

# Ready, Set... Begin

What you will do to prepare for book clubs

- Using the 24 novel titles in this teaching unit, make choosing lists for students in your class based on their ability and interests.
- Organize books in baskets so that students can preview them.
- Print and organize all handouts needed.
- Print your Discussion Guides on Cardstock and laminate or place in page protectors (one per group)
- Buy candy or snacks if you will be providing them for the meetings.
- If possible, collect bag chairs for comfy seating. Store these in a large trash can in your classroom.

What students will use to prepare for meetings.

- Reading assignment schedule (will have dates of meetings, and how much needs to be read before the meeting)
- Book Club Preparation Guide
- Novel (of course 😊)

What you will use to make sure students have read the assignment

- Five-question Comprehension Check – specific to the book

What students will need during the meeting

- Novel
- Book Club Preparation Guide
- Book Club Discussion Guide ~ One per group on cardstock
- Group Activity Assignment Page – specific to the book

How often students will have meetings

- There are three meetings per novel. So ideally, students will meet once a week for three weeks.

What students will do once the book is complete

- Complete a group project together – Choose from the ideas in this teaching unit
- Take the final test for the novel – One for each novel included in this unit

How many times can Book Clubs be held in a school year?

- We do one per nine weeks, so that is four novels total.
- It's up to you!

List A:

Shorter books

*Because of Winn-Dixie*

*Freckle Juice*

*Sarah, Plain and Tall*

*Tales of a fourth grade nothing*

*On My Honor*

Longer Books

*Double Dutch*

*Holes*

*Small Steps*

List B:

*The Great Gilly Hopkins*

*Stargirl*

*Love, Stargirl (sequel to Stargirl)*

*Number the Stars*

*Maniac Magee*

*Bridge to Terabithia*

*Hatchet*

*Rules*

List C:

*Hoot*

*Flush*

*The Outsiders*

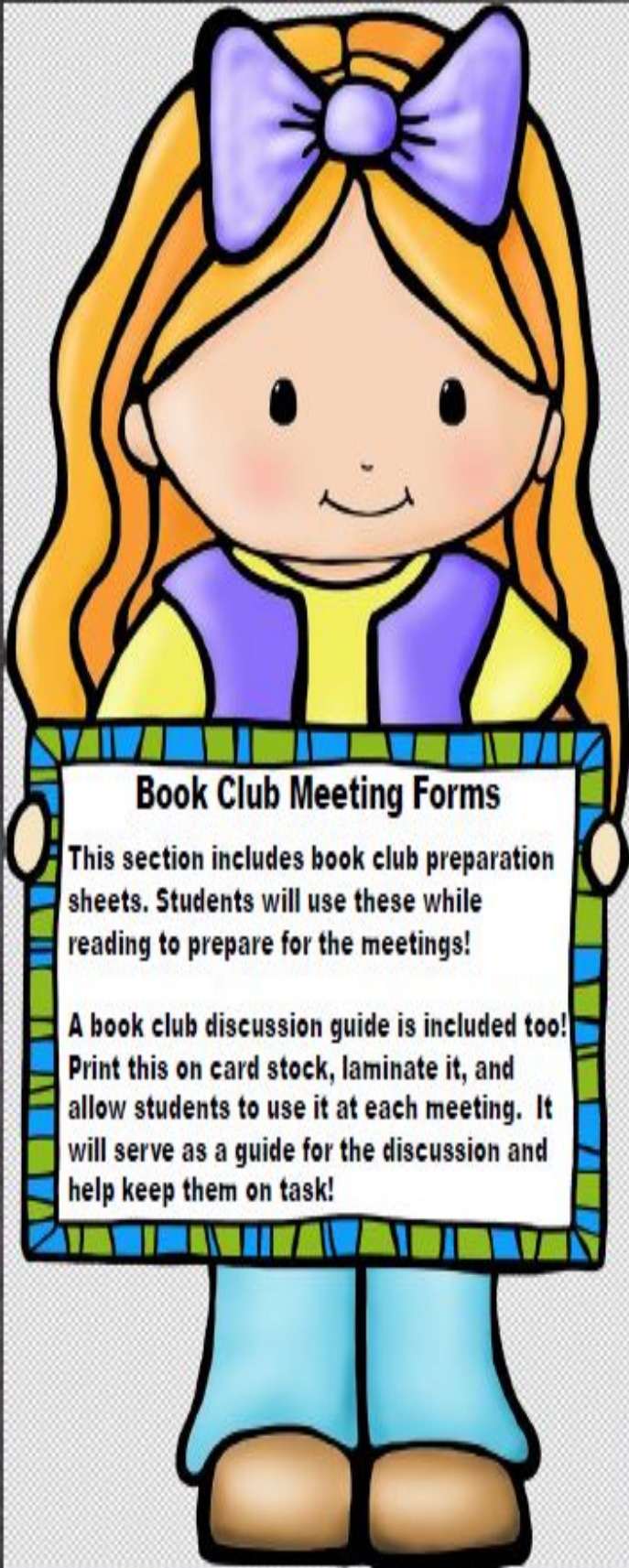
*Tuck Everlasting*

*The Watsons Go to Birmingham*

*The Giver*

*Island of the Blue Dolphins*

*The Boy in the Striped Pajamas*



## Book Club Meeting Forms

This section includes book club preparation sheets. Students will use these while reading to prepare for the meetings!

A book club discussion guide is included too! Print this on card stock, laminate it, and allow students to use it at each meeting. It will serve as a guide for the discussion and help keep them on task!

These forms will guide your students in preparing for and running the book club meetings smoothly!

### Literature Circle Preparation

**Discussion Starters**  
Complete one of the following about the portion of the book that is the most important or one you liked best. Write the line and page number in the space provided.

I think...  
I liked...  
I felt...  
I wonder...

Each person in the group will read more than three through and answer with a simple sentence.

**My Discussion**

Choose one passage from the book that is the most important or one you liked best. Write the line and page number in the space provided.

**My favorite line(s)/quote:**

**If you're stuck, let me help!**  
Think about characters or other characters, how they changed.  
Think about confusing parts. Can you think about the deeper meaning? Try a what-if question. Try a question starting with 'What if...?'

**My Summary:**

Summarize the reading portion by writing a hashtag summary. For example: #DebraHasIsolatedHerSelf - hashtag summary  
Totally isolated - 2 word summary

### Ready, Set... Begin

**What you will do to prepare for literature circles**

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- Organize books in baskets so that students can preview them.
- Print and organize all handouts needed.
- Print your Discussion Guides on Cardstock and laminate or place in page protectors (one per group).
- Buy candy or snacks if you will be providing them for the meetings.

**What students will use to prepare for meetings.**

- Reading assignment schedule (will have dates of meetings, and how much time to read before the meeting)
- Literature Circle Preparation Guide
- Novel (of course!)

**What you will use to make sure students have read the assignment**

- Five-question Comprehension Check- specific to the book

**What students will need during the meeting**

- Novel
- Literature Circle Preparation Guide
- Literature Circle Discussion Guide - One per group on cardstock
- Group Activity/Assignment Page- specific to the book

**How often students will have meetings**

- There are three meetings per novel. So ideally students will meet once a week for three weeks.

### Literature Circle Discussion Guide

**Short Summary**  
Begin with a short summary. One student should do a 30-second summary of the book. He or she will then ask the next person in the group a question. The last person to summarize will then ask a question or slow to sum it all up! No on more than 30 seconds during this summary.

**Hashtag summaries and questions**  
Next, take turns sharing these and needs explanation, give it.

**Share your discussion**  
begin with either 'I think, I liked, I wonder' or anything to add or explain, do so.

**Take turns sharing questions**  
discussing them. Make sure you want to answer them, speak up. Remember, the best questions call attention to those questions that try that type of question in the book.

**Last, share your favorite lines**  
comments and questions if you want to share.

**What students will do once the book is complete**

- Complete a group project together - Choose from the ideas in this teaching unit.
- Take the final test for the novel - One for each novel included in this unit.

**How many times can Literature Circles be done in a school year?**

- We do one per nine weeks, so that is four novels total.
- It's up to you!

**List A: Shorter books**

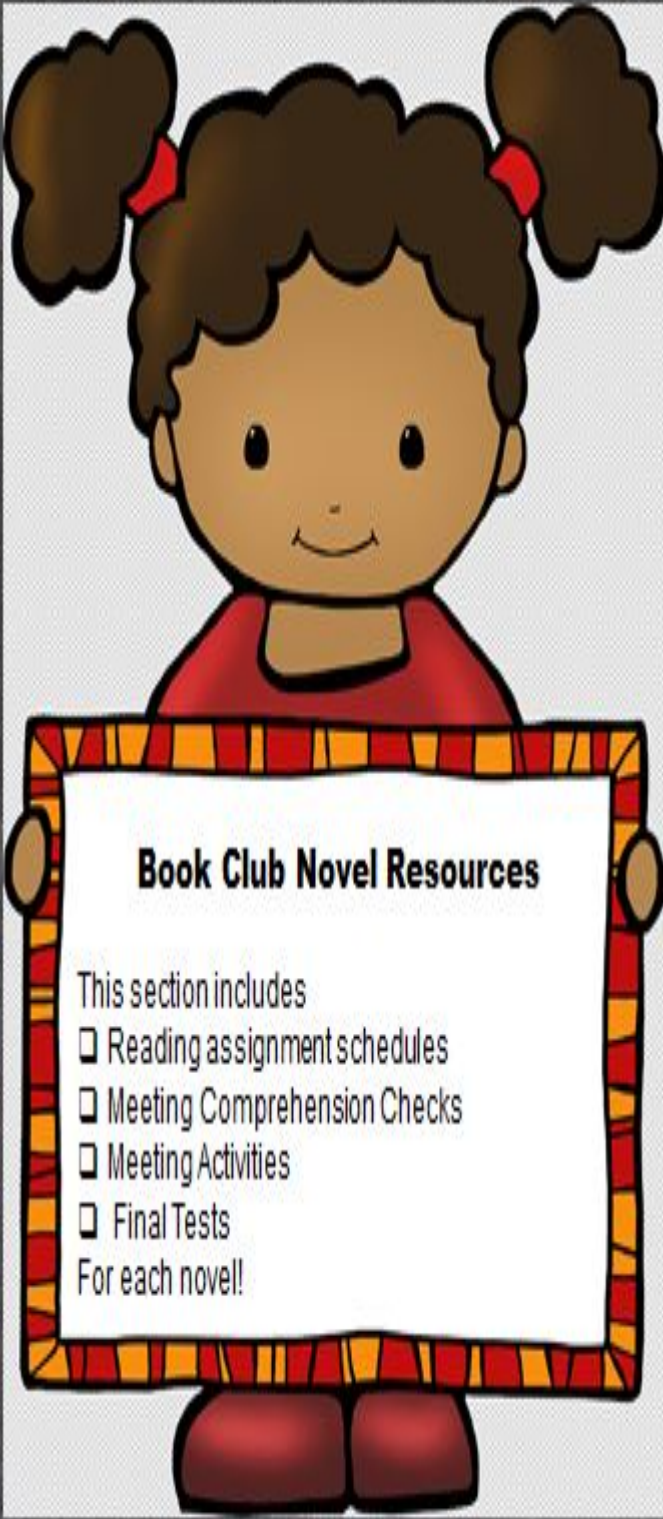
- Because of Winn-Dixie
- Freckle Juice
- Sarah, Plain and Tall
- Tales of a fourth grade nothing
- On My Honor
- Longer Books
- Double Dutch
- Holes
- Small Steps

**List B:**

- The Great Gilly Hopkins
- Stargirl
- Love, Stargirl (sequel to Stargirl)
- Number the Stars
- Maniac Magee
- Bridge to Terabithia
- Hatchet
- Rules

**List C:**

- Hoot
- Flush
- The Outsiders
- Tuck Everlasting
- The Watsons Go to Birmingham
- The Giver
- Island of the Blue Dolphins
- The Boy in the Striped Pajamas



## Book Club Novel Resources

This section includes

- Reading assignment schedules
  - Meeting Comprehension Checks
  - Meeting Activities
  - Final Tests
- For each novel!

### Reading Assignment Schedule for *Because of Winn-Dixie*

You must have read the entire novel by \_\_\_\_\_.  
You will take a test on the novel that day as well.

Meeting 1 will cover chapters 1-8 and will take place on \_\_\_\_\_

Meeting 2 will cover chapters 9-16 and will take place on \_\_\_\_\_

Meeting 3 will cover chapters 17-end and will take place on \_\_\_\_\_

Fill in the dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will meet.

Day	Date	Chapters to be completed	Check when complete
1		Chapters	
2		Chapters	
3		Chapters	
4		Chapters	
5		Chapters	
6		Chapters	
7		Chapters	
8		Chapters	

### Because of Winn-Dixie Meeting One Quick Check Chapters 1-8

Name \_\_\_\_\_ Date \_\_\_\_\_

- Which of the following best describes Opal's relationship with her father?
  - They fight all of the time.
  - They get along well.
  - Opal is jealous of the attention that her father gets from Winn-Dixie.
  - They are always competing with one another.
- Which of the following human-like abilities does Winn-Dixie have?
  - He can say "I love you."
  - He can shake hands.
  - He can smile.
  - He can play hide-and-seek.
- Why did Miss Franny think that Winn-Dixie was a bear when she saw him looking in the window?
  - She heard him growl, and it sounded like a bear.
  - She had once had a bear come into the library before.
  - She thought Winn-Dixie's paw was too big to be a dog's paw.
  - She was reading the story *The Three Bears* at the time.
- Which of the following best describes Amanda Wilkinson?
  - She is a very strict teacher.
  - She is a very kind teacher.
  - She is a very strict parent.
  - She is a very kind parent.

These book club resources are included for all 24 novels! Great for independent novel studies too!

### Meeting One Because of Winn-Dixie Chapters 1-8 To be completed after All members of the group

Point of View  
Point of view is the relationship between the narrator and the characters, referred to as the point of view.

- In a story with a first person point of view, the narrator is a character, referred to as the first person narrator.
- In a story with a limited third person point of view, the narrator is telling the story, and the story is told from the perspective of only one character and refers to that character as "he" or "she".
- In a story with an omniscient point of view, an unseen narrator is telling the story, and the narrator reveals the thoughts of several characters.

Let's examine the point of view in this novel. Complete the following questions.

W	W	W	W	W	W

### Because of Winn-Dixie Meeting Two Chapters 9-16

Name \_\_\_\_\_

- Stevie and Dunlap Dewberry want to catch a dog.
  - vegetarian
  - witch
  - fortune teller
  - veterinarian
- Gloria Dump always feeds Winn-Dixie a little
  - salt
  - ham
  - peanut butter
  - ice-cream
- What happened to Littmus' home while he was
  - It was taken over by a group of orphans.
  - It was burned by the Yankees.
  - It was sold on the steps of the courthouse.
  - It was destroyed by a tornado.
- Which of the following does Otis do when he goes to the pet store?
  - open all of the windows so that people come inside
  - let all of the animals out of their cages
  - let Gertrude mop the floor
  - walk around and feed all of the animals
- What does Gloria have hanging on a tree in her room?
  - ghosts
  - bottles
  - photos
  - photos

### Meeting Two Group Activity Because of Winn-Dixie Chapters 9-12 To be completed after literature circle discussion All members of the group must work together.

Strong verbs are words that describe the action in a sentence. Some verbs are said to be stronger than others, and these are the ones that tend to make your writing more effective. Here's how it works: take a verb like fall and another verb with a similar meaning like plunge. Now compare these two sentences. (1) I stepped the rock fall into the water. (2) I watched the rock plunge into the water. In the first sentence, you learn that the rock fell, but in the second sentence you also learn how the rock fell. The word plunge means to enter quickly and forcibly into something. So, with the word plunge, the reader gets all the meaning of the verb fall, plus the additional meaning that explains how the rock fell as well. That is what makes it stronger! Strong verbs SHOWN, not just TELL!

In chapter eleven, the author uses many different strong verbs to describe how Winn-Dixie is reacting to the storm. Read the following passages. Circle each strong verb, and then complete the chart.

A. ...Winn-Dixie flew through it like something big and ugly and mean was chasing him. B. But none of it lasted long, because Winn-Dixie came tearing back out of the preacher's room... C. ...Winn-Dixie came shooting back out of my room and went running right past me. D. ...and Winn-Dixie came barreling right toward him like he was a bowling ball...

Strong Verb Used	Explain why this is an effective verb choice.
A. flew	This verb shows how fast Winn-Dixie was running. It highlights his fear!
B. tore	
C. shot	
D. barreled	

Onomatopoeia is the use of words whose sound suggests their meaning (bam, boom, pop). Onomatopoeia can make writing come to life and add imagery. Find five examples of onomatopoeia from chapter 11. Write these words in the space below or on the back of the page.



# Group Project Ideas

After finishing a novel, assign a group project for the students to complete. This section has several for you to choose from.

*\*Note: The first project in this section is a big project. The others are smaller and not as time consuming.*

## All About the Novel File Folder 8 Part Group Project



### Group Project

#### Group Text Message Discussing Theme

Choose three characters from the novel. Work together to create a group message between these characters. Let your group message be about the theme of the novel. So first discuss the theme. What lesson about life can you take away from this novel? Complete the following activity to help you write a theme statement. Once your theme statement is written, you will complete the group text message having three characters of your choice discuss this theme.

A theme is a story's central message; it is a lesson that you learn about life.

Some things to remember about theme are:

- Theme is what the author wants you to remember
- Occasionally the theme is stated directly

### Group Project

#### Mottos

A motto is a word or saying that describes a principle or moral that someone lives by.

Some examples are:

The apple doesn't fall far from the tree.

Never judge someone until you have walked a mile in his/her shoes!

Create a T-shirt for the main character from the novel. In the center of the shirt, write a motto that this character would live by.

## Cover Page Main Project

On this page, your students will design a cover page for their novel. They will include the author and title. The illustration should be meaningful to the story.

### Group Project ABCs of the Novel

In each box below, write something from the novel that begins with that letter. For example, in the first box, write a word that begins with A, a word that begins with B, and a word that begins with C. Think of the characters, setting, plot, conflicts, themes as you are thinking of words.

A B C

D E F

G H I

### Group Project Final Text Message

Choose a character from this novel or story. Then, create a final text message for this character. You can choose to have this character send his/her text to another character or to the readers. Put thought into your message. Do not just write something like "I hope you liked the book!" The character's final text message should reflect the theme, a conflict he/she has struggled with, or something this character has learned.

### Group Project

Directions: Follow the pattern of the "I Am" poem to write a poem about your novel. You can choose to write it as a character, object, or setting of the novel.

I Am

I am (a character, object, or place)

I wonder

I hear

I see

### Finding a Theme A Partial List of Common Universal Themes

When first trying to determine a theme, consider common universal themes like the ones listed below. Once you have chosen a few words that match the novel, expand the word into a message about life.

- Fear
- Acceptance
- Greed
- Beauty
- Birth
- Death
- Heroism
- Escape
- Love
- Journey
- Patriotism
- Hope
- Betrayal
- Power
- Family
- Friendship
- Duty
- Survival
- Conformity
- Deception
- Loss
- Discovery
- Suffering

#### Theme Statement:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Top 10 quotes from the novel

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

is the saddest? Why?

is the most believable? Why?

the story was the most meaningful to you? Why?

think happened at the end of the story? Why?

Download [Book Clubs for 5<sup>th</sup> – 7<sup>th</sup> Grade](#) now!