



6TH GRADE

VOLUME 6.2

Book Club Teacher's Guide

A Letter to Mrs. Roosevelt

Sylvia & Aki

Out of the Dust

For pairing with *C. I. A. Unit of Study—Historical Nonfiction*,
Children of the Dust Bowl 6.2

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***A Letter to Mrs. Roosevelt*, by C. Coco De Young – Lexile 690, 105 pages**

This book explores the effects of the Great Depression on people who owned stores and lived in towns or cities. Students will also learn about the inspiring work of First Lady Eleanor Roosevelt and the help she gave to the American people during this time of great hardship. Students will be challenged by the qualitative demands of this book. Background knowledge gained through the read-aloud will make this topic more accessible. 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.

***A Letter to Mrs. Roosevelt* Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p>Levels of Meaning The text offers multiple levels of meaning and nuances of abstract concepts related to overcoming hardships, the Great Depression, and the determination of the American people.</p> <p>Structure This narrative is told mostly chronologically, with a flash-forward at the beginning of the book. Chapter 1 begins in 1929, and chapter 2 begins in 1933.</p> <p>Language Conventionality and Clarity The genre of this story adds some complexity to the language. Dialogue that incorporates historical and regional language makes this text qualitatively challenging.</p> <p>Knowledge Demands This text requires knowledge of the genre historical fiction. In addition, students will need to rely on background knowledge of the Great Depression.</p>	<p>The Lexile level for <i>A Letter to Mrs. Roosevelt</i> is 690, 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>

***Sylvia & Aki*, by Winifred Conkling – Lexile 760, 143 pages**

In this book, students will read about what was happening in California immediately after the Great Depression. This book takes place in Westminster, California, between 1941 and 1945. In December 1941 the Japanese bombed Pearl Harbor and the United States declared war on Japan. This book explores the life of one Japanese American family who was sent to live in an internment camp, and the life of the Mexican American family who leases their farm while they are gone. Readers learn about the segregation of schools in California during this time and about the *Mendez v. Westminster* case that put an end to segregation in California. Readers will be intrigued by Conkling's account of this actual event!

This book is challenging not only due to the background knowledge needed to access this text but also because it follows an unconventional story structure. Chapters alternate between the story of Sylvia and the story of Aki. Readers will have to keep track of separate plots as they read. I recommend placing your students who are reading slightly below grade level and on grade level in this text.

***Sylvia & Aki* Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p>Levels of Meaning The text offers multiple levels of meaning and nuances of abstract concepts related to overcoming hardships, segregation in schools, WWII, Japanese internment, and the determination of the American people.</p> <p>Structure This narrative follows an unconventional story structure. Chapters about Sylvia and her life alternate with chapters about Aki and her life. The reader has to pay close attention to dates mentioned in the text in order to understand how much time has passed.</p> <p>Language Conventionality and Clarity The genre of this story adds some complexity to the language. Dialogue that incorporates historical and regional language makes this text qualitatively challenging.</p> <p>Knowledge Demands This text requires knowledge of the genre historical fiction. In addition, students will need to rely on background knowledge of the Great Depression, segregation in schools, and WWII.</p>	<p>The Lexile level for <i>Sylvia & Aki</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>
	READER TASK CONSIDERATIONS
	<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>

***Out of the Dust*, by Karen Hesse – Lexile 1040, 227 pages**

In this book, students will read about what it was like for the families who stayed in the Dust Bowl region during the time of the dust storms and the Great Depression. Written in free verse, this book challenges readers to draw inferences from the text and recognize how the author conveys her message through the use of symbolism. I recommend placing students who are reading on and above grade level in this text.

***Out of the Dust* Text Complexity**

QUALITATIVE MEASURES		QUANTITATIVE MEASURES	
<p>Levels of Meaning The text offers multiple levels of meaning and nuances of abstract concepts related to overcoming hardships, the Great Depression, and the determination of the American people.</p> <p>Structure The text is written in free verse, with each poem having a title and date. Poems fit together chronologically so that together they tell a cohesive story.</p> <p>Language Conventionality and Clarity The genre of this story adds complexity to the language. Dialogue that incorporates historical and regional language makes this text qualitatively challenging. Figurative language and symbolism add qualitative depth.</p> <p>Knowledge Demands This text requires knowledge of the genres historical fiction and poetry. In addition, students will need to rely on their understanding of the causes and effects of the dust storms and the Great Depression.</p>		The Lexile level for <i>Out of the Dust</i> is 1040, based on word frequency and sentence length. This is in the upper range of the complexity band for 6th–8th 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 3, OUTSIDE TEXT

Video: “The American Presidents: Franklin D. Roosevelt”

Produced by Disney Educational Productions, 2010

Retrieved on July 20, 2015, from <https://www.youtube.com/watch?v=3tyvvjWtc-Y>

This video tells about...Franklin D. Roosevelt’s presidency.

In this lesson...you be modeling how readers focus on gathering important information while reading. You will teach students that sometimes readers use outside sources to help them build background knowledge about a topic and gain understanding of the author’s message.

Learning Targets:

Integrate content presented in diverse media formats (RI 7)

Analyze how two texts address similar topics (RI 9)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...

...that good readers identify important characters.

Teach:

Today I am going to remind you...

...that good readers focus on gathering important information while reading. Today, you will be learning about the time period in which your books take place and the important events that occurred during this time period. Each of your book club books takes place sometime during Franklin D. Roosevelt's presidency, which lasted from 1933 to 1945. Therefore, Franklin D. Roosevelt is an important key player in each of your books, and the events that occurred during his presidency are important to the setting of your stories.

You each kept track of important events that occurred during the time period of the Great Depression when we read the book *Children of the Dust Bowl*. Please turn to the important events list for the stock market crash. Notice how you kept track of the important events that occurred during this time in history, and the dates of those events.

Today, we are going to watch a video highlighting the important events in President Franklin D. Roosevelt's presidency. As you watch, you will be thinking about the most important events in Franklin D. Roosevelt's presidency and recording those events on an important events list.

Please open up your book club notebooks to page 12. Label this page Important Events List: Franklin D. Roosevelt's Presidency.

Today you will be using this stem for turn and talk:

When the video said _____, I was thinking this was an important event because _____. This helps me understand _____.

Play the video: "The American Presidents: Franklin D. Roosevelt."

Model:

Stop after: "F.D.R. had about as much money as some kings." (0:58)

When the video said President Franklin D. Roosevelt was first elected in 1932, **I was thinking this was an important event because** it marked the beginning of his long service as president. **This helps me understand** that President Roosevelt was in office during the time of the Great Depression.

(Ask students to add this event to the important events list on page 12 of their book club notebooks.)

Guided Practice:

Stop after: “It was kind of like a massive chore list for the American public, in exchange for an allowance.” (2:24)

What important events are mentioned in this part of the video? How do these events help you understand the time period better?

Turn and talk to your partners using this stem:

When the video said _____, I was thinking this was an important event because _____. This helps me understand _____.

(Ask students to add their thinking to the important events list on page 12 of their book club notebooks.)

Guided Practice:

Stop after: “He inspired confidence.” (3:14)

What important events are mentioned in this part of the video? How do these events help you understand the time period better?

Turn and talk to your partners using this stem:

When the video said _____, I was thinking this was an important event because _____. This helps me understand _____.

(Ask students to add their thinking to the important events list on page 12 of their book club notebooks.)

Guided Practice:

Stop after: “It was the end of the Depression, it was an incredible expansion of America’s industrial capacity.” (4:27)

In 1939, Britain and France entered World War II. Roosevelt did what he could to keep the U.S. from entering the war.

What important events are mentioned in this part of the video? How do these events help you understand the time period better?

Turn and talk to your partners using this stem:

When the video said _____, I was thinking this was an important event because _____. This helps me understand _____.

(Ask students to add their thinking to the important events list on page 12 of their book club notebooks.)

Guided Practice:

Stop after: "...criticized for putting 110,000 Japanese Americans in what were in effect concentration camps." (4:43)

What important events are mentioned in this part of the video? How do these events help you understand the time period better?

Turn and talk to your partners using this stem:

When the video said _____, I was thinking this was an important event because _____. This helps me understand _____.

(Ask students to add their thinking to the important events list on page 12 of their book club notebooks.)

Guided Practice:

Stop after: "He had already checked off most of the items on his presidential chore list." (5:31)

What important events are mentioned in this part of the video? How do these events help you understand the time period better?

Turn and talk to your partners using this stem:

When the video said _____, I was thinking this was an important event because _____. This helps me understand _____.

(Ask students to add their thinking to the important events list on page 12 of their book club notebooks.)

Stretch It (Optional):

Many people believe that Franklin D. Roosevelt was one of the greatest presidents in the history of the United States.

Discuss: Why do you think many consider him such a great president? Do you agree or disagree?

Link:

Today and every day when you read...

...I want you to consider how information in outside sources might help you understand the setting of the story better.

Important Events List

Franklin D. Roosevelt's Presidency

1. President Franklin D. Roosevelt was first elected in 1932.
2. Roosevelt launched the New Deal, which created programs like Social Security, unemployment insurance, and public works projects.
3. Roosevelt aired radio broadcasts that he called Fireside Chats.
4. December 7, 1941 was the day the Japanese military attacked Pearl Harbor.
5. The U.S. entered world war II as a result of the bombing of Pearl Harbor.
6. During WWII, Roosevelt put 110,000 Japanese Americans in internment camps.
7. Roosevelt died in office just four months before the end of WWII.

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 in an image, or the time period in which the story takes place, which may be shown on a timeline.

To prepare for this lesson, print the following maps and images for each of the book club groups.

A Letter to Mrs. Roosevelt

http://www.worldmapsonline.com/UnivHist/30155_6.gif

Sylvia & Aki

<http://library.csus.edu/collections/jaac/imagelibrary.html>

(Print both the paragraph describing farm life and the image of the farm.)

Out of the Dust

http://www.glencoe.com/qe/images/b96/q2582/tak11_obj2_seatt.gif

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 use comprehension strategies to identify important characters and infer character traits.

Teach:

Today I am going to remind you...

...that good readers pay attention to the setting of the story. Today you will focus on better understanding the setting of your story, which includes both the time and the location in which your story takes place.

Please open up your book club notebooks to page 12 where you listed the important events of Franklin D. Roosevelt's presidency. You will be turning this list of events into a timeline by writing corresponding dates in the margin.

The first date is 1932; this was the year Franklin D. Roosevelt was first elected president.

(Model adding the date 1932 in the margin.)

In 1933 Roosevelt launched the New Deal.

(Modeling adding the date 1933 in the margin.)

The Japanese attacked Pearl Harbor and the U.S. became involved in WWII in 1941.

(Model adding the date 1941 in the margin.)

Roosevelt died in office on April 12, 1945, just four months before the end of WWII.

(Model adding the date 1945 in the margin.)

The books we are currently reading in book clubs all took place during President Roosevelt's presidency.

Discuss: In what year does each story begin?

(Have each student place a star next to the date where his or her story begins: *A Letter to Mrs. Roosevelt*, 1933; *Sylvia & Aki*, 1941; and *Out of the Dust*, 1934.)

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. To help you visualize the setting, you will use a printed map or image.

If you are reading *A Letter to Mrs. Roosevelt*, you will be viewing a map showing the percentage of the labor force that was unemployed in the United States during the Great Depression, 1929–1939. As you read, you will make some notes on this handout detailing what life was like for people living in Pennsylvania during this time of high unemployment.

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

If you are reading *Sylvia & Aki*, you will read an outside text about what farm life was like for Japanese immigrants in California and view an image of an asparagus farm similar to the one described in your book. As you reread chapter 2 of *Sylvia & Aki*, you will make some notes on this handout that detail what the farm described in your book is like.

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

If you are reading *Out of the Dust*, you will be viewing a map showing areas that suffered damage during the dust storms. As you read, you will add some notes to this handout that detail what life was like for people living in the area of severe damage.

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

You will each be reading and completing your 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.)

A Letter to Mrs. Roosevelt—Reread chapter 2 (pp. 6–9).

Sylvia & Aki—Read the article, then reread chapter 1 (pp. 3–17).

Out of the Dust—Reread pages 3–14, then read pages 15–27.

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...

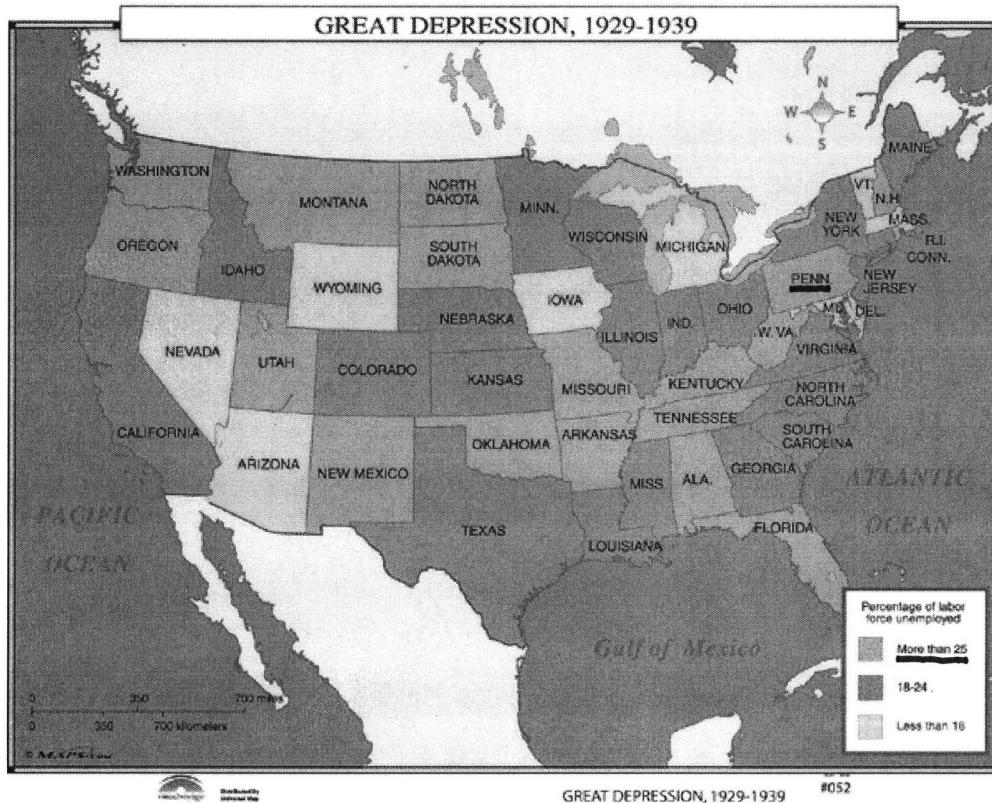
...I want you to think about what you know about important setting clues in order to understand the story better.

Important Events List

Franklin D. Roosevelt's Presidency

- | | |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------|
| 1932 - | 1. President Franklin D. Roosevelt was first elected in 1932. |
| 1933 -
★ | 2. Roosevelt launched the New Deal, which created programs like Social Security, unemployment insurance, and public works projects. |
| | 3. Roosevelt aired radio broadcasts that he called Fireside Chats. |
| 1941 - | 4. December 7, 1941 was the day the Japanese military attacked Pearl Harbor. |
| | 5. The U.S. entered world war II as a result of the bombing of Pearl Harbor. |
| | 6. During WWII, Roosevelt put 110,000 Japanese Americans in internment camps. |
| 1945 - | 7. Roosevelt died in office just four months before the end of WWII. |

Setting Clues/Map



- Margo's family isn't poor. They have a house, a radio, and food. p.7
- Margo's neighborhood isn't a wealthy neighborhood. p.8
- It is during the time of the Great Depression when banks are closing and people are losing their jobs, their money, and their houses. p.8

Important Events List

Franklin D. Roosevelt's Presidency

- | | |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------|
| 1932 - | 1. President Franklin D. Roosevelt was first elected in 1932. |
| 1933 - | 2. Roosevelt launched the New Deal, which created programs like Social Security, unemployment insurance, and public works projects. |
| | 3. Roosevelt aired radio broadcasts that he called Fireside Chats. |
| 1941 -
★ | 4. December 7, 1941 was the day the Japanese military attacked Pearl Harbor. |
| | 5. The U.S. entered world war II as a result of the bombing of Pearl Harbor. |
| | 6. During WWII, Roosevelt put 110,000 Japanese Americans in internment camps. |
| 1945 - | 7. Roosevelt died in office just four months before the end of WWII. |

Setting Clues/Map



Japanese American farmers showed ingenuity and hard work.

Walnut Grove farmers produced hops and asparagus.

World War II and the imprisonment of Japanese Americans marked the end of thriving Japanese American farming communities on the west coast.

Southern California farms grew oranges, lima beans, sugar beets, and asparagus. p.4

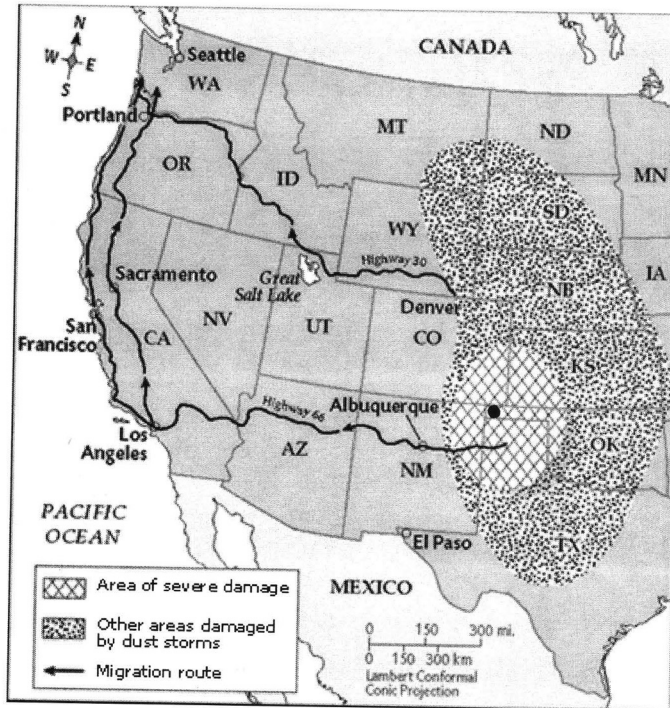
Sylvia's farm- asparagus farm
main house
caretakers' houses
large barn
packing house

Important Events List

Franklin D. Roosevelt's Presidency

- | | |
|--------|-------------------------------------------------------------------------------------------------------------------------------------|
| 1932 - | 1. President Franklin D. Roosevelt was first elected in 1932. |
| 1933 - | 2. Roosevelt launched the New Deal, which created programs like Social Security, unemployment insurance, and public works projects. |
| ★ | 3. Roosevelt aired radio broadcasts that he called Fireside Chats. |
| 1941 - | 4. December 7, 1941 was the day the Japanese military attacked Pearl Harbor. |
| | 5. The U.S. entered world war II as a result of the bombing of Pearl Harbor. |
| | 6. During WWII, Roosevelt put 110,000 Japanese Americans in internment camps. |
| 1945 - | 7. Roosevelt died in office just four months before the end of WWII. |

Setting Clues/Map



1934

Wheat farm

Shack in the Panhandle of Oklahoma

Cimarron County

North of Lubbock, Texas

Haven't had a crop in 3 years

During the drought, windstorms,
and the dust storms

During President Roosevelt's New Deal

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

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.)



A Letter to Mrs. Roosevelt

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: Why do you think the author chose Pennsylvania for the setting of the story?

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

When you read historical fiction, some of the problems in the book will be factual because they represent real problems that happened in history. Other problems will be fictional problems that are believable based on the circumstances of the time period.

Discuss: Which problems in the book are real problems from history and which problems in the book are fictional? Do you think the fictional problems in the book are believable based on the circumstances of the time period? Why or why not?

Open up your book, A Letter to Mrs. Roosevelt, to page 4. Follow along with me as I read aloud starting where the book says, “Everything started to change in May...” (Stop reading after, “There must have been a lot of shooting stars that night.”)

Mrs. DiLuso is very superstitious. Someone who is superstitious blindly accepts a belief or notion that is not based on reason or knowledge. Mrs. DiLuso believes that the shooting star that crossed the night sky above Margo’s neighborhood is an omen. She believes that the shooting star means death or bad times for the people on Maple Avenue.

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

Discuss: How might Mrs. DiLuso use the events that have occurred in Margo’s neighborhood to defend her belief?

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.)



Sylvia & Aki

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: Both the Mendez family and the Munemitsu family face similar problems in the story. How are their problems alike? How are they different?

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

Aki and her mother have to pack up or get rid of everything from Japan. After looking at dozens of pictures, Aki's mother saves just a small pile of photographs. The rest she tears up and drops into the wastebasket.

Discuss: How do you think it felt for Aki's mother to destroy these pictures from her past? How has the Japanese American culture been damaged by the events of WWII?



Out of the Dust

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: Why do you think the author chose Cimarron County for the setting of the story?

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

When you read historical fiction, some of the problems in the book will be factual because they represent real problems that happened in history. Other problems will be fictional problems that are believable based on the circumstances of the time period.

Discuss: Which problems in the book are real problems from history and which problems in the book are fictional? Do you think the fictional problems in the book are believable based on the circumstances of the time period? Why or why not?

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 Charlie was the best
at hiding,

I made a prediction. I think Charlie is hiding
from his family

because I think he lost his papa's
watch and is afraid of getting
in trouble.



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 Sylvia found Aki's doll,

I made a prediction. I think Sylvia will take care
of Aki's doll until she returns and the two of
them will become friends
because _____

Sylvia feels sad that Aki was sent away.



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 Paddy gets five bushels
to his acre it'll be a miracle,"

I made a prediction. I think Billie Jo's dad will
have to take out a loan

because I don't think he will have enough
wheat to harvest as a result of the damage
caused by the dust storms.

Vocabulary Words from 6.2
Children of the Dust Bowl

Migrants	Unemployment	Unprofitable
Hardship	Bountiful	Barren
Despair	Squatter Community	Injustice
Squalor	Humanized	Preserve
Opposition	Acceptance	Self-sufficient
Memorable		

Vocabulary Words from 6.2
Children of the Dust Bowl

Migrants	Unemployment	Unprofitable
Hardship	Bountiful	Barren
Despair	Squatter Community	Injustice
Squalor	Humanized	Preserve
Opposition	Acceptance	Self-sufficient
Memorable		