

C.L.U.B.S = COMPREHENDING LITERATURE USING BOOK SETS

Grade Level: 3rd Grade

Written by: Shannon Millican, Platte River Academy, Highlands Ranch, Colorado

Length of Unit: Ten lessons (approximately two weeks (10 days), one day = approximately 60 minutes)

I. ABSTRACT

While reading *Muggie Maggie* by Beverly Cleary, students will learn what a book club is, how book clubs work, what a book club should look like, and how each member plays a vital role. Students will use and increase their questioning, summarizing, comprehension, vocabulary, and visualization abilities. Students will also enhance their decoding skills and reading fluency along with their cooperative group skills.

II. OVERVIEW

A. Concept Objectives (Colorado State Standards for Reading and Writing)

1. Students read and understand a variety of materials. (Colorado State Standard, Reading and Writing 1)
2. Students understand how to write and speak for a variety of purposes and audiences. (Colorado State Standard, Reading and Writing 2)
3. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. (Colorado State Standard, Reading and Writing 3)
4. Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (Colorado State Standard, Reading and Writing 4)
5. Students understand how to read to locate, select, and make use of relevant information from a variety of media, reference, and technology sources. (Colorado State Standard, Reading and Writing 5)
6. Students recognize literature as a record of human experience. (Colorado State Standard, Reading and Writing 6)

B. Content from the *Core Knowledge Sequence* (page 65)

1. Independently read and comprehend longer works of fiction (“chapter books”) written for third grade or beyond
2. Point to specific words or passages that are causing difficulties in comprehension
3. Orally summarize main points from fiction readings
4. Ask and pose plausible answers to how, why, and what-if questions in interpreting texts
5. Use a dictionary to answer questions regarding meaning and usage of words with which he or she is unfamiliar

C. Skill Objectives

1. Students will be able to comprehend longer fiction works.
2. Students will increase their decoding skills and improve their reading fluency.
3. Students will be able to work with a cooperative group.
4. Students will be able to pose and answer a variety of thinking questions.
5. Students will be able to summarize a passage.
6. Students will be able to use their prior knowledge to make connections to reading passages.
7. Students will be able to identify difficult words, use context clues to guess their meaning, and/or look them up in the dictionary.

8. Students will be able to visualize and illustrate a reading passage.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. *Mosaic of Thought* by Ellin Oliver Keene and Susan Zimmermann
2. *Literature Circles Voice and Choice in Book Clubs and Reading Groups* by Harvey Daniels
3. *A Girl from Yamhill* by Beverly Cleary

B. For Students

1. Decoding, word recognition, and oral reading skills from 1st and 2nd grades
2. Reading comprehension and response skills from 1st and 2nd grades
3. Writing, spelling, grammar, and usage skills from 1st and 2nd grades
4. How to write and read most cursive letters
5. Dictionary skills
6. Computer and internet skills

IV. RESOURCES

- A. *Muggie Maggie* by Beverly Cleary (all lessons)

V. LESSONS

Lesson One: Introducing Book Clubs and Beverly Cleary (approximately 60 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students read and understand a variety of materials. (Colorado State Standard, Reading and Writing 1)
 - b. Students understand how to write and speak for a variety of purposes and audiences. (Colorado State Standard, Reading and Writing 2)
 - c. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. (Colorado State Standard, Reading and Writing 3)
 - d. Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (Colorado State Standard, Reading and Writing 4)
 - e. Students understand how to read to locate, select, and make use of relevant information from a variety of media, reference, and technology sources. (Colorado State Standard, Reading and Writing 5)
 - f. Students recognize literature as a record of human experience. (Colorado State Standard, Reading and Writing 6)
2. Lesson Content
 - a. Independently read and comprehend longer works of fiction (“chapter books”) written for third grade or beyond
 - b. Ask and pose plausible answers to how, why, and what-if questions in interpreting texts
3. Skill Objective(s)
 - a. Students will be able to comprehend longer fiction works.
 - b. Students will increase their decoding skills and improve their reading fluency.
 - c. Students will be able to work with a cooperative group.
 - d. Students will be able to pose and answer a variety of thinking questions.
 - e. Students will be able to summarize a passage.
 - f. Students will be able to use their prior knowledge to make connections to reading passages.

- g. Students will be able to identify difficult words, use context clues to guess their meaning, and/or look them up in the dictionary.
 - h. Students will be able to visualize and illustrate a reading passage.
- B. *Materials*
1. A variety of books by Beverly Cleary such as books from the *Ramona Quimby* or *Henry Huggins* series
 2. *Muggie Maggie* by Beverly Cleary (one book per student)
 3. Colored index cards with phrases from Appendix A glued onto them
 4. Computers with Internet capabilities (if this is not available then print the web sites for students to view)
 5. List of Web Sites, Appendix B (one per student)
 6. Beverly Cleary Treasure Hunt, Appendix C – page 1 (one per student)
 7. Beverly Cleary Treasure Hunt Answer Key, Appendix C – page 2
- C. *Key Vocabulary*
1. Book club – a small group reads the same novel and discusses it while they read in order to gain deeper insight and understanding of the book
- D. *Procedures/Activities*
1. Ask students what they think a book club is and what they think the purpose of a book club is. Ask students if they have ever gotten together with their friends and talked about movies they've seen or books they've read. Discuss with students that often adults will form a book club by getting together, reading the same novel, and discussing what they read. Usually adults will read on their own and then get together once a week to discuss what they read. They do this to further enhance their understanding of the book. Explain that they will be doing book clubs in class similar to adult book clubs and it is similar to watching a movie with their friends and then talking about the movie with them. Explain that for their book clubs they will be in small groups and each person within their group will be reading the same novel. They will read with the group and sometimes for homework, they will respond to what they read in their packet, and they will discuss what they read the next day using their packet. The purpose for student book clubs is to increase their comprehension skills and understanding of the novel. Pass out the colored index cards to student volunteers. Using a Venn Diagram discuss what is the same and what is different about adult and student book clubs by having the students with index cards read their card and then place it on the Venn Diagram under either adult book clubs, student book clubs, or both.
 2. Break students into small groups, preferably five or ten students per group, according to their reading level. Five or ten students work best for a group because there are five book club jobs and it is easier to teach students how to do a book club using a small group. Plus students will be in small groups running their own book clubs once they are trained. It is helpful to place students in their book club groups according to their reading level because after reading *Muggie Maggie* students will be able to read other novels using book clubs according to their reading level. Thus students may be reading different novels but they will be reading the same novel as their book club and they will be on their reading and ability level. While you are working with a small group at a table or the reading corner, the rest of the class can be working on writing or spelling assignments, seat work, centers, etc. It may be helpful to have an aide or parent volunteer monitor the rest of the class while you work with a book club group. An aide or parent volunteer(s) can take a different book club group and teach them the same lesson, but in my experience this is not recommended because a

certified teacher is better equipped to help students with reading. There should be approximately four book clubs per class and each book club should last approximately twenty minutes, thus the book club lesson will take sixty minutes total.

3. Hand out the *Muggie Maggie* books to students. If your school has purchased the books then it is best to cover them in contact paper, as students tend to be rough with books. It is also best to number the books and write down what number each student has, as books are often left laying around and it can be difficult to tell whose book it is. Even if you get the books from your district media center it is best to write down the numbers and the student names when you hand out the books. I can't tell you how many times a student has misplaced a book and accidentally taken someone else's book. It is also good to have extra copies of the book on hand in case someone can't find their book or leaves it at home.
4. Ask students what good readers do before they begin reading a book. (They preview it.) Ask students how good readers preview a book. (They read the back cover, author page, dedication page, and any other pages that are not actually part of the story. They thumb through the book looking at the chapters, titles, headings, pictures, captions, etc. They may also read the first sentence of various paragraphs, etc.)
5. Time students for five minutes and have them preview the book during the five minutes. If students say that they are finished then have them preview it again, really looking at it closely until the five minutes are up.
6. Discuss with students things they noticed such as the titles are written in cursive, there are black and white detailed pictures, the author has written many other books that they may have read, etc.
7. Ask students what the book is about. (A girl who doesn't want to learn cursive.) Then ask students to predict what they think will happen in this story.
8. Display various books written by Beverly Cleary. Ask them which of the stories they have read that they would recommend to a friend and why. Encourage students who have read books by Beverly Cleary to try different ones by her and encourage students who have never read a book by her to start one. Explain to students where they can find these books in the library to check out. Usually when I do book clubs, students will want to read more books by the same author.
9. Read the author page together and discuss what they know about Beverly Cleary. (She is a popular children's author, has written numerous books, has received several awards for her books, she writes many books for third graders and older, etc.)
10. Repeat # 4 – 9 with each book club group.
11. Once you have met with each book club to preview the book, take the class to the computer lab and have them do the Treasure Hunt in Appendix C using the web sites in Appendix B to learn more about Beverly Cleary's life. (If you do not have computers available with Internet access then print the web site pages for students to use.) Explain to students that this is a treasure hunt and the first three people who fill out their sheet correctly will receive a prize. (The prize can be something simple yet rewarding such as lunch with the teacher, or sit with a friend for the day, etc.) Inform students that their worksheet will also be graded.

E. *Assessment/Evaluation*

1. Beverly Cleary Treasure Hunt, Appendix C

Lesson Two: Discussion Questions for *Muggie Maggie* Chapter 1 (approximately 60 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students read and understand a variety of materials. (Colorado State Standard, Reading and Writing 1)
 - b. Students understand how to write and speak for a variety of purposes and audiences. (Colorado State Standard, Reading and Writing 2)
 - c. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. (Colorado State Standard, Reading and Writing 3)
 - d. Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (Colorado State Standard, Reading and Writing 4)
 - e. Students understand how to read to locate, select, and make use of relevant information from a variety of media, reference, and technology sources. (Colorado State Standard, Reading and Writing 5)
 - f. Students recognize literature as a record of human experience. (Colorado State Standard, Reading and Writing 6)
2. Lesson Content
 - a. Independently read and comprehend longer works of fiction (“chapter books”) written for third grade or beyond
 - b. Point to specific words or passages that are causing difficulties in comprehension
 - c. Orally summarize main points from fiction readings
 - d. Ask and pose plausible answers to how, why, and what-if questions in interpreting texts
3. Skill Objective(s)
 - a. Students will be able to comprehend longer fiction works.
 - b. Students will increase their decoding skills and improve their reading fluency.
 - c. Students will be able to work with a cooperative group.
 - d. Students will be able to pose and answer a variety of thinking questions.

B. *Materials*

1. Book Club Packet, Appendix E (copy front to back and staple together) (one per student)
2. *Muggie Maggie* Teacher’s Guide, Appendix F
3. *Muggie Maggie* by Beverly Cleary (one book per student)

C. *Key Vocabulary*

1. Tousled – to disorder, dishevel, rumple
2. Contrary – in opposition
3. Indignant – anger or scorn that is a reaction to injustice or meanness

D. *Procedures/Activities*

1. Call over the first book club group while the rest of the class works on other assignments.
2. Pass out the book club packets and have students print their name and the title of the book. Have students write one for the chapter number on the discussion director page.
3. Explain to students that right now they are being trained on how to do each job so everyone will do the discussion director page in their packet today. When they get into book clubs usually only one person will be the discussion director and that person will be in charge of the group. Explain that the discussion director

will always be the leader of the group and they will act like the teacher and call on students for answers and to read. This is a very important job. Read about what a discussion director does on the first page in the packet. Explain to students that fat questions are questions that don't have a one word or yes/no answer. They are opened ended questions and many times they are opinion questions. Ask students to think of a fat question about anything such as why is the sky blue? Usually fat questions ask why. Explain that skinny questions have only one answer or a limited answer such as what color is the grass? Explain that we want to try to think of fat questions while we read chapter one. Many times a skinny question can be turned into a fat question by adding why to the end of it such as did you like that movie? Why? Tell them that fat questions are like a chubby two or three year old child that always asks why. Ask them if they have siblings or if they've been around little kids that always ask why, why, why? That's what fat questions are like.

4. Read chapter one together. Have students take turns reading a page. Pause at the end of each page and choose a student to summarize what is happening. Ask students if anything on that page reminds them of something they've experienced before. Go over any unfamiliar words and discuss their meaning using context clues. Use Appendix F as a guide for group discussion and vocabulary words.
5. After reading chapter one ask students to think of a fat question out of this chapter. If students are struggling to think of one, offer the following suggestions: Did you like the chapter? Why? Describe what Maggie is like. Do you like Maggie? Why or why not? Describe what Maggie's family is like. How would you have felt if you were in Maggie's situation? Have students write a discussion question for number one in their packet. They can think of their own or use ones that were discussed. Then discuss the questions that the students wrote down. Send students back to their seats and have them think of a different discussion question for number two and write it down. Tell them you will go over those questions tomorrow. Call over the next book club.
6. Repeat this lesson with each book club group.

E. *Assessment/Evaluation*

1. Book Club Packet, Appendix E

Lesson Three: Summarizing *Muggie Maggie* Chapter 2 (approximately 60 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students read and understand a variety of materials. (Colorado State Standard, Reading and Writing 1)
 - b. Students understand how to write and speak for a variety of purposes and audiences. (Colorado State Standard, Reading and Writing 2)
 - c. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. (Colorado State Standard, Reading and Writing 3)
 - d. Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (Colorado State Standard, Reading and Writing 4)
 - e. Students understand how to read to locate, select, and make use of relevant information from a variety of media, reference, and technology sources. (Colorado State Standard, Reading and Writing 5)
 - f. Students recognize literature as a record of human experience. (Colorado State Standard, Reading and Writing 6)

2. Lesson Content
 - a. Independently read and comprehend longer works of fiction (“chapter books”) written for third grade or beyond
 - b. Point to specific words or passages that are causing difficulties in comprehension
 - c. Orally summarize main points from fiction readings
 - d. Ask and pose plausible answers to how, why, and what-if questions in interpreting texts
 3. Skill Objective(s)
 - a. Students will be able to comprehend longer fiction works.
 - b. Students will increase their decoding skills and improve their reading fluency.
 - c. Students will be able to work with a cooperative group.
 - d. Students will be able to pose and answer a variety of thinking questions.
 - e. Students will be able to summarize a passage.
 - f. Students will be able to use their prior knowledge to make connections to reading passages.
 - g. Students will be able to identify difficult words, use context clues to guess their meaning, and/or look them up in the dictionary.
- B. *Materials*
1. Book Club Packet from Lesson Two
 2. *Muggie Maggie* Teacher’s Guide, Appendix F
 3. *Muggie Maggie* by Beverly Cleary (one book per student)
- C. *Key Vocabulary*
1. Summarize – briefly giving the general idea; precise; condensed; a brief account covering the main points
- D. *Procedures/Activities*
1. Call over the first book club group while the rest of the class works on other assignments.
 2. Have students share their discussion question for number two in their packet. Have the student that is sharing call on other members of the group to answer. They can even pick someone to answer who doesn’t have their hand raised.
 3. Remind students that when they do book clubs on their own only one person will be the summarizer, but since they are being trained how to do book clubs everyone will be the summarizer today. Have students fill in chapter two on the summarizer page. Read about what a summarizer does in the packet. Discuss what their job is and read over what type of information they should be looking for. Help students to understand that summarizing is different from retelling because it is more concise and when you retell you give lots of details. Explain to students that when they write their one sentence summary at the bottom they are trying to briefly tell what happened in that chapter.
 4. Read chapter two together. Have students take turns reading a page. Pause at the end of each page and ask if anyone can think of a discussion question over what they just read. Choose a student to summarize what is happening on that page. Ask students if anything on that page reminds them of something they’ve experienced before. Go over any unfamiliar words and discuss their meaning using context clues. Use Appendix F as a guide for group discussion and vocabulary words.
 5. After reading chapter two fill out the summary sheet together. Try to help students be as specific as possible. Sometimes, such as when the story takes place, students will have to infer this information. Explain this to students and

guide them to the correct answers. Fill out the one sentence summary by writing in the chapter number and circling either explains, shows, or tells. Then write a sentence explaining what the chapter was about using the information listed above to help them. Tell them that they will share their one-sentence summaries tomorrow.

6. Send students back to their seats and call over the next book club. Repeat this lesson with each book club group.

E. *Assessment/Evaluation*

1. Book Club Packet, Appendix E

Lesson Four: Making Connections with *Muggie Maggie* Chapter 3 (approximately 60 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students read and understand a variety of materials. (Colorado State Standard, Reading and Writing 1)
 - b. Students understand how to write and speak for a variety of purposes and audiences. (Colorado State Standard, Reading and Writing 2)
 - c. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. (Colorado State Standard, Reading and Writing 3)
 - d. Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (Colorado State Standard, Reading and Writing 4)
 - e. Students understand how to read to locate, select, and make use of relevant information from a variety of media, reference, and technology sources. (Colorado State Standard, Reading and Writing 5)
 - f. Students recognize literature as a record of human experience. (Colorado State Standard, Reading and Writing 6)
2. Lesson Content
 - a. Independently read and comprehend longer works of fiction (“chapter books”) written for third grade or beyond
 - b. Point to specific words or passages that are causing difficulties in comprehension
 - c. Orally summarize main points from fiction readings
 - d. Ask and pose plausible answers to how, why, and what-if questions in interpreting texts
3. Skill Objective(s)
 - a. Students will be able to comprehend longer fiction works.
 - b. Students will increase their decoding skills and improve their reading fluency.
 - c. Students will be able to work with a cooperative group.
 - d. Students will be able to pose and answer a variety of thinking questions.
 - e. Students will be able to summarize a passage.
 - f. Students will be able to use their prior knowledge to make connections to reading passages.
 - g. Students will be able to identify difficult words, use context clues to guess their meaning, and/or look them up in the dictionary.

B. *Materials*

1. Book Club Packet from Lesson Two
2. *Muggie Maggie* Teacher’s Guide, Appendix F
3. *Muggie Maggie* by Beverly Cleary (one book per student)

- C. *Key Vocabulary*
1. Untidy – not neat; messy
 2. Reluctant – against something; marked by unwillingness
 3. Immature – not completely grown or developed
 4. Grim – fierce; cruel
 5. Gifted and talented – a special class for bright, intelligent students that challenges them with a variety of thinking activities
 6. Hang nail – a bit of torn skin hanging at the side or base of a fingernail
 7. Motivated – to provide with, or affect as a motive or motives; eager/willingness to do something
- D. *Procedures/Activities*
1. Call over the first book club group while the rest of the class works on other assignments.
 2. Have students share their one-sentence summaries from yesterday.
 3. Remind students that when they do book clubs on their own only one person will be the connector, but since they are being trained how to do book clubs everyone will be the connector today. Ask students if they have ever read something and it reminded them of something else. Ask students if they have ever been in science class talking about something and they remembered something that relates to that topic. For example, in science the teacher may be talking about birds and one student tells about a bird nest in their yard. Suddenly more students raise their hands and they have stories to tell about finding birds, pet birds, and bird eggs. These students are making connections. They are taking experiences from their prior knowledge and applying to something they're learning. Explain that connections are very important because they play a vital role in comprehension. They help students relate to what they are reading and they help students to visualize what is happening when they can relate it to themselves or something that they've experienced. Have students fill in chapter three on the connector page of their packet. Read and discuss the connector's job in the packet.
 4. Read chapter three together. Have students take turns reading a page. Pause at the end of each page and ask if anyone can think of a discussion question over what they just read. Choose a student to summarize what is happening. Ask students if anything on that page reminds them of something they've experienced before. Go over any unfamiliar words and discuss their meaning using context clues. Use Appendix F as a guide for group discussion and vocabulary words.
 5. Ask students to write down something that happened in the chapter for number one and what it reminds them of. If students are struggling to make connections then offer examples such as when Maggie learned cursive it reminds me of when I learned cursive. Another example might be that their parents have come to school for conferences just like Maggie's mother. Have students share what they wrote for their first connection. Send students back to their seats and have them write a connection for number two on their own.
 6. Call over the next book club. Repeat this lesson with each book club group.
- E. *Assessment/Evaluation*
1. Book Club Packet, Appendix E

Lesson Five: Finding Vocabulary in *Muggie Maggie* Chapter 4 (approximately 60 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students read and understand a variety of materials. (Colorado State Standard, Reading and Writing 1)

- b. Students understand how to write and speak for a variety of purposes and audiences. (Colorado State Standard, Reading and Writing 2)
 - c. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. (Colorado State Standard, Reading and Writing 3)
 - d. Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (Colorado State Standard, Reading and Writing 4)
 - e. Students understand how to read to locate, select, and make use of relevant information from a variety of media, reference, and technology sources. (Colorado State Standard, Reading and Writing 5)
 - f. Students recognize literature as a record of human experience. (Colorado State Standard, Reading and Writing 6)
2. Lesson Content
- a. Independently read and comprehend longer works of fiction (“chapter books”) written for third grade or beyond
 - b. Point to specific words or passages that are causing difficulties in comprehension
 - c. Orally summarize main points from fiction readings
 - d. Ask and pose plausible answers to how, why, and what-if questions in interpreting texts
 - e. Use a dictionary to answer questions regarding meaning and usage of words with which he or she is unfamiliar
3. Skill Objective(s)
- a. Students will be able to comprehend longer fiction works.
 - b. Students will increase their decoding skills and improve their reading fluency.
 - c. Students will be able to work with a cooperative group.
 - d. Students will be able to pose and answer a variety of thinking questions.
 - e. Students will be able to summarize a passage.
 - f. Students will be able to use their prior knowledge to make connections to reading passages.
 - g. Students will be able to identify difficult words, use context clues to guess their meaning, and/or look them up in the dictionary.
- B. *Materials*
- 1. Book Club Packet from Lesson Two
 - 2. *Muggie Maggie* Teacher’s Guide, Appendix F
 - 3. *Muggie Maggie* by Beverly Cleary (one book per student)
 - 4. Miniature sticky notes (two per student)
 - 5. Student dictionaries (one per student)
- C. *Key Vocabulary*
- 1. Obviously – easy to see or understand
 - 2. Citizens – a member of a state or nation who owes allegiance to it by birth or naturalization and is entitled to full civil rights
 - 3. Rumpled – to make or become disheveled; crumple
- D. *Procedures/Activities*
- 1. Call over the first book club group while the rest of the class works on other assignments.
 - 2. Have students share their other connection from yesterday.
 - 3. Remind students that when they do book clubs on their own only one person will do the vocabulary job, but since they are being trained how to do book clubs everyone will do vocabulary today. Have students fill in chapter four on the

vocabulary page and read about the vocabulary enricher job in their packet. Give students two sticky notes. Explain that when they come to a word that they think is a good vocabulary word then they are to put a sticky note above it. Explain that it can be a word they don't know, that someone else in third grade may not know, or an interesting word. Sometimes it is difficult to find vocabulary words and sometimes students think they know every word so then I let them pick a word that they think a first or second grader may not know.

4. Read chapter four together. Have students take turns reading a page. Pause at the end of each page and ask if anyone can think of a discussion question over what they just read. Choose a student to summarize what is happening. Ask students if they have any connections with what they just read. Remind students to sticky note any vocabulary words they see. Use Appendix F as a guide for group discussion and vocabulary words.
5. Have students share the words they sticky-noted. If a student didn't use their sticky notes yet then have them reread the chapter and find some vocabulary words. Help students fill out number one on their vocabulary sheet. Students may need help to figure out which paragraph it is in. At this age level students sometimes confuse paragraphs with lines. You may want to do a quick mini-lesson on what constitutes a paragraph and practice counting the number of paragraphs. Students may also need help finding the words in the dictionary. Often I tell students to find the page they think it is on (or close to it) and then I will help them find the word. Once you have checked that they did number one correctly, send them back to their desks to complete number two.
6. Call over the next book club. Repeat this lesson with each book club group.

E. *Assessment/Evaluation*

1. Book Club Packet, Appendix E

Lesson Six: Visualizing *Muggie Maggie* Chapter 5 (approximately 60 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students read and understand a variety of materials. (Colorado State Standard, Reading and Writing 1)
 - b. Students understand how to write and speak for a variety of purposes and audiences. (Colorado State Standard, Reading and Writing 2)
 - c. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. (Colorado State Standard, Reading and Writing 3)
 - d. Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (Colorado State Standard, Reading and Writing 4)
 - e. Students understand how to read to locate, select, and make use of relevant information from a variety of media, reference, and technology sources. (Colorado State Standard, Reading and Writing 5)
 - f. Students recognize literature as a record of human experience. (Colorado State Standard, Reading and Writing 6)
2. Lesson Content
 - a. Independently read and comprehend longer works of fiction ("chapter books") written for third grade or beyond
 - b. Point to specific words or passages that are causing difficulties in comprehension
 - c. Orally summarize main points from fiction readings

- d. Ask and pose plausible answers to how, why, and what-if questions in interpreting texts
- 3. Skill Objective(s)
 - a. Students will be able to comprehend longer fiction works.
 - b. Students will increase their decoding skills and improve their reading fluency.
 - c. Students will be able to work with a cooperative group.
 - d. Students will be able to pose and answer a variety of thinking questions.
 - e. Students will be able to summarize a passage.
 - f. Students will be able to use their prior knowledge to make connections to reading passages.
 - g. Students will be able to identify difficult words, use context clues to guess their meaning, and/or look them up in the dictionary.
 - h. Students will be able to visualize and illustrate a reading passage.
- B. *Materials*
 - 1. Book Club Packet, Appendix E, from Lesson Two
 - 2. *Muggie Maggie* Teacher's Guide, Appendix F
 - 3. *Muggie Maggie* by Beverly Cleary (one book per student)
- C. *Key Vocabulary*
 - 1. Virtuous – having or characterized by moral virtue
 - 2. Meter maid – a person who takes a meter reading
- D. *Procedures/Activities*
 - 1. Call over the first book club group while the rest of the class works on other assignments.
 - 2. Have students share their other vocabulary word from yesterday. When they share, have them tell what page number it is on and have students turn to that page. Then have a student read the sentence that contains the vocabulary word. Next have students guess what the word means using context clues. Finally, have the student share their definition from the dictionary. Explain to students that they will need to share using this format when they are in their own book clubs.
 - 3. Remind students that when they do book clubs on their own only one person will be the illustrator, but since they are being trained how to do book clubs everyone will be an illustrator today. Have students read the illustrator job in their packet and discuss what they should draw. Also have students write down chapter five on the illustrator page.
 - 4. Read chapter five together. Have students take turns reading a page. Pause at the end of each page and ask if anyone can think of a discussion question over what they just read. Choose a student to summarize what is happening. Ask students if they have any connections with what they just read. Go over any unfamiliar words and discuss their meaning using context clues. Use Appendix F as a guide for group discussion and vocabulary words.
 - 5. When you have finished reading the chapter ask students to close their eyes and picture what was happening in the book as if it was a movie playing in the head. Brainstorm scenes that they could draw in their packet. Tell them that once they've decided on what to draw they can head back to their desk and begin illustrating it.
 - 6. Call over the next book club. Repeat this lesson with each book club group.
- E. *Assessment/Evaluation*
 - 1. Book Club Packet, Appendix E

Lesson Seven: Putting All the Book Club Jobs Together for *Muggie Maggie* Chapter 6 (approximately 60 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students read and understand a variety of materials. (Colorado State Standard, Reading and Writing 1)
 - b. Students understand how to write and speak for a variety of purposes and audiences. (Colorado State Standard, Reading and Writing 2)
 - c. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. (Colorado State Standard, Reading and Writing 3)
 - d. Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (Colorado State Standard, Reading and Writing 4)
 - e. Students understand how to read to locate, select, and make use of relevant information from a variety of media, reference, and technology sources. (Colorado State Standard, Reading and Writing 5)
 - f. Students recognize literature as a record of human experience. (Colorado State Standard, Reading and Writing 6)
2. Lesson Content
 - a. Independently read and comprehend longer works of fiction (“chapter books”) written for third grade or beyond
 - b. Point to specific words or passages that are causing difficulties in comprehension
 - c. Orally summarize main points from fiction readings
 - d. Ask and pose plausible answers to how, why, and what-if questions in interpreting texts
 - e. Use a dictionary to answer questions regarding meaning and usage of words with which he or she is unfamiliar
3. Skill Objective(s)
 - a. Students will be able to comprehend longer fiction works.
 - b. Students will increase their decoding skills and improve their reading fluency.
 - c. Students will be able to work with a cooperative group.
 - d. Students will be able to pose and answer a variety of thinking questions.
 - e. Students will be able to summarize a passage.
 - f. Students will be able to use their prior knowledge to make connections to reading passages.
 - g. Students will be able to identify difficult words, use context clues to guess their meaning, and/or look them up in the dictionary.
 - h. Students will be able to visualize and illustrate a reading passage.

B. *Materials*

1. Book Club Packet, Appendix E (copy and staple) (one per student)
2. *Muggie Maggie* Teacher’s Guide, Appendix F
3. Book Club Member Evaluation Rubric, Appendix G (one per student)
4. *Muggie Maggie* by Beverly Cleary (one book per student)
5. Miniature Sticky notes
6. Dictionary

C. *Key Vocabulary*

1. Glanced – to take a quick look
2. Scrunched – crinkle up
3. Message monitor – a student chosen to relay messages

- D. *Procedures/Activities*
1. Call over the first book club group while the rest of the class works on other assignments.
 2. Have each student show their illustration (one at a time) and have the other students guess what that student is trying to show from the chapter. Have students give each other positive feedback such as I like the way you drew your people, or I like how you colored it, etc.
 3. Explain to students they will be running the book club by themselves now as you watch and guide them. Assign one student for each job. If you have more than five students per group then some students may have to double up on jobs. Give the vocabulary enricher a few sticky notes and a dictionary. Have students write down chapter six on their job so they can remember which one they have to do.
 4. Show students the book club member evaluation rubric from Appendix G. Explain to students that you will be filling this out for each member everyday so it is important that they are prepared and participate.
 5. Have the discussion director choose students to read a page. The discussion director should then pause at the end to see if anyone has something that they want to share about what they just read such as a question, summary, connection, or vocabulary word. Although students will be doing jobs for each of these categories it is important to still discuss these as you read in order to better understand the book and enhance comprehension. When students fill out the packet they can use what was discussed or their own ideas. Explain this to students. As you monitor the group use the teacher's guide in Appendix F to guide students.
 6. When students have finished reading the chapter send them back to their seats to fill out their book club packet.
 7. Call over the next book club. Repeat this lesson with each book club group.
- E. *Assessment/Evaluation*
1. Book Club Packet, Appendix E
 2. Book Club Member Evaluation Rubric, Appendix G

Lesson Eight: Putting All The Book Club Jobs Together *Muggie Maggie* Chapter 7 (approximately 60 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students read and understand a variety of materials. (Colorado State Standard, Reading and Writing 1)
 - b. Students understand how to write and speak for a variety of purposes and audiences. (Colorado State Standard, Reading and Writing 2)
 - c. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. (Colorado State Standard, Reading and Writing 3)
 - d. Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (Colorado State Standard, Reading and Writing 4)
 - e. Students understand how to read to locate, select, and make use of relevant information from a variety of media, reference, and technology sources. (Colorado State Standard, Reading and Writing 5)
 - f. Students recognize literature as a record of human experience. (Colorado State Standard, Reading and Writing 6)

2. Lesson Content
 - a. Independently read and comprehend longer works of fiction (“chapter books”) written for third grade or beyond
 - b. Point to specific words or passages that are causing difficulties in comprehension
 - c. Orally summarize main points from fiction readings
 - d. Ask and pose plausible answers to how, why, and what-if questions in interpreting texts
 - e. Use a dictionary to answer questions regarding meaning and usage of words with which he or she is unfamiliar
 3. Skill Objective(s)
 - a. Students will be able to comprehend longer fiction works.
 - b. Students will increase their decoding skills and improve their reading fluency.
 - c. Students will be able to work with a cooperative group.
 - d. Students will be able to pose and answer a variety of thinking questions.
 - e. Students will be able to summarize a passage.
 - f. Students will be able to use their prior knowledge to make connections to reading passages.
 - g. Students will be able to identify difficult words, use context clues to guess their meaning, and/or look them up in the dictionary.
 - h. Students will be able to visualize and illustrate a reading passage.
- B. *Materials*
1. Book Club Packet from Lesson Seven
 2. *Muggie Maggie* Teacher’s Guide, Appendix F
 3. Book Club Member Evaluation Rubric, Appendix G (one per student)
 4. *Muggie Maggie* by Beverly Cleary (one book per student)
 5. Book Club Packet, Appendix E
 6. Sticky notes
 7. Dictionary
- C. *Key Vocabulary*
1. Peculiar – queer; odd; strange
 2. Cootie – a louse
 3. Distinguished – to perceive or show the difference in
 4. Cross – ill tempered; cranky; irritable
 5. Anxious - worried
- D. *Procedures/Activities*
1. Call over the first book club group while the rest of the class works on other assignments.
 2. Have the discussion director lead the group while you monitor it as a guide. The discussion director should have each person share his or her job. Remind the students to look at the vocabulary words in the book and guess the meaning before the person with that job shares the definition. Also remind the illustrator to have students guess what they think his/her picture is showing.
 3. After everyone has shared and discussed their findings have the students turn to the next page in their packet and label it chapter seven. It is easier to have students just do the next page in their packet because then they don’t have to choose new jobs and if they are absent for a few days they will know which job to complete. This also eliminates quarrels over jobs and repetition of jobs by students who accidentally do the same job as someone else.

4. Have the discussion director choose students to read a page. The discussion director should then pause at the end to see if anyone has something that they want to share about what they just read such as a question, summary, connection, or vocabulary word. Remind students that you will be filling out a rubric for each member everyday so it is important that they are prepared and participate. As you monitor the group use the teacher's guide in Appendix F to guide students.
 5. When students have finished reading the chapter, send them back to their seats to fill out their book club packet.
 6. Call over the next book club. Repeat this lesson with each book club group.
- E. *Assessment/Evaluation*
1. Book Club Packet, Appendix E
 2. Book Club Member Evaluation Rubric, Appendix G

Lesson Nine: Putting All The Book Club Jobs Together *Muggie Maggie* Chapter 8 (approximately 60 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students read and understand a variety of materials. (Colorado State Standard, Reading and Writing 1)
 - b. Students understand how to write and speak for a variety of purposes and audiences. (Colorado State Standard, Reading and Writing 2)
 - c. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. (Colorado State Standard, Reading and Writing 3)
 - d. Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (Colorado State Standard, Reading and Writing 4)
 - e. Students understand how to read to locate, select, and make use of relevant information from a variety of media, reference, and technology sources. (Colorado State Standard, Reading and Writing 5)
 - f. Students recognize literature as a record of human experience. (Colorado State Standard, Reading and Writing 6)
 2. Lesson Content
 - a. Independently read and comprehend longer works of fiction (“chapter books”) written for third grade or beyond
 - b. Point to specific words or passages that are causing difficulties in comprehension
 - c. Orally summarize main points from fiction readings
 - d. Ask and pose plausible answers to how, why, and what-if questions in interpreting texts
 - e. Use a dictionary to answer questions regarding meaning and usage of words with which he or she is unfamiliar
 3. Skill Objective(s)
 - a. Students will be able to comprehend longer fiction works.
 - b. Students will increase their decoding skills and improve their reading fluency.
 - c. Students will be able to work with a cooperative group.
 - d. Students will be able to pose and answer a variety of thinking questions.
 - e. Students will be able to summarize a passage.
 - f. Students will be able to use their prior knowledge to make connections to reading passages.

- g. Students will be able to identify difficult words, use context clues to guess their meaning, and/or look them up in the dictionary.
 - h. Students will be able to visualize and illustrate a reading passage.
- B. *Materials*
- 1. Book Club Packet, Appendix E, from Lesson Seven
 - 2. *Muggie Maggie* Teacher's Guide, Appendix F
 - 3. Book Club Member Evaluation Rubric, Appendix G (one per student)
 - 4. *Muggie Maggie* by Beverly Cleary (one book per student)
 - 5. Miniature sticky notes
 - 6. Dictionary
- C. *Key Vocabulary*
- 1. Tattered – torn; ragged
 - 2. Dreaded – to anticipate with great fear
 - 3. Teacher's pet – the teacher's favorite student who gets to do special things
- D. *Procedures/Activities*
- 1. Call over the first book club group while the rest of the class works on other assignments.
 - 2. Have the discussion director lead the group while you monitor it as a guide. The discussion director should have each person share his or her job.
 - 3. After everyone has shared and discussed their findings have the discussion director instruct students to turn to the next page in their packet and label it chapter eight.
 - 4. Have the discussion director choose students to read a page. The discussion director should then pause at the end to see if anyone has something that they want to share about what they just read such as a question, summary, connection, or vocabulary word. Remind students that you will be filling out a rubric for each member everyday so it is important that they are prepared and participate. As you monitor the group, use the teacher's guide in Appendix F to guide students.
 - 5. When students have finished reading the chapter send them back to their seats to fill out their book club packet.
 - 6. Call over the next book club. Repeat this lesson with each book club group.
- E. *Assessment/Evaluation*
- 1. Book Club Packet, Appendix E
 - 2. Book Club Member Evaluation Rubric, Appendix G

Lesson Ten: Wrapping Up *Muggie Maggie*

- A. *Daily Objectives*
- 1. Concept Objective(s)
 - a. Students read and understand a variety of materials. (Colorado State Standard, Reading and Writing 1)
 - b. Students understand how to write and speak for a variety of purposes and audiences. (Colorado State Standard, Reading and Writing 2)
 - c. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. (Colorado State Standard, Reading and Writing 3)
 - d. Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (Colorado State Standard, Reading and Writing 4)
 - e. Students understand how to read to locate, select, and make use of relevant information from a variety of media, reference, and technology sources. (Colorado State Standard, Reading and Writing 5)

- f. Students recognize literature as a record of human experience. (Colorado State Standard, Reading and Writing 6)
2. Lesson Content
 - a. Independently read and comprehend longer works of fiction (“chapter books”) written for third grade or beyond
 - b. Point to specific words or passages that are causing difficulties in comprehension
 - c. Orally summarize main points from fiction readings
 - d. Ask and pose plausible answers to how, why, and what-if questions in interpreting texts
 - e. Use a dictionary to answer questions regarding meaning and usage of words with which he or she is unfamiliar
 3. Skill Objective(s)
 - a. Students will be able to comprehend longer fiction works.
 - b. Students will increase their decoding skills and improve their reading fluency.
 - c. Students will be able to work with a cooperative group.
 - d. Students will be able to pose and answer a variety of thinking questions.
 - e. Students will be able to summarize a passage.
 - f. Students will be able to use their prior knowledge to make connections to reading passages.
 - g. Students will be able to identify difficult words, use context clues to guess their meaning, and/or look them up in the dictionary.
 - h. Students will be able to visualize and illustrate a reading passage.
- B. *Materials*
1. Book Club Packet from Lesson Seven
 2. *Muggie Maggie* Quiz, Appendix D – page 1 (one per student)
 3. *Muggie Maggie* Quiz, Appendix D – page 2
 4. Book Club Member Evaluation Rubric, Appendix G (one per student)
 5. *Muggie Maggie* by Beverly Cleary (one book per student)
- C. *Key Vocabulary*
1. Friendly letter – a letter that is written to someone whom they are familiar with; used for expressing
- D. *Procedures/Activities*
1. Call over the first book club group while the rest of the class works on other assignments.
 2. Have the discussion director lead the group while you monitor it as a guide. The discussion director should have each person share his or her job.
 3. When students are finished sharing then collect their packets and books. Call over the next book club. Repeat this lesson with each book club group.
 4. Review with students what a friendly letter is and how to write one. Write the following address on the board:
 Mrs. Beverly Cleary (Author)
 C/O Harper Collins Children’s Books
 1350 Sixth Avenue
 New York, New York 10019
 Brainstorm on the board things they can write about in their letter such as their favorite part of the book, what other books they’ve read by her and liked, what books they want to read, any connections they made with Maggie, etc. Explain to students that they will write Beverly Cleary a letter after they finish their quiz over *Muggie Maggie*.

5. Pass out the *Muggie Maggie* quiz and have students complete it.
 6. For fun students can log onto www.beverlycleary.com and take the quiz over *Muggie Maggie*.
- E. *Assessment/Evaluation*
1. *Muggie Maggie* Quiz, Appendix D
 2. Book Club Member Evaluation Rubric, Appendix G
 3. Book Club Packet, Appendix E
 4. Friendly Letter

VI. CULMINATING ACTIVITY

- A. Students will choose an activity from Appendix H and present it to the class. Students should choose one activity to do with their book club group. Go over the rubric from Appendix I that will be used to assess students.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: What Are Book Clubs?
- B. Appendix B: Beverly Cleary Web Sites
- C. Appendix C: Beverly Cleary Treasure Hunt and Answer Key
- D. Appendix D: *Muggie Maggie* Quiz and Answer Key
- E. Appendix E: Book Club Packet
- F. Appendix F: *Muggie Maggie* Teacher's Guide
- G. Appendix G: Book Club Member Evaluation Rubric
- H. Appendix H: Culminating Activity List
- I. Appendix I: Culminating Activity Rubric

VIII. BIBLIOGRAPHY

- A. Cleary, B. *A Girl From Yamhill*. New York, New York: Dell Publishing, 1989, ISBN 0-440-40185-2.
- B. Cleary, B. *Muggie Maggie*. New York, New York: William Morrow and Company, Inc., 1990, ISBN 0-380-71087-0.
- C. Daniels, H. *Literature Circles Voice and Choice in Book Clubs and Reading Groups* Stenhouse Publishing, 2002, ISBN 1-571-10333-3
- D. Fountas, I.C. and Gay Su Pinnell. *Guiding Readers and Writers Grades 3-6*. Portsmouth, New Hampshire: Reed Elsevier Inc., 2001, ISBN 0-325-00310-6.
- E. Keene, E.O. and Susan Zimmerman. *Mosaic of Thought*. Portsmouth, New Hampshire: Reed Elsevier Inc., 1997, ISBN 0-435-07237-4

Appendix A

What Are Book Clubs?

Write or glue the following on colored index cards for students to place on the Venn Diagram.

Adults get together

Read the same novel

Discuss what you read

Meet once a week

Read on your own

The purpose is to better understand the book

Small groups

Each person in the small group reads the same book as that group

Read with the group or for homework

Respond to what they read in their packet

Discuss what they read the next day using their packet

The purpose is to increase comprehension skills and understanding of the novel.

Appendix B

Beverly Cleary Web Sites

1. www.beverlycleary.com
2. www.multcolib.org/kids/cleary.html
3. falcon.jmu.edu/~ramseyil/cleary.html
4. www.davison.k12.mi.us/dms/projects/women/acleary.htm
5. www.trelease-on-reading.com/cleary.html
6. www.edupaperback.org/authorbios/Cleary_Beverly.html
7. www.kidsreads.com/authors/au-cleary-beverly.asp

Name _____
Beverly Cleary Treasure Hunt

1. When was Beverly Cleary born? _____
2. What town and state did she grow up in? _____
3. Did her town have a library? _____
4. How did Beverly get so many books read to her? _____

5. What city did she live in when she attended elementary school? _____
6. Was she in the high or low reading group at school? _____
7. Did she eventually love to read books? _____
8. Who first suggested that she write stories for kids? _____
9. Why does she write books about kids? _____

10. Where did she first go to college? _____
11. What is her husband's name? _____
12. What was Beverly's last name before she got married? _____
13. How many children did she have? _____
14. How many years after she wrote her first Ramona book did it take her to write a sequel? _____
15. What was the first book she ever wrote for children? _____
16. What was one of her first jobs that she did one summer? _____
17. Which book is about a boy and a mouse? _____
18. Which book is about a ballerina with a secret? _____
19. Where can you find a statue of Ramona? _____
20. Has Beverly Cleary ever received a Newberry Award? _____

Beverly Cleary Treasure Hunt Answer Key

1. April 12, 1916
2. Yamhill, Oregon
3. No
4. Her mom ordered books from the state library
5. Portland
6. Low
7. Yes
8. Librarian (at school)
9. She wants kids to have books to read that they can relate to
10. California
11. Clarence Cleary
12. Bunn
13. 2 (twins)
14. 13 years
15. *Henry Huggins*
16. Librarian
17. *Ralph S. Mouse*
18. *Ellen Tibbits*
19. Portland
20. yes

Name _____

Muggie Maggie Quiz

Please write **TRUE** if the statement is **TRUE** and **FALSE** if the statement is not true.

1. _____ Kirby Jones always pushed a chair into Maggie when she walked by.
2. _____ Contrary means you love to do something.
3. _____ Maggie feels like adults pick on her when they want to help her by correcting her.
4. _____ Maggie received the nickname Muggie Maggie because her cursive was sloppy.
5. _____ Maggie's parents have the best cursive handwriting.

Please write the correct letter on the line. Choose the **BEST** answer.

6. Why did Mrs. Leeper choose Maggie to be message monitor? _____
 - a. Maggie was the teacher's pet.
 - b. Maggie was the most honest and wouldn't peek at the notes.
 - c. In order to get Maggie interested in learning cursive.
 - d. This gave Maggie something to do while the rest of the class learned cursive.
 7. Why does Maggie refuse to learn cursive? _____
 - a. Books are not written in cursive.
 - b. Her parents think it's great and she just wants to argue with them.
 - c. It looks ugly.
 - d. It's too much work.
 8. Why did Beverly Cleary want to write children's books? _____
 - a. She wanted to write stories about her own children.
 - b. Children's books didn't exist until she wrote some.
 - c. She wanted kids to have books that were similar to their own lives.
 - d. She was bored and had nothing else to do.
 9. Which book did Beverly Cleary NOT write? _____
 - a. *Ramona Quimby, Age 8*
 - b. *Henry and Risby*
 - c. *Ralph S. Mouse*
 - d. *How to Eat Fried Worms*
 10. Why is it important for students to learn cursive?
-
-

Muggie Maggie Quiz Answer Key

1. False
2. False
3. True
4. True
5. False
6. C
7. B
8. C
9. D
10. In order to read cursive, sign your name on important documents, etc. (Accept reasonable answers.)

Your Name:

Name of the Novel:

DISCUSSION DIRECTOR

Your Job:

Write down thinking questions (FAT questions) not one word answer questions (skinny questions) about the pages you read. These will be used to lead a discussion in your book club.

Chapter # _____

1. _____

2.

SUMMARIZER

Your Job:

Take notes as you read. You should try to answer every question, but you may not be able to for each reading. Then write a complete summary at the bottom of the page.

Chapter # _____

1. **Who?** (Who are the main characters in this chapter?)

2. **What?** (What happened in this chapter? What is the **PROBLEM** or the **ACTION** in this chapter?)

3. **Where?** (Where does the story take place? Example: In a specific state, country, woods, house, farm, city, etc.)

4. **When?** (What time period is the story taking place? Example: 1800's, 1950's, today, morning, evening, spring, winter, etc.)

One Sentence Summary:

In Chapter # _____ it (explains/shows/tells)

CONNECTOR

Your Job:

Make connections between the book and **you** or the **world** or other **books** or **movies**.

Chapter # _____

1. _____

reminds me of:

2. _____

reminds me of:

VOCABULARY ENRICHER

Your Job:

Look out for important words and place a sticky note by them. These can be words you may not know, or that someone younger than you may struggle with. They can also be words that are interesting, stand out, or are repetitious. You must write down the correct definition from the dictionary.

Chapter # _____

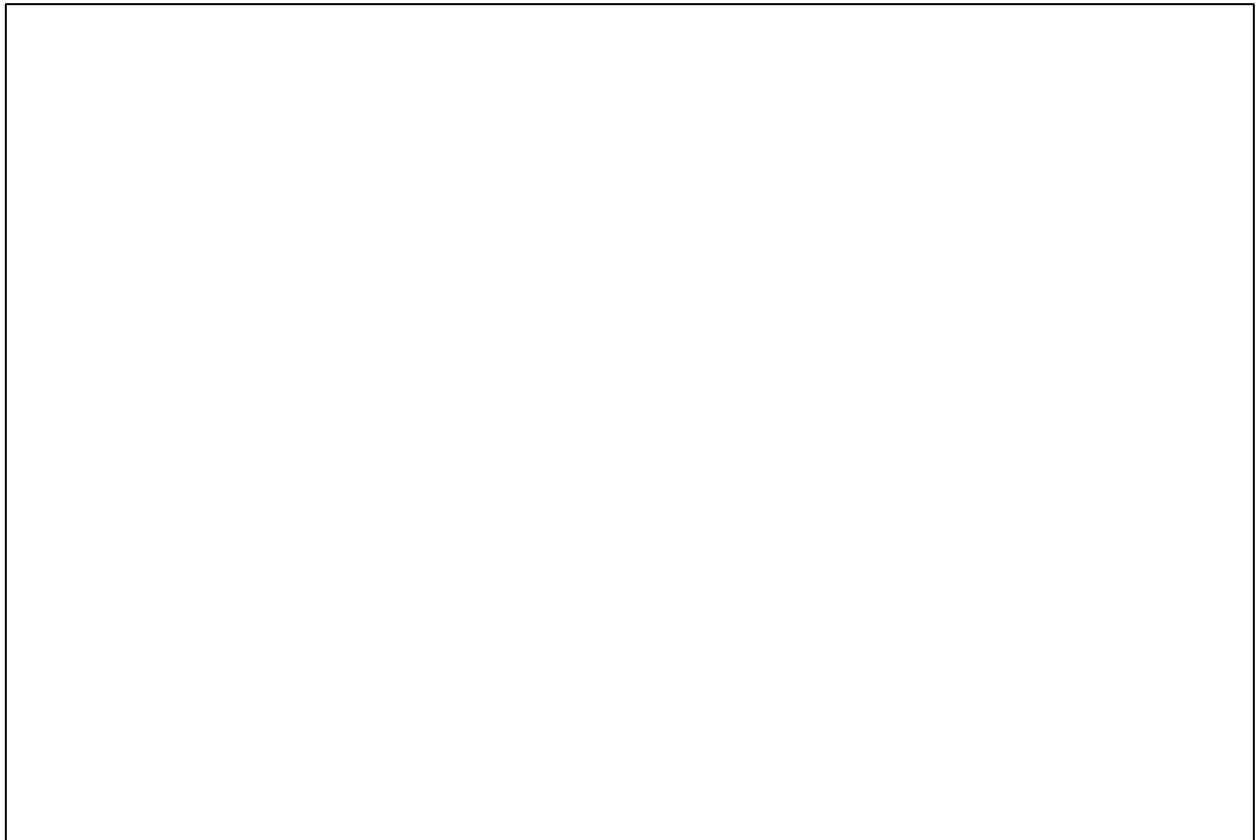
	Page #	Paragraph #	Vocabulary Word	Dictionary Definition
1.	_____	_____	_____	_____ _____ _____ _____
2.	_____	_____	_____	_____ _____ _____ _____

ILLUSTRATOR

Your Job:

Draw a picture of a scene from the book, how the passage made you feel, or something that related to the passage. You must COLOR your picture!!! You will be graded on NEATNESS, DETAILS, and ACCURACY!!!

Chapter # _____



Muggie Maggie Teacher's Guide

CHAPTER 1

1. Why was JoAnn her best friend sometimes? Do you have friends like that?(She would play with her and support her at times.)
 2. Tell about Maggie's dog. (His name is Kisser because he loves to lick people. He is young and eager and they got him by choosing him out of the newspaper. He is a cockapoo and meets Maggie at the bus stop. He also loves to beg and eat people food. He loves to play with Maggie too.)
 3. What did the 4th grade boys say about 3rd grade? (It is awful, cursive writing is hard, and the teacher is mean.)
 4. Did you hear any rumors about third grade from older students before you started school? Were they true?
 5. Describe Maggie's Mom. (She teaches exercise classes in the morning, and thinks everyone needs exercise.)
 6. Describe Kirby Jones. (He always pushes the table into her stomach.)
 7. Describe Maggie's Dad. (He works in an office with a secretary and has to make coffee sometimes.)
 8. Describe Maggie's Dad's Secretary. (She will only make coffee every other day, but she is an excellent speller and secretary. She often sends Maggie a small present.)
 9. Describe Maggie. (She has gorgeous, golden, curly hair that makes other ladies jealous. She kind of likes her teacher. She likes to argue with her parents and be contrary.)
 10. How does Maggie feel about cursive? (She takes it seriously and thinks it is difficult. When her parents laugh at this though she decides cursive is dumb and she doesn't want to do it. She thinks there are too many loops and squiggles and that it looks all scrunched up. She decided she could always print or use a computer so there is no reason to learn cursive. Plus books aren't written in cursive.)
- * Vocabulary Words: tousled (page 7), contrary (page 9), indignant (page 11)

CHAPTER 2

1. Describe Mrs. Leeper. (She has a positive attitude and always tells the class that it will be a happy day today.)
2. What does Maggie do during cursive practice? Why? (She kept doing roller coasters instead of connecting letters because she thinks she can just use a computer all the time.)
3. What does Maggie's Mom and Dad's cursive look like? (Her mom's letters lean backward because she is left handed. Her mom also makes circles over her i's. Her dad didn't close his loops on his letters that hang down.)

Appendix F, page 2

CHAPTER 3

1. Why does Maggie get into trouble? Do you think she should have gotten into trouble? (She makes letters like her parents and the teacher says her work is untidy.)
2. Why doesn't Maggie enjoy "a little talk" with grown-ups? (She knew she was in trouble and would be corrected.)
3. Why does Maggie wish she had never started the whole thing? (She realizes that she is fighting a losing battle against not only her parents but also her teacher, principal, and psychologist, but she is too prideful to give in.)

*Vocabulary Words: untidy (page 21), reluctant (page 24), immature (page 24), gifted and talented (page 24), hang nail (page 27), motivated (page 27), grim (page 28)

CHAPTER 4

1. Why sign a letter in your own handwriting? (So that people know you wrote it. It authenticates it.)
 2. What did Kirby do? (He pushed the table and ruined another girl's cursive.)
 3. How did she get the name Muggie Maggie? (She was trying to write using a grown up style like her parents and she didn't close the "a" so it looked like a "u" and the teacher told her that her name is not Muggie.)
- * Vocabulary Words: obviously (page 31), citizens (page 36), rumpled (page 43)

CHAPTER 5

1. What did Mrs. Madden do? (She sent Maggie a blue and red pen as a gift.)
 2. How does Maggie feel about Mrs. Madden? (At first Maggie was happy that at least one adult cared about her but then when she corrected her Maggie was upset.)
 3. Do you think Maggie's parents are fair by taking away the computer? Why?
 4. Maggie felt like all the adults in her life were picking on her. Were they picking on her or did they really care about her? Have you ever felt like Maggie? (They are correcting her because they care about her and want her to grow up and do the right things.)
- * Vocabulary Words: virtuous (page 40), meter maid (page 43)

Appendix F, page 3

CHAPTER 6

1. What is a happy teacher day? (When the students are good in order to make the teacher happy.)
 2. What did Mrs. Leeper have Maggie do? (Be the message monitor and take notes places.)
 3. Do you think Maggie should have looked at the note? Why or why not? Is what she did being honorable and having integrity? (She should have been trustworthy and not read the note, but in this case the teacher wanted her to read it.)
 4. What did Maggie think of the principal's cursive? (It was messy and should be neater since he is the principal.)
- * Vocabulary Words: *glanced* (page 44), *scrunched* (page 44), *message monitor* (page 46)

CHAPTER 7

1. Why did Maggie have to deliver so many letters? (So that she would want to read cursive and learn it.)
 2. Why is her father's writing hopeless to read? (It is too messy to decode the letters.)
 3. What does Maggie spend her time doing? (Learning to read cursive from any papers she can get her hands on. She even practices cursive.)
 4. How do her parents react when she tries to tell them to how to write cursive? (Her dad says he'll try harder and her mom says she likes her writing the way it is because it is distinguished.)
- * Vocabulary Words: *peculiar* (page 53), *cootie* (page 55), *distinguished* (page 61), *cross* (page 61), *anxious* (page 61)

CHAPTER 8

1. How did Maggie feel about the notes? (She was upset and thought the teacher was writing mean things about her. Then she was upset because she had worked so hard to learn cursive and her teacher got all the credit.)
 2. How does Maggie feel at the end of the story? (She is glad that she made her teacher happy and that the teacher didn't have an "I told you so." attitude.)
 3. Did you enjoy this book? Why or why not?
- * Vocabulary Words: *tattered* (page 64), *dreaded* (page 67), *teacher's pet* (page 69)

Appendix G

Book Club Member Evaluation Rubric

Group Member's Name _____

- | | | | | |
|-----|--|---|---|---|
| 1. | Did this member have their job done today? | ☺ | ☹ | ☹ |
| 2. | Did this member complete the reading on time? | ☺ | ☹ | ☹ |
| 3. | Did this member ask and/or answer questions? | ☺ | ☹ | ☹ |
| 4. | Was this member respectful to other members? | ☺ | ☹ | ☹ |
| 5. | Did this member correctly present their job? | ☺ | ☹ | ☹ |
| 6. | Did this member speak with an audible voice tone? | ☺ | ☹ | ☹ |
| 7. | Did this member read with expression? | ☺ | ☹ | ☹ |
| 8. | Did this member read with fluency and accuracy? | ☺ | ☹ | ☹ |
| 9. | Was this member helpful to the group? | ☺ | ☹ | ☹ |
| 10. | Did this member actively participate in the group? | ☺ | ☹ | ☹ |

☺ = 3 points

☹ = 2 points

☹ = 1 point

Total Score _____

Comments: _____

NAME _____

Culminating Activity Choices

Please choose one activity for your group to do for your novel.

1. Artistic

- Draw a billboard/poster advertising the book
- Make a board game based on the book
- Draw a scene from the story on Poster Board and then cut it into pieces to create a puzzle

2. Dramatic

- Act out a scene from the book (you can read it out of the book or write your own script with your own words)
- Act out a commercial for the book
- Do a TV show/commercial type interview or survey of people who read the book or do an interview of characters in the book
- Make a puppet show from one scene in the book
- Write a song about the book and sing it

3. Writing

- Write a new ending to the story
- Make a timeline of the story, include pictures and 10 events
- Make a diary of a character
- Make a newspaper with 4 different articles about the book and include pictures
- Research the author or setting and write a short report
- Make the novel into a shortened picture book for younger kids

Appendix I

Culminating Activity Rubric

Name _____	Points	Score
1. Did you complete the activity?	<u>5</u>	_____
2. Is your work creative?	<u>5</u>	_____
3. Is your work nice and neat?	<u>5</u>	_____
4. Did you put time and effort into your art project?	<u>5</u>	_____
TOTAL	<u>20</u>	_____

Comments: