

Meeting 4

The Tiger Rising

BEFORE THE MEETING

1. Prepare to play the audio recording of *The Tiger Rising*, Chapters 12–14.
2. Write the information to the right on the board or overhead.
3. As students arrive, have them check today's vocabulary in their journals.

BOOK CLUB MEETING 4

- **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 12–14*
- **TODAY'S PURPOSE** *To understand how Sistine begins to challenge Rob to change*
- **STRATEGY** Summarize
- **VOCABULARY** *sculptor, defiant, gasps, ignored, fiercely*

PRE-READING ACTIVITY (3 MINUTES)

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

Review and Re-Think

Briefly review what happened in what students read previously.

Introduce Vocabulary

Read each word aloud and ask students to repeat after you. Tell students that they will hear the words in today's reading and discussion. Then read these sentences:

- *The stone statue outside of the school was created by a local sculptor.*
- *Giving us a defiant look, my two-year-old brother crossed his arms and refused to eat his cereal.*
- *Mia let out several loud gasps during the scariest parts of the movie.*
- *When he saw the squirrel, my dog ignored my command to "stay" and ran after it.*

- *The polar bear stood on its hind legs and growled fiercely.*

Ask a volunteer to explain what each word means. Clarify and call on other students as needed. Remind students to use the space in their journals for any notes that may help them remember or understand the words.

Set the Purpose

Say: *Our purpose for reading today is to understand how Sistine begins to challenge Rob to change. Keep this in mind as you read.*

Build Strategy Use

Say: *As we read **The Tiger Rising** today, think about the most important events that happen. After we read, you will have a chance to summarize what you've read.*

READ ALOUD

(11 MINUTES)

STORY

Play the audio for Chapters 12–14. Students should follow along in the text.

STRATEGY USE & DISCUSSION (5 MINUTES)

Model Strategy Use

After the Read Aloud, model how you would summarize the events in Chapter 12.

Say: *After reading **The Tiger Rising** today, I tried to recall the most important events that happened. I think it is important that, before Rob takes Sistine to see the tiger, he takes her to the motel room to lend her his clothes, and there, she admires the wooden figure of herself that Rob whittled. At the end of the chapter, Rob hopes that Sistine could be his friend, but he doesn't dare make that wish.*

I learned lots of other details from the chapter, too. For example, I learned that Rob's carvings are on a TV dinner tray beside his bed, and that the macaroni pan was still sitting on the hot plate from the night before. But these details don't seem very important, so I would not include them in a summary.

Share with students why you think these are the most important events in the chapter.

Go to the Journal **Say:** *Return to your journal and consider the most important events that happened in Chapters 13 and 14. Spend about 30 seconds summarizing Chapters 13 and 14. Focus only on the most important events, not on minor details, and remember to summarize in your own words.*

Discuss the Reading

Go to the Journal Today, instead of Discuss the Reading, do the Vocabulary activity based on the vocabulary words students have learned so far. Before launching into the Vocabulary activity, take two minutes to review the purpose for reading and reflect on the reading.

Review the Purpose for Reading

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

Reflect on the Reading

Go to the Journal Give students one minute to complete the last section of the day's journal entry about what they want to remember from today's reading.

VOCABULARY (11 MINUTES)

- **Go to the Journal** Have students turn to the Vocabulary activity in their journals. Review directions, and then, to help students get started, do the activity together as a class for one of the words. Students will learn what the targeted words mean by making visual and personal associations with each word.

- As students work independently, go around the room to check that they understand each word—and that the definitions and associations are their own. When the work is completed, have some students share their entries.

Note: If students have difficulty, refer them to the glossary in their journals.