael's family took. Notice how far they went and where Michael went overboard. What do you think it was like to sail that far? How would you feel if you were overboard in the middle of the sea?

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

Discuss: What do you think Michael will do to solve the last problem listed? Do you think this is the right choice? Why or why not?

## 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.)



*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: Look at your list of setting clues. Describe the situation that Brian is in. Do you think that Brian is making good choices, considering his circumstances? Why or why not? What would you do if you were in this position?

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

Discuss: (Be sure that the students understand that the flashbacks that Brian is having when he thinks about “The Secret” are memories, so they are not confused about what is happening in the moment to Brian.)

What do you think Brian will do to try to survive alone in the wilderness? What does he have with him? How will these items help him to survive?

## 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 "Some people said that the  
levees weren't strong enough for a really big storm,"  
I made a prediction. I think the levees will break  
and New Orleans will be flooded  
because I read about the flooding on  
the setting map.





# 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 Michael and Stella  
fell into the sea,

*I made a prediction. I think* Michael and Stella will  
float to an island

*because* on the map it shows a lot of  
islands in the Coral Sea.



# 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* it might be four days or  
more before the searchers would find him

*I made a prediction. I think* Brian will be in the  
wilderness for months before he is rescued  
*because* the plane went off course so  
the searchers might not be able to  
find him.

## **Vocabulary Words Learned While Reading** *Earthquake Terror*

Sympathy vs. Empathy	Survive	Responsible
Capable vs. Dependent	Isolated	Deserted
Fear vs. Comfort	Unpredictable	Important
Determination vs. Despair	Destructive	Desperate
Impossibilities	Accomplishment	

## **Vocabulary Words Learned While Reading** *Earthquake Terror*

Sympathy vs. Empathy	Survive	Responsible
Capable vs. Dependent	Isolated	Deserted
Fear vs. Comfort	Unpredictable	Important
Determination vs. Despair	Destructive	Desperate
Impossibilities	Accomplishment	