



5TH
GRADE
VOLUME 5.2

Book Club Teacher's Guide

There's a Boy in the Girls' Bathroom

The Janitor's Boy

Wonder

For pairing with *C. I. A. Unit of Study—Realistic Fiction,
Complex Story Structure, Holes 5.2*

Sarah Collinge

Copyright © 2014 by Read Side by Side

First Printing October 2014
Second Printing May 2016
Third Printing February 2021
Fourth Printing March 2023

ISBN: 978-1-59849-173-9

Printed in the United States of America

The CIA Approach is the intellectual property of
Sarah Collinge and Read Side by Side LLC.

Design: Soundview Design

All rights reserved. No part of this book may be transmitted in any form
or by any means, electronic or mechanical, including photocopying,
recording, or by any information storage or retrieval system, in part,
in any form, without the permission of the author.

Requests for such permissions should be addressed to:



Read Side by Side
9514 180th St. SE
Snohomish, WA 98296
425-412-3724
www.readsidebyside.com

Table of Contents

Welcome to the C. I. A. Book Club Teacher’s Guide 5.2	4
The C. I. A. Approach to Book Clubs.....	4
The Read-Aloud Block	4
The Book Club Block.....	4
Text Selection and Timing.....	5
Set Up for Success	6
Gather Book Club Materials	6
Establish Groups	6
Establish Book Club Routines.....	11
Plan for Ongoing Assessment	12
Enjoy Success	13
Book Club Lesson Plans.....	15
Day 1: Blurb & Mark the Text	16
Days 2–3: Character List & Setting List	23
Day 4: Problems.....	33
Days 5–6: Important Events.....	41
Days 7–8: Retell Summary Writing	47
Days 9–10: Quadrant 1 Book Club Meetings	52
Days 11–13: Main Character	59
Day 14: Author’s Craft	64
Day 15: Author’s Craft & Author’s Message	70
Days 16–17: Quadrant 2 Book Club Meetings	76
Days 18–20: Collect Evidence.....	84
Day 21: Turning Point &Turning Point Writing	92
Days 22–23: Quadrant 3 Book Club Meetings	98
Day 24: Read-In.....	103
Days 25–26: Synthesis Summary Writing.....	104
Days 27–28: Quadrant 4 Book Club Meetings	109
Appendix.....	111
Genre Chart: Realistic Fiction	111
Percentile Rank Sorting Sheet.....	112
Conference Script (Narrative).....	113
Conference Script (Informational).....	115
Single Point Rubric	117
Vocabulary	118
Outside Text Recommendations.....	119
References	120

***There's a Boy in the Girls' Bathroom*, by Louis Sachar – Lexile 490, 195 pages**

I love using this simple text with upper elementary students because of its subject matter. Students will relate to the struggles Bradley faces as he challenges himself to make better decisions in school and with his classmates. While the text is written simply, with an economy of words and short sentences, the challenge of the text is in its qualitative demand. The story is told in the third person, and students will be challenged by the alternating perspectives and implied message of the text. The length of the text will also challenge students. I recommend placing your students who are reading below grade level in this text.

***There's a Boy in the Girls' Bathroom* Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p>Levels of Meaning The text offers multiple levels of meaning and nuances of abstract concepts related to friendship, bullying, and overcoming challenges.</p>	<p>The Lexile level for <i>There's a Boy in the Girls' Bathroom</i> is 490, based on word frequency and sentence length. This is in the low range of the complexity band for 2nd–3rd grade according to the Common Core State Standards.</p>
<p>Structure This story is told in the third person, creating alternate perspectives. The story follows a chronological structure.</p>	<p>READER TASK CONSIDERATIONS</p>
<p>Language Conventionality and Clarity Louis Sachar uses an economy of words in the text, which requires the reader to infer.</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>
<p>Knowledge Demands This text requires knowledge of the genre realistic fiction. Students need to understand the importance of character, and recognize how the character changes over time.</p>	

***The Janitor’s Boy*, by Andrew Clements – Lexile 770, 140 pages**

Andrew Clements’s books are always a hit with young readers—especially the boys! Students will find this book both humorous and adventurous. While the text is written fairly simply, there is some challenge in that the book is written in the third person and includes an opening flashback. I recommend placing your students who are on grade level in this text.

***The Janitor’s Boy* Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p>Levels of Meaning The text offers multiple levels of meaning and nuances of abstract concepts related to school, bullying, and family.</p> <p>Structure This story is told in the third person, creating alternate perspectives. The structure is somewhat complex, with a flashback occurring at the beginning of the story.</p> <p>Language Conventionalilty and Clarity Andrew Clements uses language that is fairly literal and clear.</p> <p>Knowledge Demands This text requires knowledge of the genre realistic fiction. Students need to understand the importance of character, and recognize how the character changes over time.</p>	<p>The Lexile level for <i>The Janitor’s Boy</i> is 770, based on word frequency and sentence length. This is in the low range of the complexity band for 4th–5th 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>

Wonder, by R. J. Palacio – Lexile 790, 310 pages

I recommend placing students who are on or above grade level in this engaging text. Students will need a high level of stamina for this text and may need to take the book home for nightly reading to keep up with book club assignments. In addition, the qualitative demand of alternating narrators may make this text more challenging for readers.

Wonder Text Complexity

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p>Levels of Meaning Multiple themes throughout the book increase the challenge for readers of this text. Themes include, but are not limited to, fate and destiny, beauty, redemption, and right vs. wrong.</p> <p>Structure This narrative is told by means of an unconventional and complex story structure. Students must navigate alternating narrators across the book: August, Via, Summer, Jack, Justin, and Miranda.</p> <p>Language Conventionality and Clarity R. J. Palacio uses figurative and ambiguous language and humor throughout the text, including quotes and precepts found in literature, songs, and pop-culture.</p> <p>Knowledge Demands The text requires knowledge of the genre realistic fiction. Students need to understand the importance of character and recognize how characters change over time.</p>	<p>The Lexile level for <i>Wonder</i> is 790, based on word frequency and sentence length. This is in the upper range of the complexity band for 4th–5th grade according to the Common Core State Standards.</p> <p>READER AND 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>

C. I. A.

Book Club Lesson Plans

There's a Boy in the Girls' Bathroom
The Janitor's Boy
Wonder

DAYS 2–3, CHARACTER LIST & SETTING LIST

In this lesson... you will remind students that good readers pay attention to important characters and infer character traits. You will remind them that good readers keep track of characters as a way to monitor comprehension. Students will be asked to read and keep track of important characters and details about the setting.

Learning Targets:

Read closely to monitor comprehension (RL 1)

- Infer character traits
- Visualize

Show understanding of story elements (RL 3)

- Character traits
- Setting

Gather and categorize information through note taking (W 8)

Connect:

We have been learning...

...that good readers use the blurb to help them predict what will happen in the book.

Today, you are all going to begin reading quadrant 1 of your book club books. When you read quadrant 1 you will be focused on collecting critical information in the text. You will each be gathering information about the characters, setting, problems, and important events in your book. These are the critical story elements that help us get a story in our heads.

Teach:

Today I am going to remind you...

...that good readers use comprehension strategies to identify important characters and infer character traits. You are each going to make a character list in your book club notebook as you read the opening chapters of your book club book. Your character list will be a tool that you will use while reading this book; it will help you improve your comprehension when you are confused.

You each made a character list when we read the book *Holes*. Please turn to the Camp Green Lake character list for *Holes*. Notice how you wrote the name of each important character and information about him or her on the list.

Now turn to page 8 in your book club notebooks. You will have two days to complete today's assigned reading. As you read, you will stop each time a new character is named in the text and add this name to the character list. Then you will read to find information about this character, and add that information to the list.

Today I am also going to remind you...

...that good readers pay attention to the setting of the story. As you read the opening chapters of your book club books, you will also be paying attention to details in the story that describe the setting. You will be creating a setting clues list.

You each kept track of details about the setting when we read the book *Holes*. You focused on important details about Camp Green Lake—it is a detention center where boys are punished, and it is in the desert.

Turn to page 10 in your book club notebooks. During the two days that you spend completing today's assigned reading, you will stop each time a new detail is revealed about the setting and add this detail to the setting clues list.

Guided Practice—Work Time:

You will each be reading and completing your character list and setting clues 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.

On each day, you will have 35 minutes to work, after which you will meet your partners in the meeting area to review your work, make additions or changes, and then participate in a whole-class share-out.

(Assign each group their pages to read and dismiss the students who are reading *There's a Boy in the Girls' Bathroom*, and *Wonder* for independent work. Keep the students who are reading *The Janitor's Boy* in the meeting area in order to give them more information before they start the activity.*)

Students will have two days to complete the following chapters:

There's a Boy in the Girls' Bathroom—Chapters 1–3 (pp. 1–17)

The Janitor's Boy—Chapters 1–3 (pp. 1–20)

Wonder—pp. 1–34

* Those of you reading *The Janitor's Boy* will notice that the first chapter of your book tells about a special school project Jack Rankin is working on—a bubble gum project. Then, as you begin reading chapter 2, you will notice that the plot flashes back to just before school starts.

Today, I would like you to read chapter 1 without doing any charting. Then, as you begin chapter 2, start keeping track of important characters and details about the setting.

(Dismiss students who are reading *The Janitor's Boy* for independent work. Conduct conferences with partnerships as necessary.)

Share-out:

(At the beginning of the share-out time, give students 5 minutes to compare notes and receive help from their partners. Then move into a quick, whole-class discussion.)

Discuss: Why do good readers keep track of important characters as they read? How did doing this help you or challenge you as a reader today?

Discuss: Why do good readers keep track of details about the setting as they read? How did doing this help you or challenge you as a reader today?

Link:

Today and every day when you read...

...I want you to think about what you know about important characters and setting details in order to monitor comprehension as you read.

Character List

CHARACTER	DETAILS
Bradley Chalkers	<ul style="list-style-type: none">• oldest kid in the 5th grade• took 4th grade twice
Mrs. Ebbel	<ul style="list-style-type: none">• Bradley's teacher
Jeff Fishkin	<ul style="list-style-type: none">• just moved to Bradley's school• used to live in Washington D.C.
Mrs. Chalkers (Janet)	<ul style="list-style-type: none">• Bradley's mom
Claudia	<ul style="list-style-type: none">• Bradley's older sister• 4 years older than Bradley
Mr. Chalkers	<ul style="list-style-type: none">• Bradley's father• works for the police department• was shot in the leg

Setting Clues/Map

Bradley's school
Bradley's 5th grade classroom
Bradley's house

Character List

CHARACTER	DETAILS
Jack Rankin	<ul style="list-style-type: none">• 5th grader
John Rankin	<ul style="list-style-type: none">• Jack's dad• Janitor at the old high school
Kirk Dorfman	<ul style="list-style-type: none">• a walking fashion ad• rich• a bully
Mrs. Lambert	<ul style="list-style-type: none">• Jack's math teacher
Luke Karnes	<ul style="list-style-type: none">• a friend of Kirk's

Setting Clues/Map

Huntington- a growing town

School

Brand new high school - houses the
high school kids

Old high school - houses the kids in
grades 4 through 8

New Junior high - being built

Character List

CHARACTER	DETAILS
August (Auggie) Pullman	<ul style="list-style-type: none"> • 11-years old • Doesn't have an ordinary face • 5th-grader • Has had 27 surgeries
Olivia (Via) Pullman	<ul style="list-style-type: none"> • August's sister • Feels like she needs to protect August
Mrs. Pullman	<ul style="list-style-type: none"> • August's mom • Thinks August is extraordinary • Homeschools August • Was a children's book illustrator
Mr. Pullman	<ul style="list-style-type: none"> • August's dad • Thinks August is extraordinary • Makes everyone laugh
Mr. Tushman	<ul style="list-style-type: none"> • Principal at Beecher Prep
Jack Will	<ul style="list-style-type: none"> • Classmate
Julian	<ul style="list-style-type: none"> • Classmate • Not very nice to August

Character List

CHARACTER	DETAILS
Charlotte	•Classmate

Setting Clues/Map

North River Heights, NY

Beecher Prep Middle School (grades 5-8)

DAYS 7–8, RETELL SUMMARY WRITING

In this lesson...students will be synthesizing their understanding of the first quadrant of their book club texts by writing retell summaries. Students will be using the retell summary frame to organize their writing. Students should be expected to produce quality work.

Learning Targets:

Summarize the text (RL 2)

- One sentence sum-up
- Retell summary of the first quadrant

Show understanding of story elements (RL 3)

- Character
- Setting
- Plot

Write an expository piece (W2)

- Retell events from the beginning, middle, and end of text, in sequence

Write clearly and coherently for task and audience (W 4)

Recall information and draw evidence from the text (W 8, 9)

Write in a short time period (W 10)

Acquire and use key vocabulary (L 6)

Connect:

We have been learning...

...that good readers read slowly at the beginning of the book in order to make sure they understand all the story elements, including character, setting, and plot.

Teach:

Today I am going to remind you...

...that good readers write a retell summary of the first quadrant of a book in order to monitor their comprehension. When we summarize, we think about the most important events and details from the story. The process of summarizing helps us recognize when we are confused so that we can go back and clear up that confusion.

You each wrote a retell summary of Stanley's story near the end of the first quadrant of the book *Holes*. Please turn to the retell summary you wrote of Stanley's story. Notice how this piece of writing begins with an introduction and ends with a conclusion. Also notice how the body paragraph tells only the most important events.

Guided Practice—Work Time:

Now turn to page 14 in your book club notebook. On this page, you will recognize the retell summary frame we used when we read *Holes*. You will use this same frame to organize your retell summary for your book club book. (Review the retell summary frame with students.)

Now turn to page 15 in your book club notebook. This is where you will write your retell summary for your book club book. You will use the summary frame to organize your writing. You may also use the entries in your notebook as tools. The important events list on pages 12 and 13 will be especially helpful to you.

You will each be completing your retell summary 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 two days for this assignment.

When you finish, please turn to page 19 in your book club notebook and complete the prediction-writing stem. Be prepared to share this prediction with your group at your C. I. A. book club meeting.

(Assign each group their C. I. A. meeting date and dismiss students for independent work. Conduct conferences with partnerships as necessary.)

There's a Boy in the Girls' Bathroom **Retell Summary Sample**

The book *There's a Boy in the Girls' Bathroom*, by Louis Sachar, tells about a boy named Bradley who no one likes because he lies and he fights with girls.

One day, a new kid comes to Bradley's school. His name is Jeff Fishkin, and he used to live in Washington D.C. Mrs. Ebbel assigns Jeff the seat next to Bradley, even though nobody likes sitting there.

During recess, Jeff tells Bradley that he likes sitting next to him. Bradley threatens to spit on him if Jeff doesn't give him a dollar! At the end of the day, Bradley pays Jeff a dollar to be his friend.

The next day, Bradley's mom goes to the school to have a talk with Mrs. Ebbel. Mrs. Ebbel suggests that Bradley visit the school counselor one day a week, and Mrs. Chalkers agrees.

Later, Jeff and Bradley have lunch together. Then Bradley meets the new school counselor, Carla Davis. Finally, Jeff invites Bradley to his house to work on homework.

As you can see, Bradley is a lonely kid who is starting to make a new friend.

The Janitor's Boy Retell Summary Sample

The book *The Janitor's Boy*, by Andrew Clements, tells about a boy who gets in trouble for vandalizing a school desk and has to be on after-school gum cleanup for three weeks.

First, Jack finds out that while his new junior high school is being built, he will have to go to school at the old high school, where his dad is the janitor.

When school starts, some rich kids make fun of Jack for being the janitor's son. Jack blames all of his problems on his dad. He comes up with a plan to get back at his dad for being the school janitor.

Next, Jack saves up enough chewed bubble gum to make a wad that is bigger than a golf ball. He places it under a desk in his music class, knowing his dad will have to clean it up. Later that day, Jack gets caught and the vice principal assigns him after-school gum cleanup.

In the end, Jack admits to his dad that he was the one who put the gum under the desk. Jack's dad doesn't even seem mad, he is just happy to have the chance to have his son working with him as janitor's assistant. I predict Jack will learn to not be ashamed of his dad's job.

Wonder Retell Summary Sample

The book *Wonder*, by R. J. Palacio, is about a boy named August Pullman who was born with a facial difference. As a result, he has had 27 surgeries since he was born and has been homeschooled by his mother. Now that August is in fifth-grade, his parents have decided it is time for him to go to school at Beecher Prep Middle School.

Before school starts, August goes to the school to meet the principal, Mr. Tushman, and a few of his classmates, Jack, Julian, and Charlotte. The kids give August a tour of the school and everything goes well until Julian purposely trips him.

On the first day of school, August is very nervous. But he meets a new friend, Summer, who sits with him at lunch. Being a new kid at a new school is hard for August. He is not used to homework or quizzes. The kids stare at him and avoid him in the hallway. At least he has two good friends, Summer, and Jack.

Then, Halloween comes which is August's favorite holiday because he gets to dress up and wear a mask. With his face hidden under his Bleeding Scream mask, August overhears Jack tell Julian that he only hangs out with August because Mr. Tushman asked him to. August runs from the classroom crying and goes to the nurse's office. He pretends to be sick and misses the Halloween party.

In the end, August is pretty sure he will never go back to school again. As you can see, being an ordinary kid with an extraordinary face is not easy.

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.)



There's a Boy in the Girls' Bathroom

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: One of the problems in the book is that Bradley does not want to visit the school counselor once a week. Now that he has met Carla, how do you think he feels about visiting her? Why?

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

Discuss: After Jeff tells Bradley that he likes sitting next to him, Bradley threatens to spit on Jeff. Why do you think Bradley does this?



The Janitor's Boy

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: One of the problems in the book is that Jack is angry at his dad. Why do you think Jack is angry at his dad?

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

Discuss: When Jack confessed to his dad, his dad didn't even seem mad. Why do you think Jack's dad responded this way?

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.)



Wonder

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: One of the problems in the book is that August is having trouble adjusting to a new school. What are some of the reasons why August is having trouble adjusting? What evidence do you have to support your thinking?

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

Discuss: At the end of quadrant 1, August is pretty sure he will never go back to school again. Do you think this is a good solution to August's problem? 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 that Carla told Jeff, "if you're nice to Bradley, he'll be nice to you" (p.30),
I made a prediction. I think Jeff will continue
being nice to Bradley
because he wants to help Bradley get along
with the other kids and do good in school.



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 "Jack loved tools, and he was good at making things, fixing things (p.33)," I made a prediction. I think Jack will learn that being a janitor is a fun job because he will get to use tools and fix things.



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 "I was pretty sure I would
never go back to school again",

I made a prediction. I think August will learn to tell
the other kids how he feels

because his feelings have been hurt.
