



6TH
GRADE

VOLUME 6.1

Book Club Teacher's Guide

When You Reach Me
The London Eye Mystery
The Hound of the Baskervilles

For pairing with *C. I. A. Unit of Study—Mystery,*
The Westing Game 6.1

Sarah Collinge

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When You Reach Me, by Rebecca Stead – Lexile 750, 197 pages

This book does not fit the classic “who-dun-it” style of mystery. However, I love to pair this book with *The Westing Game* because when students finish it, they will be so surprised by the ending that they will want to go back and read the whole book again just to find all the clues! That was exactly how I felt after reading *The Westing Game*! In addition, the main character changes her opinion of others across the text—something you can always anticipate when reading a mystery novel. The challenge of the text is in its qualitative demand. The story is told in flashback, and the reader will have to understand that the narrator is telling the story *after* the events have already happened. In addition, the chapters are short, causing the story to move quickly from one scene to another. I recommend placing your students who are reading below grade level in this text, as well as students who may be challenged by longer text.

When You Reach Me Text Complexity

| QUALITATIVE MEASURES | QUANTITATIVE MEASURES |
|---|--|
| <p>Levels of Meaning The text offers multiple levels of meaning.</p> <p>Structure This story is told in the first person, and the story is told as a flashback.</p> <p>Language Conventionality and Clarity This text makes subtle use of figurative language.</p> <p>Knowledge Demands This text requires knowledge of the mystery genre. In addition, the book includes references to <i>A Wrinkle in Time</i>, written by Madeleine L'Engle, and the 1970's game show <i>The \$20,000 Pyramid</i>.</p> | <p>The Lexile level for <i>When You Reach Me</i> is 750, based on word frequency and sentence length. This is in the upper range of the complexity band for 2nd–3rd grade according to the Common Core State Standards.*</p> |
| | <p>READER TASK CONSIDERATIONS</p> <p>These should be determined locally with reference to motivation, knowledge, and experiences as well as to purpose and the complexity of the tasks assigned and the questions posed.</p> |

*Note that qualitative and reader and task demands trump quantitative demands according to the Common Core State Standards.

***The London Eye Mystery*, by Siobhan Dowd – Lexile 640, 323 pages**

Your students are going to love this classic “who-dun-it” mystery, told from the perspective of Ted, a boy with autism. While this book is low in quantitative demand, it is high in qualitative demand. The challenge of the text is that the story takes place in London, and therefore uses vernacular from that region. In addition, the author uses a great deal of figurative language throughout the story. For many students, the length will be a challenge. Students may need to take the book home for nightly reading to keep up with book club assignments. I recommend placing your students who are reading on grade level in this text, as well as students who may be ready for the challenge of longer text.

***The London Eye Mystery* Text Complexity**

| QUALITATIVE MEASURES | QUANTITATIVE MEASURES |
|---|---|
| <p>Levels of Meaning The text offers multiple levels of meaning.</p> <p>Structure This story is told in the first person and is written from the perspective of a boy who has Asperger’s disorder. The book opens with a flashback.</p> <p>Language Conventionality and Clarity Siobhan Dowd uses the vernacular spoken in London, England. This vernacular may make the text more challenging for readers. The author also uses a considerable amount of figurative language throughout the text, and uses domain specific vocabulary related to weather systems.</p> <p>Knowledge Demands This text requires knowledge of the mystery genre. In addition, background knowledge about the setting of the story would be helpful to students reading this text.</p> | <p>The Lexile level for <i>The London Eye Mystery</i> is 640, based on word frequency and sentence length. This is in the upper range of the complexity band for 2nd–3rd grade according to the Common Core State Standards.*</p> <p>READER TASK CONSIDERATIONS</p> <p>These should be determined locally with reference to motivation, knowledge, and experiences as well as to purpose and the complexity of the tasks assigned and the questions posed.</p> |

*Note that qualitative and reader and task demands trump quantitative demands according to the Common Core State Standards.

***The Hound of the Baskervilles*, by Sir Arthur Conan Doyle – Lexile 980, 236 pages**

I recommend placing students who are reading above grade level in this challenging classic. Students will be excited to read about the well-known detective Sherlock Holmes and will be gripped by the dark and sinister plot. This is a wonderful way to introduce students to the setting of the moor, which is found in many pieces of classic literature. Students will need a strong understanding of the mystery genre, the ability to read a text that exposes them to high levels of vocabulary, and stamina in order to successfully read this text. Students may need to take the book home for nightly reading to keep up with book club assignments.

***The Hound of the Baskervilles* Text Complexity**

| QUALITATIVE MEASURES | QUANTITATIVE MEASURES |
|--|---|
| <p>Levels of Meaning The text offers multiple levels of meaning.</p> <p>Structure This story is told in the first person. While the structure is chronological, it is made challenging by the combination of standard narration, letters, and diary entries throughout the text.</p> <p>Language Conventinality and Clarity Sir Arthur Conan Doyle uses the language of 19th century England, which may be challenging for readers. The author’s use of figurative language and mood also make this text more challenging.</p> <p>Knowledge Demands This text requires knowledge of the mystery genre and background knowledge of the character Sherlock Holmes. In addition, background knowledge about the setting of the story would be helpful to students reading this text.</p> | <p>The Lexile level for <i>The Hound of the Baskervilles</i> is 980, based on word frequency and sentence length. This is in the lower range of the complexity band for 6th–8th 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> |

C. I. A.

Book Club Lesson Plans

When You Reach Me
The London Eye Mystery
The Hound of the Baskervilles

DAY 1, BLURB & MARK THE TEXT

In this lesson... you will be reminding students how they can use clues in the blurb to help identify the story elements—character, setting, problem, and main events. After identifying these story elements, students will use them to make predictions.

Learning Targets:

Read closely to monitor comprehension (RL 1)

- Make predictions

Show understanding of story elements (RL 3)

- Main characters
- Setting
- Problem

Infer genre (RL 5)

Gather and categorize information through note taking (W 8)

Connect:

We have been learning...

...that good readers enjoy reading in collaboration with others. Today we are going to start our book clubs. Each of you will be working with a group of students to read a book and uncover the author's message. It will be your responsibility to read the book and take careful notes in your reader's notebook. You will be responsible for

1. Reading the book on your own,
2. Completing all assignments on time,
3. Keeping your work neat,
4. Working cooperatively with your assigned partner, and
5. Attending important C. I. A. meetings.

(Hand out a book club text and a book club notebook to each student.

Have each student record the following on the front cover of his or her student book club notebook:

- the genre of the book—mystery—on the first line
- the subject—mystery—on the second line
- his or her name on the third line
- the date on the fourth line

On page 3, have each student record his or her partner's name and the names of everyone else in his or her group. Also, have students record the title of the book to which they've been assigned.)

Notice that all of these book club texts are mysteries. We will be using our background knowledge of the genre, mystery, to help us understand these texts better.

(Make a copy of the mystery genre chart [see Appendix] for each student. Students will paste or tape this chart onto page 4 of their book club notebooks. Review the genre chart for mystery, using a poster-sized chart that can be displayed in your meeting area throughout this unit of study. Genre posters can be purchased at www.shop.readsidebyside.com.)

Teach:

Today I am going to remind you...

...that good readers look carefully at the cover of a book and read the blurb prior to starting the first chapter so that they can begin to think about the story elements. The main elements of the story are character, setting, problem, and main events.

We did this activity prior to reading the book *The Westing Game*. Please turn in your reader's notebooks to our first entry for *The Westing Game*, where you made notes about the main story elements. You will each be completing this same task right now using your book club book.

Guided Practice—Work Time:

Please open up to page 5 in your book club notebooks. Notice how you will be reading the blurb of your book club book and the first part of your book club text to gather information about the characters, setting, and problems in the story. Finally, you will make a prediction about what might happen in the book.

Today I am going to have you complete this task with your partners. You will have 35 minutes to complete this task together. Then, you will come back to the meeting area to share your predictions with the class.

(Assign each group their pages to read and dismiss students who are reading *The Hound of the Baskervilles* for independent work. Keep the students who are reading *When You Reach Me* and *The London Eye Mystery* in the meeting area in order to give them more information before they start the activity.*)

When You Reach Me—Read the blurb and chapter 1 (pp. 1–2).

The London Eye Mystery—Read the blurb and chapter 1 (pp. 1–4).

The Hound of the Baskervilles—Read the blurb and chapter 1 (pp. 1–7, stopping at the words, “Come in!”).

*Those of you reading *When You Reach Me* and *The London Eye Mystery* will notice that your books have a complex plot structure—that is, the stories are not told in chronological order. Rather, each of these books begins near the end of the story, then flashes back to the beginning of the story in chapter 2. Today, you will read the blurb and chapter 1 to help you understand how the story will develop, and you’ll then make predictions as to how the story is going to end.

(Dismiss the students who are reading *When You Reach Me* and *The London Eye Mystery* for independent work. Conduct conferences with partnerships as necessary.)

Share-out:

Discuss: What are you predicting?

Link:

Today and every day when you read...

...I want you to think about the story elements before you start reading the first chapter, by paying close attention to the cover of the book and the information in the blurb. You can also use that information to help you make predictions.

Extended Lesson:

(To prepare for this lesson, give each student three small sticky notes, for marking each quadrant.)

When good readers begin reading, they have a plan of action for how they will read the text. We know to use the C. I. A. approach to plan for how we will read each quadrant of the text.

Turn to page 6 in your book club notebook and record the total number of pages in your book. To mark the text, we need to first look to see how many pages are in the book, then divide this number by 4. When we mark each quadrant, we are going to make sure that the end of the quadrant is also the end of a chapter.

Please mark your texts according to these numbers and record the page numbers for each quadrant on page 6 of your book club notebooks.

When You Reach Me

The end of quadrant 1 will be marked on page 53.

The end of quadrant 2 will be marked on page 106.

The end of quadrant 3 will be marked on page 147.

The London Eye Mystery

The end of quadrant 1 will be marked on page 80.

The end of quadrant 2 will be marked on page 167.

The end of quadrant 3 will be marked on page 249.

The Hound of the Baskervilles

The end of quadrant 1 will be marked on page 71.

The end of quadrant 2 will be marked on page 140.

The end of quadrant 3 will be marked on page 189.

(Make a copy of the vocabulary words from *The Westing Game* [see Appendix] for each student. Have your students paste or tape their copies of this list onto page 46 of their book club notebooks.)

Read the Blurb

Main Character:

Miranda - in the 6th grade

Secondary Characters:

Sal - Miranda's best friend

Crazy guy on the corner

The person who is sending mysterious notes

Setting (time, place, circumstance):

New York City

Problem:

Sal gets punched by a kid and then
shuts Miranda out of his life.

The key to Miranda's apartment is stolen.

Miranda starts receiving mysterious notes.

Prediction:

I predict Miranda will solve the mystery
of who is sending the notes and use
clues in the notes to prevent
someone's death.

Read the Blurb

Main Character:

Ted- his brain runs on its own unique operating system

Secondary Characters:

Kat - Ted's older sister

Salim- Ted's cousin

Aunt Gloria- Salim's mom

The Police

Setting (time, place, circumstance):

London, England

Problem:

Salim mysteriously disappears from a sealed pod on the London Eye.

Prediction:

I predict Ted and Kat will find Salim before the police do.

Read the Blurb

Main Character:

Sherlock Holmes
Dr. Watson

Secondary Characters:

Country doctor - Dr. Mortimer
Baskerville descendants

Setting (time, place, circumstance):

The moors
England
Baskerville ancestral home

Problem:

Sir Charles Baskerville is dead, and the footprints of a giant hound are found near his body.

Prediction:

I think Sherlock Holmes will solve the case in time to save the life of the new heir.

DAYS 2–4, CHARACTER 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.

Learning Targets:

Read closely to monitor comprehension (RL 1)

- Infer character traits
- Visualize

Show understanding of story elements (RL 3)

- Character traits

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 continue 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 *The Westing Game*. Please turn to the suspects list for *The Westing Game*. 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 three 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.

Guided Practice—Work Time:

You will each be reading and completing your character 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 students who are reading *When You Reach Me* and *The Hound of the Baskervilles* for independent work. Keep the students who are reading *The London Eye Mystery* in the meeting area in order to give them more information before they start the activity.*)

Students will have three days to complete the following chapters:

When You Reach Me—Chapters 2–5 (pp. 3–18)

The London Eye Mystery—Chapters 2–5 (pp. 5–41)

The Hound of the Baskervilles—Chapters 1–2 (pp. 7–26)

*Those of you reading *The London Eye Mystery* will notice that the story takes place in London. Therefore, the characters in the story speak using the vernacular—or common vocabulary—of that region. To help you understand this vocabulary as you come across it in the text, I have prepared a glossary for you. Please use this glossary as needed to help you fix up your comprehension of unfamiliar vocabulary.

(Hand out the glossary and dismiss students who are reading *The London Eye Mystery* 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?

Link:

Today and every day when you read...

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

British Vernacular – Glossary

advert – an advertisement

bloody – a swear word originally meaning “by God’s blood”

borough – a town or neighborhood

common – a park

dead keen – very enthusiastic

dishrag – someone who is sleazy

fag – a cigarette

favourite – favorite

kerb – a curb

lilo – an inflatable mattress

lot – a group

lump it – forget about it

mate – friend

mobile – cell phone

palaver – tedious discussion

post – mail

queue – a waiting line

queueing – lining up

quid – currency, specifically a British pound

rubbish – garbage

Shreddie – a piece of shredded wheat

skive – skip school

straight away – right away

trousers – pants

tube – subway

Character List

| CHARACTER | DETAILS |
|-----------|--|
| Miranda | <ul style="list-style-type: none">• a latchkey child• 12 years old |
| Mom | <ul style="list-style-type: none">• short and tiny• is going to be on a game show• wanted to be a lawyer• is a paralegal |
| Richard | <ul style="list-style-type: none">• mom's boyfriend• tall and blonde• loves to sail• his right leg is shorter than his left |
| Belle | <ul style="list-style-type: none">• owner of Belle's Market |
| Sal | <ul style="list-style-type: none">• lives in the apartment below Miranda's• used to be Miranda's best friend |
| Louisa | <ul style="list-style-type: none">• Sal's mom• single• works at a nursing home |
| "You" | <ul style="list-style-type: none">• the person who writes mysterious notes to Miranda |

Character List

| CHARACTER | DETAILS |
|----------------------------|---|
| Crazy guy on the corner | <ul style="list-style-type: none">• Nicknames: Quack/Quackers/Kicker/ The Laughing Man• has 30 fillings• sleeps under the mailbox |
| | |
| | |
| | |
| | |
| | |
| | |

Character List

| CHARACTER | DETAILS |
|------------------|--|
| Ted | <ul style="list-style-type: none"> • his brain runs on its own unique operating system • wants to be a meteorologist • always wears his school uniform |
| Kat (Katrina) | <ul style="list-style-type: none"> • Ted's older sister • skips school |
| Mum (Faith) | <ul style="list-style-type: none"> • nurse |
| Dad (Ted) | <ul style="list-style-type: none"> • demolition expert |
| Aunt Gloria | <ul style="list-style-type: none"> • Faith's sister • moving to New York • an art curator • divorced • tall and thin • straight black hair • Smokes • larger than life |
| Salim | <ul style="list-style-type: none"> • Aunt Gloria's son • moving to New York • 13 years old • half Asian • tall and thin |
| | |

Character List

| CHARACTER | DETAILS |
|-------------------------|---|
| Sherlock Holmes | <ul style="list-style-type: none">• famous detective |
| Dr. Watson | <ul style="list-style-type: none">• Sherlock Holmes's friend and assistant |
| Dr. James Mortimer | <ul style="list-style-type: none">• a country practitioner• tall and thin |
| Sir Charles Baskerville | <ul style="list-style-type: none">• died tragically• lived at Baskerville Hall• was wealthy• had heart trouble |
| Hugo Baskerville | <ul style="list-style-type: none">• was killed by a great black beast shaped like a hound• lived at Baskerville Hall |
| Mr. Barrymore | <ul style="list-style-type: none">• the butler at Baskerville Hall |
| Mrs. Barrymore | <ul style="list-style-type: none">• the housekeeper at Baskerville Hall. |

Character List

| CHARACTER | DETAILS |
|-----------------------|---|
| Mr. Murphy | <ul style="list-style-type: none"> • a gypsy • a horse-dealer • a drunk |
| Mr. Henry Baskerville | <ul style="list-style-type: none"> • Sir Charles's next of kin • the son of Sir Charles's younger brother |
| Mr. Frankland | <ul style="list-style-type: none"> • lives at Laffer Hall |
| Mr. Stapleton | <ul style="list-style-type: none"> • a naturalist |
| | |
| | |
| | |

DAYS 11–12, 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 at the end of the first quadrant of the book *The Westing Game*. Please turn to the retell summary you wrote for *The Westing Game*. 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 *The Westing Game*. 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.)

When You Reach Me Retell Summary Sample

The book *When You Reach Me*, by Rebecca Stead, tells about a girl named Miranda who receives some mysterious notes. One of the notes asks her to write a letter telling about everything that happened. But Miranda does not want to remember what happened.

First, Miranda's mom gets selected to appear on the game show called *The \$20,000 Pyramid*. If she wins, Miranda's mom wants to take a trip to China, put carpeting in Miranda's room, and get a new TV. Miranda and Richard begin helping her prepare to play on the game show.

Shortly after that, Miranda is walking home from school with her best friend Sal. They live in a dangerous neighborhood in New York City. On their way home, a boy wearing a green army coat punches Sal, for what seems like no reason. After that, Sal talks to Miranda less and less. He makes it clear that he doesn't want to be friends with Miranda anymore.

Without her best friend Sal to keep her company, Miranda starts to make new friends. She is invited over to Annemarie's house after school. She also starts talking to Marcus (the kid who punched Sal).

This is the beginning of the story the mysterious note writer wants Miranda to tell. As you can see, the author of *When You Reach Me* leaves many questions to be answered at the end of quadrant one!

The London Eye Mystery **Retell Summary Sample**

The book *The London Eye Mystery*, by Siobhan Dowd, tells the story of a boy named Ted who is trying to solve the mystery of his cousin Salim's disappearance. Salim mysteriously disappeared from a pod on the London Eye.

First, Ted's cousin, Salim, comes to visit Ted before moving to New York City with his mother. Salim decides that the one thing he wants to do while he is in London is ride the London Eye—a Ferris wheel.

When Ted, Salim, and Kat arrive at the London Eye, they discover that they will have to queue for one hour before riding. A strange man approaches and offers Salim a ticket. Salim accepts the ticket and boards the London Eye alone.

During the time Salim is on the ride, Ted and his sister Kat watch the pod closely. They know exactly when Salim's pod should land. But, when Salim's pod lands and empties, Salim does not get off. Salim has disappeared!

After looking for Salim, Ted and Kat tell Aunt Gloria that Salim has disappeared. She tries calling Salim's mobile, but it is turned off. Finally, Aunt Gloria notifies the police.

As you can see, Salim's disappearance is a mystery. Hopefully Ted will be smart enough to solve the mystery!

The Hound of the Baskervilles Retell Summary Sample

The book *The Hound of the Baskervilles*, by Sir Arthur Conan Doyle, tells about a case that Sherlock Holmes is being asked to solve—the case of Sir Charles Baskerville’s death. Sherlock Holmes must determine whether Sir Charles was murdered, and if so, by who or what.

First, several people who live on the English moor claim that they have seen a creature that looks like the giant, evil hound in the Baskerville legend. Sir Charles Baskerville begins to believe that the legend is true and fears for his life.

One night, Sir Charles Baskerville is found dead outside his home. The coroner believes Sir Charles died of cardiac exhaustion. But Dr. Mortimer sees footprints that he believes to be the prints of a gigantic hound near Sir Charles’s body.

Now Sir Charles’s next of kin, Henry Baskerville, has come to live at Baskerville Hall. He receives a mysterious note warning him to stay away from the moor.

It is clear that there is suspicion surrounding Sir Charles’s death. Will Sherlock Holmes and Dr. Watson solve the case and protect Henry Baskerville from death? I predict they will. After all, Sherlock Holmes is one of England’s most famous detectives!

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.)



When You Reach Me

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 Miranda has been asked to write down the story of what happened and everything that led up to it. She says this story is like a movie she never wants to watch again (p. 2). Why do you think Miranda doesn't want to think about the story?

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

Discuss: After Marcus hits Sal; Sal begins talking to Miranda less and less. Why do you think Sal does this? How is this affecting Miranda?



The London Eye Mystery

Open up to the character list on page 8 of your book club notebooks.

Discuss: Good readers use clues in the text to infer character traits. What are you inferring about the main character, Ted?

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

Discuss: One of the problems in the book is that Ted “has a funny brain that runs on a different operating system from other people’s” (p. 4). What details in the text help us understand how Ted’s brain operates?

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

Discuss: Kat thinks that it is her fault Salim went missing. Do you agree or disagree?

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.)



The Hound of the Baskervilles

Open up to the character list on page 8 of your book club notebooks.

Discuss: Good readers think about suspicious characters when they read a mystery. Are any of these characters suspicious to you, 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 people believe that the legend of the hound is true? Do you think the legend is true?

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

Discuss: At the end of chapter 5, it is decided that Dr. Watson will go with Henry Baskerville to Baskerville Hall and report very carefully back to Sherlock Holmes. As they read a mystery book, good readers think about how the main character's opinion of others changes as the story progresses. Who do you think is the main character of this book, and why?

(Help students understand that Watson will be the main character of this Sherlock Holmes novel. In fact, when Sir Arthur Conan Doyle first began working on this book, it did not feature Sherlock Holmes. It was not until he realized that he needed a “larger-than-life character to solve the mystery” that he added the Sherlock Holmes character. Students can read about this in the article that was handed out on day 7.)

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 Miranda had discovered that
most people she's afraid of are actually friendly,

I made a prediction. I think Miranda will realize that
Marcus is a good kid and they will become friends
because Marcus was friendly to Miranda and
talked to her about time travel.



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 Kat needs Ted's brains
because he is the best thinker,

I made a prediction. I think Ted will solve the mystery
of Salim's disappearance

because people who can think about the
clues in lots of different ways are
often good at solving mysteries.



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 the total value of Sir Charles's estate was close to a million pounds,
I made a prediction. I think Someone who was named in Sir Charles's will killed him because he or she wanted to receive the money given in the will.