Reading Workshop Unit of Study
Third – Fifth Grade
Book Clubs

Written by
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Literacy Coach
Nelson Elementary School
Muskegon Public Schools

Sponsored by
MAISD
Muskegon Area Intermediate School District
## Reading Workshop Unit of Study – Book Clubs

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<th>Content Area:</th>
<th>Reading Workshop</th>
<th>Grade Level:</th>
<th>Grades 3-5</th>
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<tr>
<td>Unit Title:</td>
<td>Book Clubs</td>
<td>Duration:</td>
<td>5 Weeks</td>
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### Concepts:
- Bend 1: Readers build strings of conversation surrounding a shared text
- Bend 2: Readers look personally and critically at books, working to connect on a deeper level
- Bend 3: Readers deepen comprehension work by building and supporting theories within and about texts

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<td>Book Club Schedule</td>
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## Resources and Materials

### Suggested Read Aloud Books

**Picture Books:**
- *The Raft* by Jim LaMarche
- *Wilfred Gordon McDonald Partridge* by Mem Fox
- *Those Shoes* by Maribeth Boeltz
- *Sylvester and the Magic Pebble* by William Steig

**Chapters/Excerpts**
- *Eleven* by Sandra Cisneros
- *Seedfolks* by Paul Fleischman

**Chapter Books**
- *Maniac Magee* by Jerry Spinelli
- *Holes* by Louis Sachar

### Materials

- Sets of 4-6 books for each club
- Book club bookmark
- Listening in on book clubs
- Strings of conversation rubric
- Book club reflection sheet
- Anchor charts
- Sticky notes
- Reader’s response notebook
- Reading logs
- Literature response questions to scaffold certain groups

### Teacher References

- *Personal Response Book Clubs* by Lauren Carroll, Brooke Peters, Adrienne Warner C&T 4139 Teachers College Course, Spring 2007
- *The Art of Teaching Reading* by Lucy Calkins, Chapters 12 and 20
- *Book Clubs Unit of Study* developed by NYC District 75 Literacy Coaches, 2003
- *Teacher’s College Reading and Writing Project Curriculum Calendar 2009*
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#### Bend 1

**Readers build strings of conversation surrounding a shared text**

**Assessment**

- Sitting in a circle to share information
- Writing pages and dates on their bookmarks
- Using non-verbal cues to affirm others’ input/questions
- Using sticky-notes/reading journal to help guide conversation
- Opening their books to reference specific information
- Speaking to each other without raising their hands
- Reference the chart of conversation starters when scaffolding is needed

**Instruction**

1. **Readers** make decisions about the amount of reading to be done daily.
2. **Readers** listen closely to one another to aid in conversation and comprehension.
3. **Readers** use jottings to prepare for conversations to allow them to make specific references from the text to support thinking.
4. **Readers** ask relevant (“thick”) questions to promote conversation.
5. **Readers** move from retelling a plot to forming new thoughts.
7. **Readers** are accountable for themselves as members of a group.
8. **Readers** utilize response journals during the reading of their shared text to capture their thinking and guide their talk.
9. **Readers** settle disputes and problem-solve issues in appropriate ways.
10. **Readers** are reflective about the work that is done in clubs to help them to move their work forward.

**Hear Readers...**

- Discuss how many pages they need to read each day to complete the book.
- Talking long on one topic about their book
- Converse with little interruption between group members
- Agreeing with another member and giving reasons behind their thoughts
- Disagreeing with another member and giving reasons behind their thoughts
- Asking “Thick” questions of their members to elicit discussion
- Talking about specific events/characters in their books at time saying, “on page...”
**Reading Workshop Unit of Study – Book Clubs**

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<th>Bend 2</th>
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<th>Instruction</th>
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<tr>
<td><strong>Readers look personally and critically at books working to connect on a deeper level.</strong></td>
<td><strong>See Readers</strong>…</td>
<td><strong>Instruction</strong></td>
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<tr>
<td></td>
<td>• Have emotional reactions to books and characters therein</td>
<td>1) <strong>Readers</strong> become emotionally attached to texts by relating our feelings to the feelings of the character.</td>
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<td>• Sketch pictures to demonstrate a point to their club members</td>
<td>2) <strong>Readers</strong> linger over our thoughts and let ourselves become emotionally connected. We think about what issues in our lives allow us to respond this way.</td>
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<td>• Talk animatedly about the characters in the story as though they are friends</td>
<td>3) <strong>Readers</strong> compare their lives with the lives of characters in their books to connect at a deeper level.</td>
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<td>• Nod in agreement about what other club members say</td>
<td>4) <strong>Readers</strong> take our connection work to a higher level by finding the characters who are the most like us and connecting their traits to ours.</td>
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<td>• Mark pages with sticky notes to share with their members</td>
<td>5) <strong>Readers</strong> use the knowledge of how life’s stories tend go to make intelligent predictions about the texts we read.</td>
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<td>• Go back in the book to show members what they are talking about</td>
<td>6) <strong>Readers</strong> zoom out from a text and ask ourselves, “So, what does this really mean about life?”</td>
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<th></th>
<th><strong>Hear Readers</strong>…</th>
<th>7) <strong>Readers</strong> let the beauty of the language get to us emotionally.</th>
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<td></td>
<td>• Predict what will happen in a character’s life using their knowledge of how life goes</td>
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<td>• Discuss the characters as if they know them personally</td>
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<td>• Discuss the settings as though they are places they have been before</td>
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<td></td>
<td>• Talking about the beauty of language and how it affects the story and them personally</td>
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<td>• Say, “turn to page…” and listen while I read…</td>
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<td>• Say, “this part made me sad/delighted/etc…”</td>
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| **Readers deepen comprehension work by building and supporting theories within and about texts.** | **See Readers…**  
- Respond in writing to other club members questions  
- Search their notes for reasons they did not initially think about to support their theories  
- Discuss a theory and dispute reasons why/why not that theory may hold true in and outside of this book  
- Go back into their book to show others a specific part | 1) **Readers** make decisions about characters and connect that decision to information from the text as well as information about people in their own lives.  
2) **Readers** envision places and people in the story by relating them to places and people we know in our lives.  
Optional Lesson: Readers take initiative to research places and time periods to aid in understanding.  
3) **Readers** understand that anything that is told in the story can be looked at from more than one perspective.  
4) **Readers** are able to draw conclusions about events in the stories using information they already have from the text coupled with their own prior knowledge.  
5) **Readers** discuss, define, and explore possible reasons the author may have included certain parts of a book.  
Optional lesson: Readers explore possible reasons characters respond to events in the book in particular ways.  
6) **Readers** work to deepen their thinking by responding in writing about the questions other members have asked. |

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<th><strong>Hear readers…</strong></th>
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| - Say, “I never thought about it from that point of view.”  
- Verify their thoughts with specific examples from their book |  |

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## Reading Workshop Unit of Study – Book Clubs

### Reading Unit of Study Instructional Learning Plan – Bend 1

| Bend 1: Readers build strings of conversation surrounding a shared text. (Students should sit near their book club members during all mini-lesson work, but have a single partner within that group as well. They will work both as pairs and groups during active engagement.) | Teaching point: Readers make decisions about the amount of reading to be done. **Teach:** “Readers, you have all of these great books in front of you, and you are faced with some very important decisions…what pages are you going to read for tomorrow? How are you going to be sure that all of the members read their part? Will everyone be prepared to talk about it?” I am going to give you a tool to help you keep track of your job as readers of this book club book, because I know it can get confusing as most of you will be reading your book club book and your own choice reading as well. Today I am going to teach you how to use this book mark (see appendix) to help you keep track of your work for book club. Watch while I do some figuring out of how many pages or chapters I need to read each day to be done in 6 days. OK, if I were reading *Maniac Magee* I need to look at the number of pages and the number of chapters…184 pages and 46 chapters. Now we decide, are we dividing it by pages or chapters? Chapters would be good in this case because they are very short. 45 divided by six days…around 8 chapters a day. So now I am going to fill out my book mark with my group…Day one, that’s today, we need to read through Chapter 8, so to page 29. Tomorrow we will add around 8 more chapters…to page 58 if we stop at Chapter 16. If we plan this all out ahead of time with our groups, we will be better prepared to get the work done. **Active Engagement:** OK, now you and your group members are going to start working out how many pages or chapters per day you will need to read to finish in six school days (you will be reading starting today). Using the number of pages or chapters divided by six, how many pages are you going to allot to each day? | **Teaching Point:** Readers listen closely to one another to aid in conversation and comprehension. **Connection:** Readers, we need to continue to focus on some of the areas we worked toward in our read aloud clubs now that we are using a shared text. One of the areas I think we need more work on is to really listen closely and pay attention to what is said, so you can truly respond to one another and stretch your talk. **Teach:** Watch closely as this group of students and I try to really listen to what each member is saying to try to keep our conversation going in one direction (You may want to let a small group of students know you are going to use them as a fishbowl conversation and prepare them with the information on the sticky note). We are going to begin with one of my sticky notes from *The Most Beautiful Place in the World.* Let me reread just a bit of this, so we all remember this specific part. From page 26, “My grandmother wasn’t home when they came for the bed, or maybe she wouldn’t have let them take it. When they were carrying the bed, I followed them to the road, but my mother said, “You stay here, Juan,” so I went back to the house. Once they were gone I didn’t know what to do, so I just hung around all day until my grandmother came home, and went up to her and pulled her into the room where our bed used to be. My grandmother frowned. “So now you have no bed!” she said. I started to cry. It’s bad enough not having a father and a mother, but when you don’t even have a place to sleep, it’s worse. When I stopped crying, I asked my grandmother if I could sleep with her at night, but she said no. “I have to work too hard,” she said. “I need my rest. I have had enough sleeping with children. Children kick,” she said. “I won’t kick you,” I said. “You say you won’t, but in your sleep you would,” my grandmother said. She could see I was going to cry again. “But just a minute,” she said, “We’ll fix up something for you.” She looked around and found a bunch of empty rice bags, and put them on the floor by her bed, and gave me a blanket off her bed. She got everything ready for me before dinner, about five in the afternoon. So, my sticky note says, “I am not sure I like Juan’s grandmother. She would let him sleep on rice bags rather than share a bed with him.” **Students keep the conversation going focusing on listening skills.** Readers, did you notice a few things about how we worked to truly listen to one another? We definitely looked at each other and responded in ways that proved we were paying attention to what the other members were saying. **Active Engagement:** “Turn and tell your members exactly what you noticed we did and said to help ourselves work on being the best listeners we can be.” Chart some of the ideas under : **What good listeners do in a book conversation**
- Turn toward the person who is speaking
- Make eye contact
- Respond nonverbally (nodding, smiling, etc.) when someone else is talking
- Stick with the idea of the conversation
- Ask good questions connected to what we are talking about | Bend 2: |
Reading Workshop Unit of Study – Book Clubs

Reading Unit of Study Instructional Learning Plan – Bend 1

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<th>Day 4</th>
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| **Bend 1:** Readers build strings of conversation surrounding a shared text. (Students should sit near their book club members during all mini-lesson work, but have a single partner within that group as well. They will work both as pairs and groups during active engagement.) | **Teaching Point:** Readers use jottings to prepare for conversations to allow them to make specific references from the text to support thinking. 

**Teach:** “Today I want to remind you how to use Stop-n-Jots as a tool for taking notes while you are reading. They are very important during book club conversations. It will be important to take notes about our responses to the books we are reading so that it will help us when we meet with our book clubs. This will add to our discussions with our members. 

“Watch me as I read and use my Stop-n-Jots to record what I am thinking. There is not much room on a jot, so I need to be concise. Ok, so while reading *The Raft* by Jim LaMarche, I am noticing this line that I have read twice… *The dust rose up behind our car as it disappeared behind the pines*…I love the picture that puts in my head, the imagery of the words makes my heartache for Nicky when his dad is leaving.” I am going to write that I like the author’s style of writing, write the page number, and place this in my book so I remember this spot and am ready to talk about it.” 

Oh, as I continue reading I noticed that the author also did something we have learned to do in our writing. Listen to this line…*Don’t count on it, I thought, as I headed back to the dock.* I love that there is such a specific connection to our reading and our writing. I am going to write characters thoughts are exposed just like we do in the units of writing.” I write the page number and place it in my book. 

**Active Engagement:** “I want you to open your books to the pages you read last night or yesterday to prepare for your discussions today. Even if you have been utilizing using Stop-n-Jots, I want you to find a spot where you can add one where you think it will help your talk with your group today.” | **Teaching Point:** Readers ask relevant (“thick”) questions to promote conversation. Adapted from D75 Literacy Coaches open-ended questions mini-lesson, 2003. 

**Teach:** Today I am going to teach you one strategy that helps us to stay focused on our strings of conversation by allowing our group members to talk longer on the subject we bring up. Utilizing THICK questions will allow us to ask more of our members…these thick questions cannot be responded to with a one-word answer. 

Watch as I work through the idea of thick questions using the book *Holes* …of course you will remember this part from when we read this. At the beginning of Chapter 3 it says that Stanley Yelnats was the only passenger on a bus with a guard who has a rifle. Stanley is handcuffed to the seat. Hmmm…I have questions already. Why does the guard have a rifle? Is Stanley scared? Wait, if you answered those, you would say the guard has a rifle because… he is a guard. And you would answer yes, Stanley is scared. Those really are not going to help my members linger on the topic…these are THIN questions. But as I continue reading, I get to the part that says, Stanley and his parents pretended he was going to camp instead of a juvenile detention center. I have a question about that. What is Stanley’s relationship with his parents like? Why would they pretend he is just going to camp? Questions like these would allow for my group members to talk and share different opinions and views. Thick questions like these allow us to talk longer about a subject. 

**Active Engagement:** Now, listen as I read through these questions and I want you to think and show me either thumbs up for a thick question or thumbs down for a thin question after I read each of these. We will chart them as we do this. 

(Leave these up as the students read today to guide them with what they are writing on their Stop-n-Jots) 

Have questions written before your lesson so you can place them under the thick or thin side of your t-chart. Examples of questions may include: 

- What is Maria’s teacher’s name? 
- How do you think Nicky’s feelings have changed about his grandma? 
- What does Jeremy want his grandma to buy? 
- How is Juan similar to characters in the other books we have read? 
- (Have at least 5 on each side of the chart).
Active Engagement: So readers, today I want to teach you that readers go past retelling, they give their opinions about the plot, setting, and characters in their stories. We can guide ourselves into doing this easily by using the prompts:

A thought I have about this…

This makes me think…

So, watch as I re-read a section from *My Name is Maria Isabel* from Chapter 3. Read a bit before this part (p. 14)

*Maria Isabel missed her old friends. She did not know anyone at this new school yet. So she just walked behind the other kids until they reached the schoolyard, and stood in a corner once she got there.*

Hmmm…Maria is going out for recess for the very first time with her new class and she isn’t having the best day in her new classroom as it is.

A thought I have about this is that recess can be a really scary place sometimes, because we are away from teachers and this also makes me think about how different kids are out on the playground. They don’t always act like they would in class. Kids need to worry about whether other kids will play with them and if they will say the wrong thing or act the wrong way. So on my post-it I am going to write: “Recess can be a scary time of the day, especially for new students. Maria must be nervous.” Notice how I did not just retell or summarize the events. I went beyond that to form some new thoughts about this part of the story.

Active Engagement: So readers, I thought we would continue this by looking at the next few pages (hand each group a copy of the next few pages in the book). Read this in small sections and stop and ask your group members to think about a specific thought they have about this part or what this part makes them think about.

Write the prompts:

A thought I have about this…

This makes me think…

Add some of the ideas the group had.

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Teach: Readers move from retelling a plot to forming new thoughts. Adapted from Carroll, Peters, Warner, Spring 2007.

**Teaching Point:** Readers talk long about one topic in a book club conversation forming strings of conversation.

**Connection:** “I am noticing that some of us are not talking in strings of conversation yet, but more like ‘pop rocks’ conversations. We talked about this in our read-aloud book clubs, but we may need a reminder of what we decided was a good conversation. Have you ever tried these (pop rocks candy)? Well, I am going to give a few people some and I want you to describe what goes on when you put some in your mouth. OK, so you said they bounce all over and go crazy the longer you keep them on your tongue until they finally dissolve. That is sort of what I am seeing with many of your conversations. Someone brings up a great idea and you all listen and then go on to a completely new conversation. Basically we are not lingering on a topic like we practiced in our read-aloud book clubs.”

Teach: I want our conversation to occur in strings that stay connected as long as possible. I have chosen four people who have a response that keeps the conversation going on a card. Watch as we keep this string (use yarn or other visual for a “string”) of conversation going. We are talking about a book we all know well, *Those Shoes* by Maribeth Boelts. I am noticing that Jeremy’s grandmother reminds me of my mom. When I was growing up we did not have very much money, so I could not always get what other kids were able to buy. Now I am going to extend the string to the next person who continues the conversation. Keep the conversation going by extending the thoughts through four more students who have prepped with cards in advance.

Card examples may be:

1.) Yeah, I know what you are saying about your mom reminding you of Jeremy’s grandma. I see that, too, with mine. But I feel like she doesn’t give up trying, where my grandma just says, “No”, and that is that.

2.) Do you think the grandma kept trying because she is really nice or because she feels guilty?

3.) I think she feels guilty, because of all the things Jeremy can’t have. Grandma just says, “No”, and that is that.

4.) That is true, but the shoes are sort of right in her face, because she probably notices that everyone has those shoes, just like Jeremy does.

**Connection:** I went beyond that to form some new thoughts about what they are saying with the rubric for conversation strings (see appendix A – page 2).
### Bend 1: Readers build strings of conversation surrounding a shared text.

(Students should sit near their book club members during all mini-lesson work, but have a single partner within that group as well. They will work both as pairs and groups during active engagement.)

#### Day 7

| **Teaching Point:** | Readers are accountable for themselves as members of a group.  
**Teach:** “Readers, today I want you to realize just how important your individual part is in this book club. Think about the talking you did about the story that was read aloud. Wasn’t it important that each voice was heard? Today you will be sort of assessing each voice in your club based on three of the areas we talked about as being important while talking about books.  
1. Sustained ideas during conversations (remember we don’t want pop rocks conversations)  
2. Appropriate talk behaviors like turning toward the person who is talking, eye contact, response  
3. Preparedness for the conversation…did they come ready to talk.  
(See appendix)  
These are the exact same things I am going to be looking for as I am listening in on your conversations. Watch as Anita and I have a conversation about *Eleven* by Sandra Cisneros (3-5 writing Resource CD). *Hold a true conversation with a student at that time and score those areas.* Where we did well, we will give a plus. ok, a check, and needs more work a minus. These scores are meant to help us to realize where we need work; it is not an indication of a grade.

**Active Engagement:** So, after hearing our conversation about a text you know well, how did we do in those areas? Turn and talk to your group members about how well we did in those areas. Was Anita better in some areas than I was? Where could we have done a little bit better? If you are not sure if one of your members concerning the areas we are assessing, just place a question mark in that area. Chart those three areas: sustained ideas, appropriate talk behaviors, and prepared for conversation.

**Mid-Workshop Teaching:** Point out a student with sticky notes/reading log notes with information that showed they were ready to talk.  
- The following day may be one more lesson focusing in on the rest of the talk areas you have determined to be important. Using my example, this would include referenced text, made connections to the text, and grew new ideas.  
- These areas are what we, as students of this work, determined to be most important during the book club class with Corey Gillette (Summer, 2009). Depending on the grade level, you may want to change these a bit.  
- You may choose to use a listening in form that is more focused on the group as a whole or use both for different purposes (See appendix). |

| **Teaching Point:** | Readers utilize response journals during the reading of their shared text to capture their thinking and guide their talk.  
(Students will need their reader’s response journals for this lesson).  
**Teach:** Today I am going to teach you a good way to be prepared for your book club conversations. We started practicing thinking about thick vs. thin questions. Now we are going to write a few of the thick questions into our reader’s notebook about our reading, and highlight or underline our favorite one that we would like to use in our conversation the following day. Watch as I think through using one of our past read-aloud books, *Sylvester and the Magic Pebble*. I am going to re-read a portion as if this was my book club’s assignment for the day.

“Sylvester Duncan lived with his mother and father at Acorn Road in Oatsdale. One of his hobbies was collecting pebbles of unusual shape and color. One rainy Saturday during vacation, he found a quite extraordinary one. It was flaming red, shiny, and perfectly round, like a marble. As he was studying this remarkable pebble, he began to shiver, probably from excitement, and the rain felt cold on his back. “I wish it would stop raining,” he said. To his great surprise the rain stopped. It didn’t stop gradually as rains usually do. It CEASED. The drops vanished on the way down, the clouds disappeared, everything was dry, and the sun was shining as if rain had never existed. In all his young life Sylvester had never had a wish gratified so quickly. It struck him that magic must be at work, and he guessed that the magic must be in the remarkable-looking red pebble. (Where indeed it was.) To make a test, he put the pebble on the ground and said, “I wish it would rain again.” Nothing happened. But when he said the same thing holding the pebble in his hand, the sky turned black, there was lightning and a clap of thunder, and the rain came shooting down. He wished the sunshine back in the sky, and he wished a wart on his left hand would disappear and it did. He started home, eager to amaze his father and mother with his magic pebble. He could hardly wait to see their faces. Maybe they wouldn’t even believe him at first. What a lucky day this is! Thought Sylvester. “From now on I can have anything I want. My father and mother can have anything they want. My relatives, my friends, and anybody at all can have everything anybody wants!”  

**Day 8**

### Bend 2: Students are prepared for the conversation…did they come ready to talk.

#### Day 7

| **Teaching Point:** | Readers are accountable for themselves as members of a group.  
**Teach:** “Readers, today I want you to realize just how important your individual part is in this book club. Think about the talking you did about the story that was read aloud. Wasn’t it important that each voice was heard? Today you will be sort of assessing each voice in your club based on three of the areas we talked about as being important while talking about books.  
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| **Teaching Point:** | Readers utilize response journals during the reading of their shared text to capture their thinking and guide their talk.  
(Students will need their reader’s response journals for this lesson).  
**Teach:** Today I am going to teach you a good way to be prepared for your book club conversations. We started practicing thinking about thick vs. thin questions. Now we are going to write a few of the thick questions into our reader’s notebook about our reading, and highlight or underline our favorite one that we would like to use in our conversation the following day. Watch as I think through using one of our past read-aloud books, *Sylvester and the Magic Pebble*. I am going to re-read a portion as if this was my book club’s assignment for the day.

“Sylvester Duncan lived with his mother and father at Acorn Road in Oatsdale. One of his hobbies was collecting pebbles of unusual shape and color. One rainy Saturday during vacation, he found a quite extraordinary one. It was flaming red, shiny, and perfectly round, like a marble. As he was studying this remarkable pebble, he began to shiver, probably from excitement, and the rain felt cold on his back. “I wish it would stop raining,” he said. To his great surprise the rain stopped. It didn’t stop gradually as rains usually do. It CEASED. The drops vanished on the way down, the clouds disappeared, everything was dry, and the sun was shining as if rain had never existed. In all his young life Sylvester had never had a wish gratified so quickly. It struck him that magic must be at work, and he guessed that the magic must be in the remarkable-looking red pebble. (Where indeed it was.) To make a test, he put the pebble on the ground and said, “I wish it would rain again.” Nothing happened. But when he said the same thing holding the pebble in his hand, the sky turned black, there was lightning and a clap of thunder, and the rain came shooting down. He wished the sunshine back in the sky, and he wished a wart on his left hand would disappear and it did .He started home, eager to amaze his father and mother with his magic pebble. He could hardly wait to see their faces. Maybe they wouldn’t even believe him at first. What a lucky day this is! Thought Sylvester. “From now on I can have anything I want. My father and mother can have anything they want. My relatives, my friends, and anybody at all can have everything anybody wants!”  

**Day 8**
### Reading Workshop Unit of Study – Book Clubs

#### Reading Unit of Study Instructional Learning Plan – Bend 1

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<th>Bend:</th>
<th>Day 8 (continued)</th>
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<td><strong>Bend 1:</strong> Readers build strings of conversation surrounding a shared text.</td>
<td>OK, so while I go into my response journal to think about some possible thick questions I can write to prepare for my conversation, I am thinking I could write, what does Sylvester collect? Wait a second, my club could answer that in one word…rocks, and the conversation would be over. So scratch that one. How about “What do you think is going to happen to this rock?” That one is decent. Also, I am thinking, “What kind of character is Sylvester based on what we read?” Hmm… I will highlight the second one. I think that will make for good conversation. <strong>Active Engagement:</strong> You should be able to work on this with the pages you read last night. Open up your response notebooks and think of one thick question you could write. Now share your question with your group to discuss whether it is a thin or thick question. <strong>Teaching Point:</strong> Readers settle disputes and problem-solve issues in appropriate ways. <strong>Teach:</strong> “Readers, now that we are getting these great conversations going, we need to be careful that we are using the strategies that good speakers use to converse about their books and find ways to share our thoughts that may differ without getting angry or loud. One way to do this is to check our voices in our groups by reminding one another that we are right next to each other and going back to our prompts on disagreeing while noticing that other people in the conversation have something interesting and important to say as well.” Call a group of students up with their books. Have them begin a conversation, interrupting loudly and disagreeing without tact to demonstrate what we want to fix in our conversations. “Yikes, we need to make sure this is not what we are sounding like during our conversations!” Have the group start a new conversation paying attention to voice level and using the appropriate prompts. <strong>Active Engagement:</strong> I want you and your group to think about which prompts help us to notice and give other people credit for what they are saying, while showing that we have a different opinion. Highlight on your prompts chart the prompts that allow us to disagree a bit more tactfully. The students can add some they have found to be helpful as well that we had not previously charted. Some examples to be highlighted or added would include:  - I disagree with that because…  - I hear what you’re saying and I also think…  - I agree with part of that, but I also think…  - Have you ever thought about it in this way?  - I understand what you are saying, but if you go to page….you might rethink your opinion.</td>
<td><strong>Teaching Point:</strong> Readers are reflective about the work that is done in clubs to help them move their work forward. Have the book club reflection sheet up on a chart or on the overhead. (See appendix) <strong>Teach:</strong> I am so proud of the work you have been doing with your conversations! Today I want to teach you a way that, as book club members, we can work even better on our conversations. Each day we need to reflect on the work we have done. I think back to the conversation I had with several of you about <em>Those Shoes</em> Let’s reflect on that conversation. (see bend 1, day 4). So, I will first fill in the date and pages we read for today. I can think about what the focus area or areas of our conversation were. OK, I would say our focus was grandmother and how and why she worked to get the shoes for Jeremy. That was really our only focus. Now what did we do well? We definitely worked on our strings of conversation, stuck with one topic, and continued talking. What should we work on now? Well, I think we still need to add more specific information from the text to support what we are thinking. <strong>Active Engagement:</strong> Readers I want you to think of some things we have been working on doing well in our book conversations. Turn and talk to your members about these. Now share some of those out loud and I will add them to this chart/overhead to give you some ideas of the types of things you may be looking for in your groups.</td>
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(Students should sit near their book club members during all mini-lesson work, but have a single partner within that group as well. They will work both as pairs and groups during active engagement.)
### Reading Workshop Unit of Study – Book Clubs

#### Reading Unit of Study Instructional Learning Plan – Bend 2

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<th>Day 2</th>
<th>Day 3</th>
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| Bend 2: Readers look personally and critically at books, working to connect at a deeper level. | **Teaching Point:** Readers become emotionally attached to texts by relating our feelings to the feelings of the character. **Teach:** As readers, we become emotionally invested in the texts we read. I want to teach you that we learn to relate to characters by asking ourselves, “Have I ever felt this way?” I can think of lots of times I have seen myself in books! One time recently was when I was reading *Maniac Magee* by Jerry Spinelli. Remember toward the end of Chapter 10, when Mars Bar meets up with Maniac and lets him have a bite of his candy bar, but it was really a trick. He did not think Maniac would have dared to take a bite. Anyways, so Mars got mad and took Amanda’s book that Maniac had borrowed, ripped out a page, but the old lady came from her house and scared Mars into giving it back to Maniac, but not before crumpling it up. That part always makes me feel really uncomfortable! So as I read on, see how I use this new strategy.

“Now what? Maniac uncrumpled the page, flattened it out as best he could. *How could he return the book to Amanda in this condition?* He couldn’t. *But he had to.* It was hers. Judging from that morning, she was pretty finicky about her books. *What would make her maddest:* to not get the book at all or to get it back with a page ripped out? *Maniac cringed at both prospects.* He wandered around the East End, jogging slowly in no hurry now to find 728 Sycamore Street. He was passing a vacant lot when he heard an all-too-familiar voice: *Hey fish belly!* He stopped and turned. This time Mars Bar wasn’t alone. A handful of other kids trailed him down the sidewalk. Maniac waited. Coming up to him, Mars Bar said, “Where you runnin’ boy?” “Nowhere.” “You runnin’ from us? You afraid?” “No, I just like to run.” “You wanna run?” Mars Bar grinned. “Go ahead, we’ll give you a head start.” Maniac grinned back. “No thanks.” Mars Bar held out his hand. “Gimme my book.” Maniac shook his head. Mars Bar reached for it. Maniac pulled away. They moved in on him now. They backed him up. Some high-schoolers were playing basketball up the street, but they weren’t noticing. And there wasn’t a broom-swinging lady in sight. Maniac felt a hard, flatness against his back. Suddenly his world was very small and very simple; a brick wall behind him, a row of scowling faces in front of him. He clutched the book with both hands. The faces were closing in “.

Every time I read this part, I remember a time in middle school when a bunch of high schoolers were playing basketball up the street, but they weren’t noticing. And there wasn’t a broom-swinging lady in sight. Maniac felt a hard, flatness against his back. Suddenly his world was very small and very simple; a brick wall behind him, a row of scowling faces in front of him. He clutched the book with both hands. The faces were closing in “.

**Active Engagement:** Now I want you to think for a second about a time you felt the world sort of closing in like Maniac’s was ... a time when you felt like you were out of time and the bad luck had caught up. Turn and tell your partner about that time. |

| **Teaching Point:** Readers linger over their thoughts and let themselves become emotionally connected. We think about what issues in our lives allow us to respond this way. |

- **Teach:** As good readers, there is another strategy we can use to help us to understand our characters. We think about our lives and compare our life with the lives of our characters. We need to remember that comparing means to tell how our life is the same, but also big ways that they are different. This really brings the character to life for us and allows us to talk in important and interesting ways about our books.

The book that comes to mind when I think of doing this is *The Most Beautiful Place in the World*. I think this is because I had such a strong reaction to the book and, specifically, to Juan the first time I read the book. So watch as I sketch a Venn diagram about the ways my life is alike and different from Juan’s. (Do this in front of the students). Now I have so many important things I could talk about with my book club members.

**Active Engagement:** Think about one of your characters from your book. Now place that character in your head in terms of the things in his/her life that have helped to form them as a person. How is your life or experiences alike? How are they different? Now sketch a Venn diagram in your reader’s response notebook and place a couple of your ideas inside. Perhaps you can use some of these ideas in your conversation today. | | **Teaching Point:** Readers compare their lives with the lives of characters in their books to connect at a deeper level. **Teach:** As good readers, there is another strategy we can use to help us to understand our characters. We think about our lives and compare our life with the lives of our characters. We need to remember that comparing means to tell how our life is the same, but also big ways that they are different. This really brings the character to life for us and allows us to talk in important and interesting ways about our books.

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**Active Engagement:** Think about one of your characters from your book. Now place that character in your head in terms of the things in his/her life that have helped to form them as a person. How is your life or experiences alike? How are they different? Now sketch a Venn diagram in your reader’s response notebook and place a couple of your ideas inside. Perhaps you can use some of these ideas in your conversation today. |
## Day 4

### Bend 2: Reading Unit of Study Instructional Learning Plan – Bend 2

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<th>Bend</th>
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<tr>
<td><strong>Bend 2:</strong> Readers look personally and critically at books, working to connect at a deeper level</td>
<td><strong>Teaching Point:</strong> Readers take our connection work to a higher level by finding the characters who are the most like us and connecting their traits to ours.</td>
<td><strong>Teaching Point:</strong> Readers use the knowledge of how life’s stories tend to make intelligent predictions about the texts we read.</td>
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<td><strong>Teach:</strong> One way we can think about ourselves as compared to the characters is with sort of an analogy. By doing this we can make better judgments about their traits. We can use the prompts: I am most like... This makes me think I am... This leads me to believe my character is...</td>
<td><strong>Teach:</strong> Good readers think ahead in our texts and try to connect those predictions to some things we know about the plot and the characters already, as well as what we know about how our life’s stories seem to go. Watch me as I think this idea through with The Raft. Nicky shows up at his grandma’s house and he is not very happy! He is not about to even be cordial to his grandmother because he needs her to realize that he does not want to be there with her. Now I am thinking back to the first time I read this and how I was able to read the beginning, and I was able to predict where this story would go. I knew that something was going to happen to fix their relationship and force Nicky to rethink his selfish ways. I was able to make this prediction because, if I know anything, I think I know what kids are like. I have all of you to learn from as well as my own kids.</td>
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<td><strong>I think I am most like</strong> Amanda. This makes me think that I am a strong, brave person who is independent enough to make my own decisions about the friends I want to keep. This leads me to believe my character is also strong, brave, and independent.</td>
<td><strong>I think I am most like</strong> Amanda. This makes me think that I am a strong, brave person who is independent enough to make my own decisions about the friends I want to keep. This leads me to believe my character is also strong, brave, and independent.</td>
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<td><strong>Active Engagement:</strong> I want you to give this a try. Think about a character in one of your books who you are most like as far as what kind of person they are. Now, think about what kind of person, then, might you be? Now attach those traits to your character. When you turn and talk to your partner, you are going to use the prompts right in order. OK, let your partner know what you are thinking.</td>
<td><strong>Active Engagement:</strong> I want you to give this a try. Think about a character in one of your books who you are most like as far as what kind of person they are. Now, think about what kind of person, then, might you be? Now attach those traits to your character. When you turn and talk to your partner, you are going to use the prompts right in order. OK, let your partner know what you are thinking.</td>
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<td><strong>Active Engagement:</strong> Now, think about the book you are reading with your book clubs. Sort of accumulate what has happened so far in your minds. Now make a prediction about what might happen next, by thinking about how life seems to unfold for us. I want you to talk to your partners about this prediction.</td>
<td><strong>Active Engagement:</strong> Now, think about the book you are reading with your book clubs. Sort of accumulate what has happened so far in your minds. Now make a prediction about what might happen next, by thinking about how life seems to unfold for us. I want you to talk to your partners about this prediction.</td>
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### Teaching Point:
Readers zoom out from a text and ask themselves, “So, what does this really mean about life?”

**Teach:** As I think about zooming out from the text, I am thinking: What is this story trying to tell me about life? What is the theme or lesson that I should learn? This thinking is always a very interesting topic during book clubs because we may see some very similar themes or big ideas that the author is trying to convey to us, but we also have some very differing views as well.

Watch as I do this with a book we know well, *Wilfred Gordon McDonald Partridge*. Remember it is the great story about a little boy who tries to figure out what memories are by asking all of his friends from the “old people’s home.” He uses that information to try to help his favorite person at the home retrieve her memories and he succeeds. So what does this mean to me or to others who read Mem Fox’s book?

I think it is telling me that even the smallest among us can make a big difference if they keep looking for an answer.

**Active Engagement:** I feel like *Seedfolks* may have some similar big ideas that the author, Paul Fleischman, is trying to get us to see. We worked really hard to talk about each chapter of this book during our read-aloud clubs. Now I want you to think about the book as a whole. Zoom out from the text and try to determine what the author might be trying to tell us about our life or about life in general? Now turn and talk to your partners about what you are thinking. Try to come up with one among your whole book club, and let’s share a few.

### Teaching Point:
Readers let the beauty of the language get to us emotionally.

**Teach:** I love the language in the scene from *The Raft* when Nicky discovers the raft of grandma’s. Just listen to this part again…

*Don’t count on it, I thought, as I headed back to the dock. I threw my line in the water. Then I stretched out on the dock to wait. I must have fallen asleep, because I was awakened by loud chirping and chattering. I sat up and looked around. A flock of birds was moving toward me along the river, hovering over something floating on the water. It drifted downstream, closer and closer, until finally it bumped up against the dock. Through it was covered with leaves and branches, now I could tell that it was a raft. What was it doing floating down the river all by itself, I wondered. I reached down and pushed some of the leaves aside. Beneath them was a drawing of a rabbit. It looked like those ancient cave paintings I’d seem in books just outlines, but wild and fast and free. I cleaned away more leaves and it was like finding presents under the Christmas tree. A bear, a fox, a raccoon all with the wild look of the rabbit.*

**Active Engagement:** Now I am going to have you listen once more, really focusing on the language and how smart the author was with the way he uses it. *Read this part once more.* “Now turn and talk to your partner/club about why I may have chosen this part of the book to demonstrate the beauty of the language.
### Bend 3: Readers deepen comprehension work by building and supporting theories within and about texts

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<td><strong>Day 1</strong></td>
<td>Readers make decisions about characters and connect that decision to information from the text as well as information about people in their own lives.</td>
<td>Readers, we have really been connecting personally with the characters in our book, and sometimes I feel like we are just using our gut instincts about a character to decide how we feel about them or to decide what kind of character they are. And this has been good work and very interesting to listen to. Today, we are going to try to think even more deeply about the theories we have about our characters. As we do this important thinking, we may find some interesting revelations about some of the characters in our books.</td>
<td>Readers envision places and people in the story by relating them to places and people they know in their lives.</td>
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<td><strong>Teach:</strong> Good readers not only come up with a decision about a character, but they are sure they can use the text and information about their own life to support the decision they made. Especially when they are thinking deeply about characters, motivations, and longings.</td>
<td><strong>Teach:</strong> Today I want you to add to your strategies for envisioning settings and characters by filling in the information in our mind’s eye by relating it to a place or a person from our own life. I can show you how this goes with <em>The River</em>. When I was first reading this book, I noticed that the pictures in my mind did not match exactly the pictures that the illustrator chose to include. This is because, for this book I was able to fill in the pictures in my head with true experiences and people in my life. My children’s grandma, my husband’s mom, was the person I was sort of thinking of for the grandma part. I guess because she is sort of eccentric like this grandma and she absolutely loves the outdoors. While the river was Muskegon River in Newaygo because my uncle’s house is right on the river and we spend time there every summer fishing, tubing and canoeing. So you can see that this helped me to fill in any blanks I may have in the picture in my head.</td>
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**Active Engagement:** Think about what you are feeling in terms of one character in your book. Why do you think that character is acting the way they are, or doing the things they are doing? Can you support your feelings with events from your book? Can you support your feelings with events that have happened in your life with you or other people? Turn and talk to your partner about what you are thinking.

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*Reading Workshop Unit of Study – Book Clubs*

*Reading Unit of Study Instructional Learning Plan – Bend 3*

*Teaching Point: Readers envision places and people in the story by relating them to places and people they know in their lives.**

*Teach:* Today I want you to add to your strategies for envisioning settings and characters by filling in the information in our mind’s eye by relating it to a place or a person from our own life. I can show you how this goes with *The River*. When I was first reading this book, I noticed that the pictures in my mind did not match exactly the pictures that the illustrator chose to include. This is because, for this book I was able to fill in the pictures in my head with true experiences and people in my life. My children’s grandma, my husband’s mom, was the person I was sort of thinking of for the grandma part. I guess because she is sort of eccentric like this grandma and she absolutely loves the outdoors. While the river was Muskegon River in Newaygo because my uncle’s house is right on the river and we spend time there every summer fishing, tubing and canoeing. So you can see that this helped me to fill in any blanks I may have in the picture in my head.*
### Reading Workshop Unit of Study – Book Clubs

**Reading Unit of Study Instructional Learning Plan – Bend 3**

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<td><strong>Bend 3:</strong> Readers deepen comprehension work by building and supporting theories within and about texts</td>
<td>It allowed me to keep that envisioning work up throughout the whole story without relying on the illustrations. This is especially important in the books that we are reading because many of them don’t even have the illustrations to help us with our envisioning…just the cover!! So we really need to work on this strategy to help us envision. <strong>Active Engagement:</strong> Open up your readers’ notebooks and let’s work on this. I want everybody in each club to decide on one character or a specific place in your book. Then each of you are going to quickly draw that person or place. I will give you about two minutes to do so. When I call time, I want you to show your club members your pictures. (Have these questions ready on a chart.) Discuss: Do they all look the same? Why did you choose to depict your person or place in this way? Did you only use the details from the book or did you add more from a person or place you are relating to the setting or character?</td>
<td><strong>Teaching Point:</strong> Readers understand that anything that is told in the story can be looked at from more than one perspective. <strong>Teach:</strong> One way to really push our thinking and grow some important theories about characters and events in texts is to think about the scenes from the perspective of somebody other than who is telling the story. Watch as do this work with one of our favorite texts: The Most Beautiful Place in the World. This book is told from the point of view of the main character, Juan. So, when I read about the events in the story I am reading from the perspective of Juan. I went back in to read this part from page 25: and that same day, my mother moved out of my grandmother’s house and moved in with my stepfather. He had a house, but just one room. And he didn’t have a bed, so he and my mom came up to my grandmother’s house, and he and my mother carried out the bed she and I had been sleeping in and took it down to his house. My grandmother wasn’t home when they came for the bed, or maybe she wouldn’t have let them take it. When they were carrying the bed, I followed them out to the road, but my mother said, “You stay here, Juan,” so I went back to the house. Now I know that made most of us go, “Oh, my goodness, what a selfish, awful mother she must be to treat her son like that!” But let me think for a second about how this scene may have sounded differently if told from the perspective of Juan’s mom, if we knew more than just the facts and were able to hear what she was thinking. His mom maybe would be thinking on the way to grandma’s house, “I want to walk away right now. I want to question what my new husband is asking me to do, but I don’t dare. He has such a temper and I don’t know if he would hurt me or worse yet, hurt Juan. I better just go ahead with what he has planned.” And after they leave the house and she tells Juan to go back in, maybe she cries herself to sleep that night because she feels so guilty about what she has done. Notice how we might start having some compassion for Juan’s mother if we take a second to think about the story from what it might be from her perspective. This is tricky work, because we have to make logical conclusions about their perspective based on the facts we know from the story. <strong>Active Engagement:</strong> Now, I want you to try it. Think about this same scene, but after grandma gets back and realizes her daughter took Juan’s bed. How may she have told about this part of the book? Think about some things she may have said or thought. Now turn and tell your partner what you think.</td>
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MAISD Muskegon Area Intermediate School District
### Bend 3: Readers deepen comprehension work by building and supporting theories within and about texts

**Teaching Point:** Readers are able to draw conclusions about events in the stories by using information they already have from the text coupled with their prior knowledge.

**Teach:** Readers, I am going to go right back into *The Most Beautiful Place in the World* and talk about a small, but important part where we had to draw some conclusions when we read the story. It was when Juan was brave and went over to his mother’s house, (page 31). *I knocked on the door, so softly she didn’t hear me, and then once again, louder. My mother opened the door a crack, and saw me. All she said was ‘You!’ Of course, my mother knew about the rule about the gate, and how late it was, and how I must have got locked out. She stood for a minute in the doorway, and then she said, ‘Come on in.’ She could see I was shivering. Sometimes when you shiver, it is not from the cold.*

We had to draw some conclusions here in the story. First, we can conclude that he is pretty brave, because he could guess he was not going to be welcomed in with open arms by his mom. But even though he is obviously brave, I think he is scared at the same time.

To draw that conclusion I think about why he would possibly have knocked so softly that she could not hear him. I would conclude because he is scared, that is what I might do. Also he makes a statement that sometimes you don’t shiver just because you are cold. Well, that matches the conclusion I was making that he is scared to go to his mom’s house. We shiver when we are scared or nervous, as well as when we are cold. Did you see how I used my knowledge about what I know from the book and also backed it up with my own knowledge about life?

**Active Engagement:** If we go a little further into this book when grandma is having Juan shine shoes, do you remember when he a pair of shoes and his grandmother makes him do it again? (p. 41) Then she asks, “Can you do that every time? Juan answers yes, and grandma goes back uptown to her rice. What conclusion can you draw right here about why grandma gave him one chance to fix what he had done wrong and then went away? She could not keep an eye on him anymore. Think about it. Now turn and tell your partner.

Share a few of their ideas because they may need a reminder to use information from the text and their own knowledge about life.

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### Day 5

**Teaching Point:** Readers discuss, define, and explore possible reasons the author may have included certain parts of a book.

**Teach:** When I think about Chapter 35 in *Maniac Magee*, I remember thinking this very same question. Why did the author include those “scenes” after the action of the chapter? Why may he have chosen to write it this way?

Listen to the scenes again and watch how my thinking goes…

*The rest of the night was scenes from a loony movie.*

**Scene:** McNab the father swaggers bare-armed out the front door, bellowing back, “Do your homework!”

**Scene:** Maniac retrieves the wet newspaper from the living room. There are no wastebaskets in the house. He finds a trash can in the backyard next to a pile of cinder blocks. He dumps the soggy papers in the can, which is empty.

**Scene:** Small turds of an unfamiliar shape appear here and there along the baseboards of the first floor. Please don’t be rats, Maniac prays.

**Scene:** The Cobras come in. They glare at Maniac, but Giant John tells them to lay off. They raid the fridge for beer. They smoke cigarettes. They belch and fart. They curse. Russell and Piper, kiddie Cobras, pop their own beer cans, guzzle, swagger, belch, smoke and curse.

**Scene:** Football game, from the front of the living room to the back of the dining room. Except for space, it has everything a regular game has-running, passing, blocking, tackling, and kicking. There is little furniture to get in the way. Ordinarily, the windows wouldn’t last five minutes. But the windows in this house are boarded up with plywood. Body blocked Cobras fly into the walls. The house flinches.
**Reading Workshop Unit of Study – Book Clubs**

**Reading Unit of Study Instructional Learning Plan – Bend 3**

| Bend 3: Readers deepen comprehension work by building and supporting theories within and about texts. | **Scene:** A faint rustling noise behind the stove. Oh, no, rats! Maniac dares to look. It’s a turtle, a box turtle, munching on old Whopper lettuce. Whew! (There are a few more scenes if you choose to use them all. They end on page 135).

So, after reading this, I am left thinking that it is interesting to place scenes like this is a play in the middle of an otherwise normally progressing chapter. The chapter could have ended right where the scenes began. Why might Spinelli have chosen to do this? Hmm. Maybe he was thinking that it would be more dramatic…easier for us to see it in glimpses or scenes like a movie. Is it more memorable this way? I think it is. But there are certainly other reasons he may have chosen to write it this way. And why during this chapter? |

**Active Engagement:** Let’s explore some other possible reasons he may have included this part of chapter 35 in this book. I want you to think about that with your group. Come up with a reason why the author may have chosen to include these mini-scenes about the night at Giant John’s house in this chapter? |

| **Teaching Point:** Readers work to deepen their thinking by responding in writing about the questions other members have asked. |

**Connection:** As our groups move forward, we want to continue to move our thinking forward, and sometimes there is just not enough time to process everything that happens during our conversations because they occur so quickly. Sometimes, don’t you go home thinking, “I wish I had said ______ when we were talking today in clubs.” Thinking about the issues that come up in our clubs can be expanded, and given some time, if we take one of the questions from our members and decide to spend time writing about it tonight and talk about it tomorrow. |

**Teach:** While I was thinking about this lesson, I thought about a great question I heard in Kobe’s group yesterday that happened right before we were wrapping up. I know it did not get the attention it deserved. Watch what could have happened if we had used this strategy…use a question from a group to discuss and place in your notebook. Take time to think and write about this question in many ways, letting your thinking sort of meander. |
Connection:
Readers, you have all had a chance to talk with me about the amount of reading you have been doing this year; whether it was a question or comment about the pages reflected on your reading log or just a discussion we have had within our conference. But we have not been planning out our reading that will happen each day, and now it is going to be important that we begin doing this planning because we need to be ready to talk to our group about what we have read.

This is just like my group that I started running with. We made a plan for the amount of running we would have to do each day to be able to finish a 5K run in a couple of months. Now, they don’t do the running with me each day, but what if I decided it wasn’t important to stay with what we had planned? Two things would likely happen. 1. I would not be ready for the run the day it came, which would be embarrassing. 2. I would let down the rest of my group members, because we made this plan together and they trusted that I would follow through. I know I am not going to be the one to let my group down…I am sticking with our original plan!

Teaching point:
Readers also make important decisions together. We decide with our book club members the amount of reading to be done each day, so we are prepared to talk about our books.

Teach:
“Readers, you have all of these great books in front of you, and you are faced with some very important decisions…what pages are you going to read for tomorrow? How are you going to be sure that all of the members read their part? Will everyone be prepared to talk about it?” I am going to give you a tool to help you keep track of your job as readers of this book club book, because I know it can get confusing as most of you will be reading your book club book as well as your choice reading from your book boxes.

Today I am going to teach you how to use this book mark (see appendix A -page 1) to help you keep track of your work for book club. Watch while I do some figuring out of how many pages or chapters my club would need to read each day to be done in 6 days. OK, if we were reading *Maniac Magee* we need to look at the number of pages and the number of chapters…184 pages and 46 chapters. Now we decide are we dividing it by pages or chapters. Chapters would be good in this case because they are very short. 45 divided by six days…around 8 chapters a day. So now I am going to fill out my book mark with my group…Day one, that’s today, we need to read through chapter 8, so to page 29. Tomorrow we will add around 8 more chapters…to page 58 if we stop at chapter 16. If we plan this all out ahead of time with our groups, we will be better prepared to get the work done.
Active Engagement:
OK, now you and your group members are going to start working out how many pages or chapters per day you will need to read to finish in six school days (you will start reading today). Using the number of pages or chapters divided by six, how many pages are you going to allot for each day? Now fill in your book marks together, so you all know what your group has agreed upon for your reading.

Link:
Now that we have filled out our book marks, and agreed to read and be prepared to talk about the pages for each meeting, we are ready to start reading. So, make sure you are using this tool and placing it directly in your book as a constant reminder of your decisions. It is very important that we all do our part!

Mid-Workshop Teaching Point:
Readers, may I please have your eyes on me for a moment. I have been coming around to the groups as you are starting your reading today to check out your promises to one another about the amount of reading to be done each day. I think it was really good planning for the group who has many of its members on the basketball team to decide that they will read fewer pages the night of their game. That is good planning and great team work!

Share:
During the time you had to read today, many of you were able to finish or almost finish the amount of pages you decided to read. That means you will move onto your book box book in waiting for tonight’s reading. Also, we need to be sure to prepare ourselves to talk about our book tomorrow. Let me know how you feel about your plan! Would anyone like to share?
Connection:
Readers, look at all of the work we have been doing to lengthen and strengthen our conversations (refer to charts)! I am so impressed as I come around each day to listen to your conversations! Now, we are really going to start getting personal with our characters and find ways to connect them to our lives or the lives of people we know well.

Teaching Point:
Today I want to teach you that readers become emotionally attached to texts by relating our feelings to the feelings of the characters.

Teach:
As readers, we become emotionally invested in the texts we read. I want to teach you that we learn to relate to characters by asking ourselves, “Have I ever felt this way?” I can think of lots of times that I have seen myself in books! One time recently was when I was reading *Maniac Magee* by Jerry Spinelli…remember toward the end of Chapter 10 when Mars Bar meets up with Maniac and lets him have a bite of his candy bar, but it was really a trick. He did not think Maniac would have dared to take a bite. Anyways, Mars got mad and took Amanda’s book that Maniac had borrowed, ripped out a page, but the old lady came from her house and scared Mars into giving it back to Maniac, but not before crumpling it up. That part always makes me feel really uncomfortable! So as I read on see how I use this new strategy.

“No what? Maniac uncrumpled the page, flattened it out as best he could. How could he return the book to Amanda in this condition? He couldn’t. But he had to. It was hers. Judging from that morning, she was pretty finicky about her books. What would make her mad? to not get the book at all, or to get it back with a page ripped out? Maniac cringed at both prospects. He wandered around the East End, jogging slowly in no hurry now to find 728 Sycamore Street. He was passing a vacant lot when he heard an all-too-familiar voice: “Hey fish belly!” He stopped, turned. This time Mars Bar wasn’t alone. A handful of other kids trailed him down the sidewalk. Maniac waited. Coming up to him, Mars Bar said, “Where you runnin’ boy?” “Nowhere.” “You runnin’ from us? You afraid?” “No, I just like to run.” “You wanna run?” Mars Bar grinned. “Go ahead, we’ll give you a head start.” Maniac grinned back. “No thanks.” Mars Bar held out his hand. “Gimme me my book.” Maniac shook his head. Mars Bar reached for it. Maniac pulled away. They moved in on him now. They backed him up. Some high-schoolers were playing basketball up the street, but they weren’t noticing. And there wasn’t a broom-swinging lady in sight. Maniac felt a hard, flatness against his back. Suddenly his world was very small and very simple; a brick wall behind him, a row of scowling faces in front of him. He clutched the book with both hands. The faces were closing in.
Every time I read this part I remember a time in middle school when a bunch of high school girls came over on our lunch hour and started taunting me and my best friend. I was so scared and sure that I was going to get beat up…all I could do was hope that a teacher or other adult would notice what was going on. I think I felt just like he must have felt at that moment. Even though it was a long time ago, reading this makes me remember those feelings like it was yesterday.

Did you notice how I found a place in the text where a character was feeling a certain way, found a time in my life when I felt just like that, and remembered that time? This really helps me to connect to Maniac!

**Active Engagement:**
Now I want you to think for a second about a time you felt the world sort of closing in like Maniac’s was…a time when you felt like you were out of time and the bad luck had caught up. We have all had those times, whether it happened with our peers, our parents, or even our teachers. Turn and tell your partner about that time.

**Link:**
Readers, I want you to find some point in your book when you can really relate to the feelings the character is having. If you can find a spot or two, I would love to see you stop and jot about that connection you are having with your character.

**Mid-Workshop Teaching Point:**
Readers, eyes on me for a moment! As you have noticed, I have been sort of checking in with readers as I see them write sticky notes today. I am so impressed that I have already seen Joshua, Anita, Robert, Brianna, and Shacoyea writing sticky notes about a shared feeling they had with a character in their book! Some of them were feelings of embarrassment, some were sadness, while others were of a happy or proud feeling they shared with their character. This is going to be a great conversation tomorrow in our clubs. Keep up the great work!

**Share:**
OK. I mentioned those five students who quickly found a spot in their book where they could relate to the character’s feelings. Did anyone else find a good connection to the feelings of their character that you would like to share with us?
Connection:
So, readers, last night I was curled up on my couch reading this awesome book, *On Beauty,* (teacher holds up copy of current book she is reading). Yesterday was a really long day and all I wanted to do was curl up under my blanket with my book in my hands. I could hear the wind howling outside, but I was safe and warm with my book and my blanket. As I was reading, I had this really strong feeling when I got to a tense part in my book. My heart pounded and I think that I actually felt nervous for the character. My eyes were rapidly skimming back and forth on the page and I was dying to know what happened next. I had grown to know and love this character and I didn’t want anything bad to happen to her! I had made a new friend and been with her throughout the entire book. I had laughed and cried with her. And I realized that when readers read, we let books get to us. Over the next few weeks it is my hope that you will also let books get to you.

Teaching Point:
So today I’m going to teach you that, as readers, we let books get to us. We notice parts of the text that stand out. And we ask ourselves, what issues in our lives make these parts stand out?

Teach:
I thought that we might go back and re-read one part of *My Name is Maria Isabel* and see if we can let this part of the book get to us just like I did last night with my own book. I’m going to read this section aloud from page four where Maria Isabel is going to her first day of school. So when I read, I’m going to stop and think out loud about how I let this text get to me and I want you to listen in such a way that you’re going to be able to do the same thing when you turn and talk to your partner about this text.

By the time Antonio and Maria Isabel got to the front door of their apartment building, the yellow school bus was almost at the bus stop.
“Come on, Belita. Run,” Antonio called out.
Maria Isabel started to run. Her new boots, a present for her ninth birthday, made the dry leaves on the sidewalk crunch beneath her feet. In her rush to keep up with her brother, Maria Isabel did not see a section of sidewalk that was jutting up because of a tree root. Before she knew what had happened, she had tripped and fallen. (Flor Ada, 1993, pg.4)

*Teacher thinks aloud:* Readers, I just have to stop because this part in the book is really getting to me. Not only is it Maria’s first day of school, and she’s really nervous about that, but on top of it, now she has fallen and tripped. My heart just goes out to her because I know from my own life how hard it is to start a new school. You’re already so
nervous about making new friends and experiencing a new classroom, that the last thing you want to do is embarrass yourself!

So, readers, did you notice how I stopped myself and really let the book get to me? I don’t just read through a book quickly. I stop when I have these really strong feelings, I put the book down, and linger over my thoughts. I ask myself, what issues in my own life made this part stand out?

Active Engagement:
Readers, I thought we could continue this by looking at your own life stories. I would like you to think back to a special time in your life when you felt emotionally affected by a book. Think back to a time in your life where you read a book and it really got to you. Take some time to compose your thoughts. When you’re ready, turn and talk to your partner. Share these special experiences.

The room bursts into conversation. The teacher walks around and listens into the partner conversations. The teacher takes anecdotal records to use for future strategy and mini-lessons. The teacher finds an exemplary partnership to highlight.

Link:
So, readers, today and everyday remember to periodically stop and linger over the text. Let the text get to you. Ask yourself, what does this have to do with my life? How does this help me better understand my reading?

Mid-Workshop Teaching Point:
Boys and girls, could I stop you for a second? Kareem did this really smart thing that I just want to share with you. He is focusing on stopping and thinking about how the text is getting to him. But he is taking it to a whole new level. He’s not just thinking about it. He is actually stopping and jotting his thoughts down on a post-it note. And he’s leaving that post-it in the place in the text that moved him so much. This is something that you might want to try in your reading.

Share:
Readers, I noticed that while you were reading and I was walking around the room conferring, some of you were letting parts of the book get to you that pulled at your heart and made you feel happy and elated. I just wanted to point out that readers let texts get to them in many different emotional ways. Be sure to think about the range of emotions when you are reading.

Students gather back on the rug next to their turn-and-talk partners. They discuss what they noticed.
Connection:
Readers, we have really been connecting personally with the characters in our book, and sometimes I feel like we are just using our gut instincts about a character to decide how we feel about them or to decide what kind of character they really are. This has been good work and very interesting to listen to. Today, we are going to try to think even more deeply about the theories we have about our characters. As we do this important thinking, we may find some interesting revelations about some of the characters in our books.

Teaching Point:
Good readers make decisions about characters and connect those decisions to information from the text, as well as information about people in their own lives.

Teach:
Good readers not only come up with a decision about a character, but they use the text and information about their own life to support that decision they made. Especially when they are thinking deeply about characters’ motivations and longings.

Watch me as I think about our characters in Wilfred Gordon McDonald Partridge, the story about a little boy who wanted to learn about what memories are and help his friend at the nursing home. When I think about this book, I think first about Wilfred and how very inquisitive he is … he listens to his mom and dad talk about his friend losing her memory, and his dad gives him an answer to what a memory is when he says, It’s something you remember. Well, that answer did not do it for Wilfred. He went to all the other people at the nursing home and asked them the same question. What’s a memory? And they all gave him a slightly different answer…(as I flip through the pages) I remember one said it was something warm, another said it was something from long ago, he said something that makes you cry, while she said something that makes you laugh, and one said it was something as precious as gold. Then he goes back and finds one special object to put in a basket that matches all of these explanations. I need to look back and see what exactly he puts in that basket. He looked for the shoe-box of shells he had found long ago last summer, and put them gently in a basket. He found the puppet on strings which always made everyone laugh and he put them in the basket too. He remembered with sadness the medal which his grandfather had given him and he placed it gently next to the shells. Next he found his football which was precious as gold, and last of all, on his way to Miss Nancy’s, he went into the hen house and took a fresh, warm egg from under a hen…something warm.
Wait a second, obviously he is inquisitive in asking all of these people what they thought a memory was, and he found something for each of the people from the nursing home…but he did not find an object for what his parents had told him. This makes me think that, just maybe, his parents seem to sort of blow him off and maybe they don’t realize how important Nancy is to him, and because he realizes that he didn’t really pay attention to their answer. Let’s see, when I go back I really don’t think they do realize just how important Nancy is to him or how smart he is. They talk about his friend right in front of him and they don’t even think about his feelings. I see parents doing this to their children and it always makes me a little uneasy. The more I look at it this way, I think his parents are a little bit thoughtless…hmm, I would not have thought of that if I did not go back and think about the specific events in the book that support this notion and also think about how my own experiences push me to make this decision.

Active Engagement:
Think about what you are feeling in terms of one character in your book. Why do you think that character is acting the way they are, or doing the things they are doing? Can you support your feelings with events from your book? Can you support your feelings with events that have happened in your own life to you or other people? Turn and talk to your partner about what you are thinking

Link:
Today and every day, whether you are reading a book club book or not I want you to work at deepening your ideas about the characters in your books. Remember to think about why characters might be doing something or wanting something and then try to find support from your book and from your life, too!

Mid-Workshop Teaching Point:
Wow, can I tell you something that Kiyen has done that is so smart! He is reading the Library Card with his group. He did what we talked about with supporting his feelings about why his character made a decision to steal. He talked about what information he found in the text and related that character to his own life, but then he also added a connection to a character from another book he had read! That is really deep thinking, Kiyen. Way to go!

Share:
Circle up on the carpet with your book club members. I want to listen in today as you talk with your book club members about some of the character work you did today. I know you are all anxious to talk about this!
Appendix A
### Possible Group Conversation Rubric

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<tr>
<td><strong>Pop rocks conversation:</strong> Talk is unrelated to one another</td>
<td><strong>Weak strings connecting our conversation:</strong> Stringing prompts are approximated, even though it is at a low level or with some misunderstanding.</td>
<td><strong>Strings are strong:</strong> Connected in many different ways and using reference to the text as well as to each other.</td>
<td><strong>Strings are very strong and include interpretation:</strong> Themes, issues, character interpretation is lifted through conversation.</td>
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**Group members**

______________________________________________________

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**Book/author**

______________________________________________________

**Observations**

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Sample

Listening in on book clubs/ individual or group reflection piece

<table>
<thead>
<tr>
<th>Names</th>
<th>Prepared (read/wrote)</th>
<th>Appropriate Talk Behaviors?</th>
<th>Sustained Ideas During Conversation?</th>
<th>Referenced Text</th>
<th>Grew New Ideas</th>
<th>Connected To Prior Knowledge</th>
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Observations:
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MAISD Muskegon Area Intermediate School District

1
Date: __________

**Listening in on Book Clubs**

Club Name/Book _______________________________________
Members __________________________ _______________________
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<tr>
<th>Talk Skills Observed</th>
<th>Reading Skills Observed</th>
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Compliment -

Teaching point -
# Book Club Reflection Sheet

**Book________________________________________**

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<tr>
<th>Today’s Conversation</th>
<th>What went well?</th>
<th>Where do you need to work?</th>
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<tr>
<td>What were the focus areas of the conversation today?</td>
<td>What, specifically, went well during today’s conversation?</td>
<td>What is one thing you think your group can work on getting better at?</td>
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