

BEFORE THE MEETING

1. Prepare to read or to play the audio-recording of *The Tiger Rising*, Chapters 1-4.
2. Write the following on the board or overhead:

BOOK CLUB MEETING 1

- **PURPOSE FOR READING THE BOOK** To understand the effect that the tiger and Sistine Bailey each have on Rob
- **TODAY'S READING** *The Tiger Rising*, Chapters 1-4
- **TODAY'S PURPOSE** Understand how Rob deals with things that bother him
- **STRATEGY** Identify Cause and Effect
- **VOCABULARY** *pacing, chapel, ignorant, whittle* (pg 1 in the journal)

PRE-READING ACTIVITY (8 MINUTES)

Directions in *italics> are to be read to students; other directions provide general guidance.*

Introduce the Book

- Distribute copies of the novel. **Say:** *Together as a class we are going to enjoy a book called **The Tiger Rising**.*
- Have students look at the cover of the book and flip through its contents. **Ask:** *What thoughts do you have about the book? What do you think it is about?*
- **Say:** ***The Tiger Rising** is about a boy named Rob who, one morning, discovers a caged tiger in the Florida woods and meets a new girl named Sistine Bailey. The book has 30 chapters and we'll read them over the next two weeks. I'll either read the book aloud, with you reading or I'll play an audio-recording. I want you to follow along with your book.*

Introduce Vocabulary

- Point out the vocabulary words on the board. **Say:** *Each day you will see a few new words. The words on the board will appear in the part of the story that we are reading today. They are important to understanding the story.*
- **Go to the Journal:** Have students open their Reader's Journals to page 1 where the words are listed. Give students 30 seconds to check the appropriate box to indicate whether they know the words or not. When the students are finished, read each word aloud and ask students to repeat it after you.

Then ask students to listen as you use each word in a sentence.

- *I found Raquel pacing the hallway, waiting to see if she got the lead role in the play.*
- *Everyone inside the chapel was silent, their heads bowed in thought or prayer.*

- *Since I was ignorant of the rules, watching my brothers play chess was very confusing.*
- *Using his pocket knife, Eddie began to whittle a figure of a fish out of the piece of wood.*

Ask a volunteer to explain, in his/her own words, what each vocabulary word means. Clarify or call on additional students as needed to ensure the class has an accurate grasp of each meaning. **Say:** *Use the space next to the check for each word in your journal to jot down any notes that will help you remember or understand the word.*

Set the Purpose

- Point out that there are two "purpose" statements on the board. Tell students that reading is purposeful. **Say:** *There is always something that drives the reading, something the reader wants to know or find out. When readers have a purpose in mind, they do a better job of finding what they need. Each day you will set a purpose for reading.*
- **Say:** *Our purpose for reading this book is to understand how Rob's experiences with the tiger and his friendship with Sistine Bailey change him. We all have experiences in our lives that change us. Sometimes we meet friends who make us see things in a different way. Think about an experience in your own life that changed you. Perhaps it was a certain event or maybe it was a new friend. How did your experience change you? How did it make you see things differently?*
- Allow students to consider these questions. Cite an experience from your own life that changed you and share how it changed you. Ask volunteers to quickly share experiences that changed them. This is just to

get students thinking of life-changing events and friends before today's reading.

- **Say:** *Today, our purpose is to begin to understand how Rob deals with things that bother him.*

Build Strategy Use (1 minute)

Say: *We are going to think about how some of the events in the book are related. When something in the book happens, and you consider why it happened, you are thinking about cause and effect. An effect is what happens as a result. It could be an event or a change. A cause is the*

reason why that event or change happened. We already thought about cause and effect when we discussed our purpose for reading. We thought about experiences in our lives that changed us. How we changed is the effect, while the situation or happening or person—the thing that made us change—is the cause. Keep the idea of cause and effect in mind as we read today.

On other days as we read, we'll also practice another strategy that will help us to better understand what we read. We will summarize what we read, or retell—using our own words—the important events that happen in the story. Again, we'll work with that later in the book.

READ ALOUD

(about 12 minutes)



Read or play the audio for Chapters 1-4. Students should follow along in the text.

STRATEGY USE & DISCUSSION (15 MINUTES)

Model Strategy Use

After Chapters 1-4 are read aloud, briefly model for students how you connect events using cause and effect. **Ask:** *"Why does it happen?"* to find the cause.

Say: *Rob discovers the tiger in the woods. Why? Because he is out wandering in the woods before school.*

Go to the Journal: **Say:** *Return to your journal and spend about 30 seconds writing a response to the Strategy question: Why does Rob no longer cry?*

Discuss the Reading

Go to the Journal: Have students keep their Reader's Journals open. To initiate discussion, ask:

- *How does Rob feel after finding the tiger? Why?*
- *How do you deal with things that bother you or cause you pain?*
- *How is Sistine Bailey different from the other students? Why do you think she sets herself apart from them?*
- *Why does the author flash back to scenes with Rob and his father and mother? What do you learn from these scenes? How do they help to develop Rob as a character?*

Review the Purpose for Reading

Go to the Journal: Review today's purpose for reading and give students about 30 seconds to respond to the purpose question in their journals. Ask one or two students to share their responses. Clarify as needed, to ensure that all students have fulfilled today's purpose for reading.

FACILITATION TIP

Divide the class into four groups. Assign each group one of four discussion questions. Give students a minute or two to discuss each question in their group. Then reorganize students into new groups that include at least one student for each of the four discussion questions. Invite students to "present" the findings of their discussion to the others, who discussed another question. Give students about 30 seconds each to make their presentations.

During the discussion, encourage students to explore these topics or others as time allows.

- *How does Rob feel after finding the tiger? Why?*
- *What is inside Rob's "suitcase" and why it can be difficult to keep the suitcase shut*
- *What Rob knows about the Sistine Chapel, and what additional background knowledge you might have about it*

Reflect on the Reading

Go to the Journal: Give students one minute to complete the day's journal entry by writing their thoughts about today's reading and discussion.