|  |
| --- |
| **DURHAM PUBLIC SCHOOLS 2012-2013**  **UNIT 5 PLAN FOR 6th ENGLISH LANGUAGE ARTS** |

Top of Form

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Unit Overview: | | | | |
| Quarter  One  Two  Three  Four | Instructional Time: 5 weeks (Approximately) | | | |
| Grade Level: 6th Grade | | | |
| **Unit Theme: Figure It Out** | | | **Depth of Knowledge:** Levels 1-4 | |
| **Unit Summary:** In this four-week unit, students have the opportunity read classic and contemporary mysteries, make sense of nonsense poems, and solve riddles and math problems. Students delve deeply into language and vocabulary specific to mysteries and problem solving. They examine how understanding these words is key to uncovering connections made in texts. Students are asked to articulate their basis for predictions, describe why and when they revise those predictions, and share the strategies they use to solve a variety of problems. Divergent approaches to similar problems are encouraged, followed by analysis of why students chose a particular strategy. In the culminating activity for this unit, students write an informative/explanatory essay in response to the essential question | | | | |
| **North Carolina Information and Technology Essential Standards:**  6.SI.1.1 Analyze resources in terms of their reliability (which can be determined by currency, credibility, or authority, depending on the topic or purpose)  6.SI.1.2 Analyze content for relevance to the assigned task.  6.TT.1.1 Select appropriate technology tools to gather data and information (e.g., Web-based resources, ebooks, online communication tools, etc.).  6.TT.1.2 Select appropriate technology tools to organize data and information (e.g., word processor, database, spreadsheet, graphic organizer, audio and visual recording, online collaboration tools, etc.).  6.TT.1.3 Select appropriate technology tools to present data and information effectively (multimedia, audio and visual recording, online collaboration tools, etc.).  6.SE.1.1 Apply ethical behavior (copyright, not plagiarizing, proper netiquette) when using resources. | | | | |
| **Reading Standards for Literature**  Key Ideas & Details  RL.6.2  Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  RL.6.3  Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.  Craft & Structure  RL.6.4  Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.  RL6.5  Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.  Integration of Knowledge & Ideas  RL.6.7  Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.  Range of Reading & Level of Text Complexity  RL.6.10  By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **Reading Standards for Informational Text**  Craft & Structure  RI.6.4  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  RI.6.5  Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.  **Writing Standards**  Text Type & Purposes  W.6.1  Write arguments to support claims with clear reasons and relevant evidence.  a. Introduce claim(s) and organize the reasons and evidence clearly.  b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.  c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.  d. Establish and maintain a formal style.  e. Provide a concluding statement or section that follows from the argument presented.  W.6.2  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables),  and multimedia when useful to aiding comprehension.  b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  c. Use appropriate transitions to clarify the relationships among ideas and concepts.  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  e. Establish and maintain a formal style.  f. Provide a concluding statement or section that follows from the information or explanation presented.  W.6.3  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.  d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  e. Provide a conclusion that follows from the narrated experiences or events.  Production & Distribution of Writing  W.6.4  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  W.6.5  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  W.6.6  Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.  Research to Build & Present Knowledge  W.6.8  Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.  W.6.9  Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).  b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).  Range of Writing  W.6.10  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  **Speaking and Listening Standards**  Comprehension & Collaboration  SL.6.1  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.  SL.6.2  Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.  Presentation of Knowledge & Ideas  SL.6.4  Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.  SL.6.5  Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.  SL.6.6  Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  **Language Standards**  Conventions of Standard English  L.6.1  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Ensure that pronouns are in the proper case (subjective, objective, possessive).  b. Use intensive pronouns (e.g., myself, ourselves).  c. Recognize and correct inappropriate shifts in pronoun number and person.\*  d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\*  e. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.\*  L.6.2  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\*  b. Spell correctly.  Knowledge of Language  L.6.3  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Vary sentence patterns for meaning, reader/ listener interest, and style.\*  b. Maintain consistency in style and tone.\*  Vocabulary Acquisition & Use  L.6.4  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.  a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).  c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  L.6.5  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech (e.g., personification) in context.  b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.  c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). | | | | |
| **Essential Questions:**   * How do we solve mysteries? * How do detectives think? * What types of skills do detectives use to think? * How do writers create narratives to entertain audiences? * Which characteristics are unique to the mystery literary genre? * How are strategies for solving math problems similar to and different from strategies for solving mysteries? * How are characters in a mystery story/novel the same as and different from characters in other types of literature? * How is mystery writing different from other narrative writing? | | | | |
| **Enduring Understandings:**   * Mysteries have the ability to get reluctant readers and writers enthusiastic about reading, thinking, and writing. * Mysteries are a wonderful vehicle for teaching critical thinking and deductive reasoning skills in an exciting and enjoyable way. * When solving problems the most important part of the task is to eliminate unnecessary details and find the essential parts in order to solve it correctly. | | | | |
| **I Can Statements:**   * Define vocabulary that appears regularly in mysteries * Identify which passages from text contribute to the development of a text’s plot, setting, theme, etc. * Read and solve a variety of mysteries, nonsense poems, riddles, and math problems. * Make inferences about mysteries based on evidence from the text * Distinguish between explicit clues and inferences drawn from the text. * Integrate new vocabulary associated with mysteries in written responses and class discussions * Articulate strategies used when solving problems (i.e., highlighting key information) and when figuring out mysteries (i.e., refining predictions as each chapter is read). * Compare and contrast mystery stories by a variety of authors. * Compare and Contrast the experience of reading a mystery with listening to or viewing an audio, video, or live versions * Prepare and actively participate in group discussions in order share my ideas and respond to others’ ideas * Research and examine the story elements and vocabulary that are characteristic of the mystery genre using the Internet and other available materials * Follow the mystery format to create a mystery of my own * Search for sources to use in my research effectively using a library catalog, databases and the Internet. * Gather relevant information to create a citation for my list of sources/bibliography. * Pull information from multiple sources, quote or paraphrase it and develop my own product from the ideas contained therein * Use revision and editing strategies when writing. | | | | |
| **Vocabulary:**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Plot  Suspect  Victim  Witness |  | Crime  Clue  Alibi  Detective |  | Setting  Evidence  Deduce  Motive | Red Herring  Sleuth  Hunch  Breakthrough | Inductive Reasoning  Deductive Reasoning  Investigator  Inference  Foreshadowing | | | | | |
| **Trans-disciplinary Connections:**  **Math:**   * Ask your math teacher if you can solve the "Painted Cube Problem” in math class, or solve some math problems from *The $1.00 Word Riddle Book* by Marilyn Burns or found online. Write in your journal about the thought process used to solve these problems, or create a screenshot of your work online, and use this experience to add to your graphic organizer.   **Art:**   * Balthus, [*Solitaire*](http://www.artic.edu/aic/collections/artwork/20509) (1943) * Balthus, [*The Living Room*](http://coromandal.files.wordpress.com/2008/06/1127-balthus.jpg) (1942) * Balthus, [*The Mountain*](http://www.metmuseum.org/toah/works-of-art/1982.530) (1936-1937) * Balthus, [*The Street*](http://www.moma.org/collection/browse_results.php?criteria=O%3AAD%3AE%3A317&page_number=4&template_id=1&sort_order=1) (1933-1935) * [Illustrations from The Mysteries of Harris Burdick](http://hrsbstaff.ednet.ns.ca/davidc/6c_files/documents/mysteries/divmysteries.htm) (Chris Van Allsburg) * Compare the work of Balthus to the illustrations in *The Mysteries of Harris Burdick* by Chris Van Allsburg. What are the differences you notice between fine art (Balthus) and illustrations (Van Allsburg)? How are the looks of these two artists similar? How are they different? Illustrators are sometimes inspired by the work of fine artists. Might this have been the case here?   **History**   * [**History Mystery**](http://teacher.scholastic.com/histmyst/index.asp) From Scholastic, this site provides online adventures about topics in history. The more effective your research, the higher your rank as an investigator.   **Science**   * Research: Form small-group research teams. Assign each team a forensics specialty to investigate. Have the group investigate the job description of the specialist and scientific training, skills, and technology the specialist applies to solving crimes. Provide time for teams to present their reports and require each team to provide a one-page summary of its findings to be shared with the class. (DNA, fingerprinting, blood spatter, facial imaging, fiber matching, firearm comparison, bite impressions, surveillance, etc.). Visit the following:   + <http://www.fbi.gov/fbikids.htm>   + [www.accessexcellence.org/AE/mspot/](http://www.accessexcellence.org/AE/mspot/)   **Media:**   * The Essential Agatha Christie Stories: Agatha Christie’s Best Short Sleuths Crack Twenty-Two Famous Cases (Agatha Christie) (BBC Audiobooks America) * The New Adventures of Sherlock Holmes (Arthur Conan Doyle) (Anthony Boucher) (audiobook CD) * Discovery Education [The Dollhouse Murders (School Version)](http://app.discoveryeducation.com/player/view/assetGuid/D2E421B3-B7FD-4176-BD8A-9777465D206C) * Discovery Education [A Classic Mystery: The Egypt Game by Zilpha Snyder](http://app.discoveryeducation.com/player/view/assetGuid/DBD65D8A-461B-4518-86C6-88C52F759567) * Discovery Education [You Are Invited: Student Activities to Enhance Mystery Writing](http://app.discoveryeducation.com/player/view/assetGuid/54C12CC7-D69C-4DDF-8E43-E015D35CC46C) * Discovery Education [Descriptive Words and Puzzles in Mysteries](http://app.discoveryeducation.com/player/view/assetGuid/C72BFC7D-4966-4F1F-8C3C-30A37545D1D0) * Discovery Education [The Mystery Setting: The House of Dies Drear by Virginia Hamilton](http://app.discoveryeducation.com/player/view/assetGuid/9EA6E8AE-74E2-43CD-9B4A-A1E7ED581CE7) * Discovery Education [Solve a Mystery: The Westing Game](http://app.discoveryeducation.com/player/view/assetGuid/3F66765F-8816-4C1B-9D00-9088E68AA59C) | | | |
| **Evidence of Learning (Formative Assessment):**  Pre Assessment of unit standards  Journal Responses  [Graphic Organizers](http://www.washingtonco.k12.nc.us/siteimages/images/uploads/Graphic%20Organizers%20for%20Reading.pdf)  Use of text organization: Story Map, Author’s Key Ideas  Difficult Vocabulary: Concept and Semantic Maps  Connecting Prior Knowledge: K-W-L Charts, Respond and Write it Down and Connections Charts  Exit Slips (example: turning the objective into a question)  Writing Samples (from rough draft to final writing)  Durham Public Schools’ Small Goal Assessment | | **Summative Assessment:**  End of Course Assessments  State Mandated Assessments | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | | | | |
| **Week 1: Think Like a Detective**  *\*Conduct Mini-Lesson (10 Minutes) on Language/Grammar/Vocabulary Review using “Use It Don’t Lose It” throughout the week\**  **Think Like a Detective!** ***Mystery Visitor****:*  Engage your students in this exciting new unit by planning to have someone (a teacher or a student from a different class) come into your classroom while students are working quietly on a task at their desks. Plan with the mystery visitor ahead of time to make sure he or she does several things in your class during his or her brief visit such as: *(Borrow something like a book, a craft supply, money, talk to a student in the class, give a note to the teacher, ask a question, or set something down on a table)*  When the mystery visitor comes into your room, most of the students will probably be curious about what he or she is doing and will look up from their work. After the visitor leaves the room, have the students write down all the things that happened. If students need ideas about what to remember, write the following questions on the board:   * *What details do they recall? What was the visitor wearing wear? How long was the visitor in the room? What did the visitor borrow while in the room? Who did he or she talk to? What did he or she say?* You may even ask some leading questions to influence memory. Once everyone has finished writing, find out what everyone remembers and what they did not. Compare how everyone's memory was the same and different. After completing one or both of the activities above, compare this detective activity to reading a mystery. Remind students that when reading a mystery, they must always be looking for clues and paying very close attention to details. This will be an important skill when they begin their jobs as "Reading Detectives."   Model fluent reading by reading aloud from the “All about Mysteries” <http://www.readworks.org/passages/all-about-mysteries> to learn more about mysteries. (Have students follow along on their copy of the passage as you read noting the bolded words in the passage. These words are also listed on the Super Sleuth Checklist 1 (*attached at the end of the unit*). Students should figure out the meaning of those words by reading the sentences surrounding the unfamiliar words. Students should write the definition for each word on their Super Sleuth Checklist 1.  **Introduce Detective Clubs**   * Introduce mystery novel(s) to class. Gather multiple copies of mystery chapter books (*see suggested works at the end of this unit*) that groups of 4–6 students will be reading in their "Detective Clubs." It is suggested to take excerpts from the novels or to do literature circles with 3 or more novels of varying text complexities based upon the needs of your students. * Divide your students into "Detective Clubs."  Set aside a period of time where you can meet briefly with each Detective Club to introduce the book they will be reading and pass out their Detective Case File. You may want to organize the groups so that students can read books at a level similar to others in their group. * Preview the mystery chapter book with the students by doing the following things:   + Read the title and have students make predictions about what the mystery could be.   + Read the summary on the back of the chapter book aloud while the students follow along using their own copy of the book.   + Read the titles of the chapters (if there is a table of contents).   + Allow students to make connections to any of the information they have read, or invite them to make new predictions about what might happen in the book. * Make a "Detective Case File" for each Reading Detective Club in your class.  A case file is a manila envelope with the name of the case (title of the book) and the detective's names on the front.  Pass out the Detective Case File and go through the worksheets in the file to review with students how to complete each sheet. The [Detective's Case Report](http://printables.scholastic.com/printables/detail/?id=38978) will not be completed until after the story has been read. Set up a reading assignment calendar for the Detective Clubs and remind students that they should come prepared for the meeting by having their assigned pages read. In addition to Detective Case File graphic organizer students should keep literary journals throughout their mystery. The Detective Case File should include the following items:   + [Detective's Dictionary Handout](http://printables.scholastic.com/printables/detail/?id=38979)   + [Suspect List](http://printables.scholastic.com/printables/detail/?id=38981)   + [Clue Clipboard](http://printables.scholastic.com/printables/detail/?id=41119)   + [Detective's Case Report](http://printables.scholastic.com/printables/detail/?id=38978) * **Literary Journals:** Students should keep literary journals throughout the unit to make notes of page numbers with relevant information so they can go back and cite the text during class discussion. For example, elements such as characterization, plot development, foreshadowing, suspense, and irony can be noted and charted as the mystery develops so that students can analyze and discuss how the elements of mystery build on one another to achieve the overall effect. Students can then compare and contrast the techniques of storytelling and mystery used in different texts in their literary journals. Some possible literary journal responses could include:   + Title and author of your mystery   + Each character’s name, his/her traits, and his/her role in the mystery   + List of clues, including page numbers on which they are found   + Make and revise predictions (because mystery stories continually evolve, it is important to make predictions and return to them each time new evidence is found)   + Possible Solution * You will continue to meet detective club regularly. Depending on the grade and maturity level of your students, the meetings can be student-led once your students are comfortable and capable of engaging in a meaningful discussion without the support of the teacher.Create a schedule that will allow you to meet with 2–3 groups per day for the next 10 days (or how long you think you will need before your students finish their mystery chapter book.)  When meeting with a group, give students time to collectively (and briefly) retell the main events that have happened in the story. * Ask questions to monitor comprehension and to push their thinking to a higher level. Invite students to share any entries they have made on their [Suspect List](http://printables.scholastic.com/printables/detail/?id=38981) or their [Clue Clipboard](http://printables.scholastic.com/printables/detail/?id=41119) and discuss the implications of the clues. Encourage students to explain why characters on their suspect list are suspicious and have them site evidence from the text that support their conclusions. If some students have missed important clues, allow them to add the clues and suspects to their lists.  (However, you should lend support to students who regularly miss important clues or model again for them how to complete the worksheets.) After students are finished reading the book, assign the [Detective's Case Report](http://printables.scholastic.com/printables/detail/?id=38978) as a final assignment to assess their overall understanding of the book and their ability to organize the important information in the mystery.   **Suggested Discussion Questions for Detective Clubs** *(You could also have students respond to these in their literary journal)*   * Which part of the book stands out in your mind the most? * Picture a part of the book in your mind. Which part of the book did you picture? Why? * Was there anything in the book that surprised you? * Does this book make you think of anything that happened in your life? * If the author were here, what would you say to him/her? What questions would you ask?   **Suggested Activities for Detective Clubs**   * Make a sequential time chart of the ten most important plot events. * Write a new ending for the story. * Make a large web of the novel's characters, events and themes. * Discuss any clues the author gave that helped you to anticipate the outcome of the story. Be sure to site evidence from the text that helped you anticipate the outcome. * Discuss how the author creates suspense to keep you reading the novel. Chart the suspects and draw a description of each.     **Additional Mystery Text (in addition to Detective Clubs)**  **Excerpts available free online** (*Each mystery story comes with questions at the end of the story under the* [*Homework*](http://www.nexuslearning.net/books/holt-eol2/Collection%203/landlady%20HW.htm) *link*)  [The Landlady](http://www.nexuslearning.net/books/holt-eol2/Collection%203/landlady.htm), by Roald Dahl [The Monkey's Paw](http://www.nexuslearning.net/books/holt-eol2/Collection%203/monkey.htm), by W. W. Jacobs (the original story) **or** [the play](http://www.nexuslearning.net/books/holt-eol2/Collection%203/monkey%20play.htm) dramatized by Mara Rockliff [The Tell-Tale Heart](http://www.nexuslearning.net/books/holt-eol2/Collection%203/tell-tale.htm), by Edgar Allen Poe [There Will Come Soft Rains](http://www.nexuslearning.net/books/holt-eol2/Collection%203/softrains.htm), by Ray Bradbury [The Inn of Lost Time](http://www.nexuslearning.net/books/holt-eol2/Collection%203/The%20Inn%20of%20Lost%20Time.htm), by Lensey Namioka [The Open Window](http://www.nexuslearning.net/books/holt-eol2/Collection%203/The%20Open%20Window.htm), by Saki  **Excerpts Available in Holt: Elements of Literature Introductory Course**  The Bridegroom by Alexander Pushkin (Pgs. 63-72)  In the Fog by Milton Geiger (Pgs. 75- 85)  The Hitchhiker by Lucille Fletcher (Pgs. 87-103**)**  **Possible Activities this week to accompany Detective Clubs/Novel Excerpts**   * Keep an index card file of words studied while reading mysteries, riddles, and math problems (*e.g., alibi, evidence, sleuth, suspect, victim, witness, red herring, investigator, hunch, motive, etc.*). Keeping the words on index cards will help you when we sort words by prefix, suffix, root words, meaning, spelling feature, and so on. (*Note*: This will be an ongoing activity all year long.) * Review general story elements (e.g., plot, climax, setting, character) with students. Brainstorm story elements that students think may be unique to mysteries. Have students share the names of some mystery stories and movies, and write these on the board. Have each student think about these stories/movies and make a list of any story elements that make them different from other types of stories. Have pairs of students compare their lists and share new items with the class. Record all the story elements that student identify as characteristic of mysteries and post them on the board. Have students create flash cards, with a story element on each card To reinforce students' knowledge of the elements of mystery stories, read a short story from *Two-Minute Mysteries* or *Five-Minute Mysteries* and have students hold up cards when they hear the element on the card in the story. For example, if you are reading details about a character, they should be holding up a character card. Repeat this flash card exercise with two or three stories, as time permits. * Complete a Directed Learning-Thinking Activity with the class using the [DL-TA Teaching Format](http://www.readwritethink.org/lesson_images/lesson796/dlta.pdf) and ["The Bus Ride"](http://www.readwritethink.org/lesson_images/lesson796/bus-ride.pdf) by Sahar Sabati. This approach exposes students to more mystery stories and generates critical thinking skills. Discuss a variety of mystery books by several authors, considering topics you would discuss in a book talk. Examples include books by Agatha Christie, Franklin W. Dixon (Hardy Boys series), Arthur Conan Doyle, Sue Grafton, Alfred Hitchcock, Carolyn Keene (Nancy Drew series), and Edgar Allan Poe; as well as books in the Goosebumps series. Talk with your school librarian to find out what might be appropriate. Have students check out mystery books from your classroom or school library. Allow students to have a period of extended reading time. * Using a projector, access the [Millennium Mystery Madness](http://library.thinkquest.org/J002344/?tqskip1=1) website and use it to review [The History of Mystery](http://library.thinkquest.org/J002344/History.html?tqskip1=1) with students, exploring links for as long as the students remain engaged. Make sure that students know how to navigate a website, and if necessary, show them how to do this. Distribute the [Story Map for Solve-It Stories](http://www.readwritethink.org/lesson_images/lesson796/solve-it.pdf) to students. Allow them to work in pairs while they complete at least one "solve-it" activity at [MysteryNet's Kids Mysteries](http://kids.mysterynet.com/) and fill in the story map handout  |  |  | | --- | --- | |  | | |  | | | | | | |
| **Week 2: Identifying Clues**  *\*Conduct Mini-Lesson (10 Minutes) on Language/Grammar/Vocabulary Review using “Use It Don’t Lose It” throughout the week\**  **Continue Detective Clubs:** Use resources and suggested activities from Week 1 with a focus this week on **identifying clues**. Continue to monitor comprehension and push students’ thinking to a higher level. Invite students to share any entries they have made on their [Suspect List](http://printables.scholastic.com/printables/detail/?id=38981) or their [Clue Clipboard](http://printables.scholastic.com/printables/detail/?id=41119) and discuss the implications of the clues. Encourage students to explain why characters on their suspect list are suspicious and have them site evidence from the text that support their conclusions. If some students have missed important clues, allow them to add the clues and suspects to their lists.  (However, you should lend support to students who regularly miss important clues or model again for them how to complete the worksheets.) After students are finished reading the book, assign the [Detective's Case Report](http://printables.scholastic.com/printables/detail/?id=38978) as a final assignment to assess their overall understanding of the book and their ability to organize the important information in the mystery  **Additional Mystery Text (in addition to Detective Clubs)**  **Excerpts available free online** (*Each mystery story comes with questions at the end of the story under the* [*Homework*](http://www.nexuslearning.net/books/holt-eol2/Collection%203/landlady%20HW.htm) *link*)  [The Landlady](http://www.nexuslearning.net/books/holt-eol2/Collection%203/landlady.htm), by Roald Dahl [The Monkey's Paw](http://www.nexuslearning.net/books/holt-eol2/Collection%203/monkey.htm), by W. W. Jacobs (the original story) **or** [the play](http://www.nexuslearning.net/books/holt-eol2/Collection%203/monkey%20play.htm) dramatized by Mara Rockliff [The Tell-Tale Heart](http://www.nexuslearning.net/books/holt-eol2/Collection%203/tell-tale.htm), by Edgar Allen Poe [There Will Come Soft Rains](http://www.nexuslearning.net/books/holt-eol2/Collection%203/softrains.htm), by Ray Bradbury [The Inn of Lost Time](http://www.nexuslearning.net/books/holt-eol2/Collection%203/The%20Inn%20of%20Lost%20Time.htm), by Lensey Namioka [The Open Window](http://www.nexuslearning.net/books/holt-eol2/Collection%203/The%20Open%20Window.htm), by Saki  **Excerpts Available in Holt: Elements of Literature Introductory Course**  The Bridegroom by Alexander Pushkin (Pgs 63-72)  In the Fog by Milton Geiger (Pgs. 75- 85)  The Hitchhiker by Lucille Fletcher (Pgs. 87-103**)**  **Possible Activities this week to accompany Detective Clubs/Novel Excerpts**   * Edgar Allan Poe   1. Ask if students have heard of Edgar Allan Poe. Students May remember seeing the Halloween episode where Homer recites "The Raven” on the *Simpsons*. Access [Poe's Life](http://www.poemuseum.org/poes_life/index.html) online to go over some of the details of his life. Help students make the connection between his tough life and his style of writing. Explain that his writing may stem from his life experiences, just as we usually write about what we know. (Students may or may not be able to connect the loss of Poe's wife and mother to Lenore in "The Raven.") Have students also talk about the writing they have done in the past and the personal experiences they were based on.   2. Distribute ["The Tell-Tale Heart" Vocabulary Worksheet](http://www.readwritethink.org/lesson_images/lesson850/vocab.pdf) and put the overhead copy on display. Go over the list of words with students. Read each word aloud and have students repeat it. Give the definition of the word and a clarifying example. This gives students a frame of reference when you read these words that they may not know in the story. **Note:** This vocabulary segment is intended only as a brief introduction, as these words are past most middle-level students' mastery skills.   3. Explain to students that you are going to read a story by Poe called ["The Tell-Tale Heart"](http://www.poemuseum.org/selected_works/tell_tale_heart.html). As you read the story, you will be stopping periodically and asking students to write down their predictions in response to certain questions. Tell students that this writing process will help them better comprehend the story while they are listening. Have students take out paper to record their predictions. Place the [Prediction Questions for "The Tell-Tale Heart"](http://www.readwritethink.org/lesson_images/lesson850/prediction2.pdf) on an overhead, covering up all questions at first. Remind students that there is no talking during the reading, no matter how badly they would like to discuss what is happening. There will be time later in the lesson to talk about the story. Reveal the first question and have students write their predictions on their sheets of paper. Begin reading the story, stopping at the designated points to allow students to respond to the questions as you uncover them. Do not reveal questions until you have gotten to the designated place in the reading. At the conclusion of the story, have students discuss the story and also their responses to the prediction questions. Allow them time to reach their own conclusions and process the story with one another. Collect the students' prediction response papers, and assess their participation in the lesson and their comprehension of the story. Return the students' prediction response papers from the previous session. To connect prior knowledge from the session before, ask students to brainstorm a list of words to describe the story. These may be words relating to the story itself, or words relating to the characters, setting, plot, climax, and so on. Write the words on the board. Give students ["The Tell-Tale Heart" Assignment Sheet](http://www.readwritethink.org/lesson_images/lesson850/assignment.pdf), which outlines two options for a written response to the story. Allow students time to work on the computers to complete the assignment.      * To reinforce and continue working on mystery story elements, review the [Anatomy of a Mystery](http://library.thinkquest.org/J002344/Anatomy.html) page from [Millennium Mystery Madness](http://library.thinkquest.org/J002344/?tqskip1=1) as a whole-class activity. Complete another DL-TA using the [DL-TA Teaching Format](http://www.readwritethink.org/lesson_images/lesson796/dlta.pdf) and ["Survival"](http://www.readwritethink.org/lesson_images/lesson796/survival2.pdf) by John M. Floyd. This time, focus on story elements in writing the thinking questions. Have students respond in writing to the DL-TA, and collect the students' responses to your questions in the DL-TA. Check to make sure that students have an adequate knowledge of mystery story elements. Review the story elements if necessary. * The clues provided to the heirs in *The Westing Game* are mostly words from the song "America the Beautiful” taken out of order. When rearranged, they notice the missing parts spell out the name of an heir—but this is actually a red herring. Select your own song, change the order of the lyrics, delete some words or letters, and see if your classmates can solve *your* mystery. *Optional extension:* Remix your own song using music recording software. * Read the poem “Jabberwocky” with students. How do you make sense of nonsense poems such as "Jabberwocky” by Lewis Carroll? How do you figure out what words mean when they don’t really exist? How are clues provided in the text structure, repetition, or content of the poem? Your teacher may ask you to write your ideas down in your journal and share them with a partner before class discussion. Write your own nonsense poem and see if classmates can make sense of it. | | | | | |
| **Week 3: Character’s Motive**  *Conduct Mini-Lesson (10 Minutes) on Language/Grammar/Vocabulary Review using “Use It Don’t Lose It” throughout the week\**  **Continue Detective Clubs:** Use resources and suggested activities from the previous weeks with a focus this week on **Characters Motive**. Continue to monitor comprehension and push students’ thinking to a higher level. Invite students to share any entries they have made on their [Suspect List](http://printables.scholastic.com/printables/detail/?id=38981) or their [Clue Clipboard](http://printables.scholastic.com/printables/detail/?id=41119) and discuss the implications of the clues. Encourage students to explain why characters on their suspect list are suspicious and have them site evidence from the text that support their conclusions. If some students have missed important clues, allow them to add the clues and suspects to their lists.  (However, you should lend support to students who regularly miss important clues or model again for them how to complete the worksheets.) After students are finished reading the book, assign the [Detective's Case Report](http://printables.scholastic.com/printables/detail/?id=38978) as a final assignment to assess their overall understanding of the book and their ability to organize the important information in the mystery.  **Additional Mystery Text (in addition to Detective Clubs)**  **Excerpts available free online** (*Each mystery story comes with questions at the end of the story under the* [*Homework*](http://www.nexuslearning.net/books/holt-eol2/Collection%203/landlady%20HW.htm) *link*)  [The Landlady](http://www.nexuslearning.net/books/holt-eol2/Collection%203/landlady.htm), by Roald Dahl [The Monkey's Paw](http://www.nexuslearning.net/books/holt-eol2/Collection%203/monkey.htm), by W. W. Jacobs (the original story) **or** [the play](http://www.nexuslearning.net/books/holt-eol2/Collection%203/monkey%20play.htm) dramatized by Mara Rockliff [The Tell-Tale Heart](http://www.nexuslearning.net/books/holt-eol2/Collection%203/tell-tale.htm), by Edgar Allen Poe [There Will Come Soft Rains](http://www.nexuslearning.net/books/holt-eol2/Collection%203/softrains.htm), by Ray Bradbury [The Inn of Lost Time](http://www.nexuslearning.net/books/holt-eol2/Collection%203/The%20Inn%20of%20Lost%20Time.htm), by Lensey Namioka [The Open Window](http://www.nexuslearning.net/books/holt-eol2/Collection%203/The%20Open%20Window.htm), by Saki  **Excerpts Available in Holt: Elements of Literature Introductory Course**  The Bridegroom by Alexander Pushkin (Pgs 63-72)  In the Fog by Milton Geiger (Pgs. 75- 85)  The Hitchhiker by Lucille Fletcher (Pgs. 87-103**)**  **Possible Activities this week to accompany Detective Clubs/Novel Excerpts**   * Characters Motive   1. Say to the class: "Tell me one interesting thing you did this week." On chart paper, write down about 10 actions students did (played a soccer game, went to the fair, visited a friend, etc). Now, ask the class to think about each activity listed and ask, "Why would someone take this action?" Write down the students’ responses and ideas for each action listed. For example, someone played a soccer game to help the team win, someone went to the fair to have fun, someone visited a friend because the friend was sick, etc. After students have thought about at least one reason for each action, let them know that they helped identify the motive, or reason, for doing something. write the definition of a motive on chart paper. Motive is the internal purpose or reason for making a choice or completing an action. In a mystery, a character’s motive is his or her possible reason for committing a mysterious action or a crime. Identifying a motive allows us to identify a suspect. A suspect, like we read about in the “All about Mysteries” Reading Passage, is a character who may have committed an action or a crime. For example, in Chasing Vermeer, the suspect would be any person who could have a reason for stealing the painting. A suspect has a reason, or motive, for completing an action. If a character does not have a motive, he or she may not be a suspect   2. To identify a suspect, I can reference [Suspect List](http://printables.scholastic.com/printables/detail/?id=38981) or [Clue Clipboard](http://printables.scholastic.com/printables/detail/?id=41119), to think about who the suspects in this case could be. Immediately, I will eliminate characters that I believe are not suspects. After eliminating some characters, I will think about who the suspects in the story could be. I will continue to write the characters I believe could be suspects on my Suspects List. How do I know which characters could or could not be suspects? I must think about a character’s personality, actions, or possible motives for committing the theft. Which characters can you eliminate as suspects? Ask: "How do I know the difference between a character who is a suspect and a character who is not a suspect?" Students should respond that a suspect is a character with a reason or motive for committing a crime. A character without a motive usually won’t be a suspect.   3. Review the list of characters on our Characters Chart. For each character, we will think about any suspicious thoughts or actions that could make each character a suspect. We will eliminate characters that are not likely to be suspects. Remember, a suspect is a character that has a reason, or possible motive, for performing a suspicious action. If a character has no motive, he or she is probably not a suspect. We will look at the characters that are left on our [Suspect List](http://printables.scholastic.com/printables/detail/?id=38981) thinking about if they have a motive to commit the crime. If they have a motive, we can keep them on the list if they do have a motive we will draw a conclusion about their motives.   4. You will review your [Suspect List](http://printables.scholastic.com/printables/detail/?id=38981) and narrow it down to one main suspect, that is, the person in the book who you feel may have actually committed a crime.   5. You will create a WANTED Poster for your main suspect. On your poster, you will draw a picture of the suspect and write down any identifying information, such as physical descriptions and actions, thoughts or circumstances that make the character suspicious. You will also include the crime the character is suspected of committing. Finally, you will write down the character’s motive for the crime. Students will present their WANTED Posters, and discuss each suspect’s motivation. Then, we will vote on each “Wanted” Suspect. For each suspect, we will vote by answering, "Who believes this character could be guilty?” and “Who believes this character is innocent?” We will create a “Most Wanted” wall in our classroom and hang our posters, with the guiltiest suspect (the suspect with the most votes) at the top of the wall. * Students will visit the website[MysteryNet Solve-it](http://www.mysterynet.com/solveit/) and read the 5 minute "The Quadruplicate Murder" by Hy Conrad (Internet access on one computer per group or one printed copy per student) and complete the [Solving Mysteries Group Worksheet](http://www.mysterynet.com/learn/lessonplans/solving.worksheet.shtml) * How does listening to a mystery such as *The Mysterious Adventures of Sherlock Holmes* as an audiobook compare to reading the book? Which do you prefer? Why? Write an argument to explain your preference. Be sure to include at least three reasons for your preference and examples for each reason. Take the online poll on your classroom blog for this topic. If the class responses are equally divided, your teacher may ask you to upload your response on the classroom blog to get feedback from your classmates. * Select a pivotal passage or scene from a mystery you are reading. How does this scene fit into the overall structure of the text? How does it contribute to your understanding of the character’s motive? Write your thoughts down in your journal. Reevaluate your claim at the end of the book. Do you still think that passage was critical to the solution? Why or why not? Talk with a partner to justify your answer, and cite specific details from the text. * Read the opening pages from two books, such as *Math Curse* by Jon Scieszka and a book from the *39 Clues* series by Rick Riordan, by different authors in this unit. Describe both of authors’ styles. Are they formal or informal? How does each author’s style compare to yours? Choose a piece of your own writing and compare it with a classmate’s. Describe how your styles are similar and different. Read your work aloud, and listen for shifts in style. Working with a partner, revise your work as necessary so the style is consistent. | | | | | |
| **Week 4: Predicting a Mystery Solution**  *\*Conduct Mini-Lesson (10 Minutes) on Language/Grammar/Vocabulary Review using “Use It Don’t Lose It” throughout the week\**  **Continue Detective Clubs: NOTE: Students should finish their novels by this week!** Use resources and suggested activities from the previous weeks with a focus this week on **Predicting a Mystery Solution**. Continue to monitor comprehension and push students’ thinking to a higher level. Invite students to share any entries they have made on their [Suspect List](http://printables.scholastic.com/printables/detail/?id=38981) or their [Clue Clipboard](http://printables.scholastic.com/printables/detail/?id=41119) and discuss the implications of the clues. Encourage students to explain why characters on their suspect list are suspicious and have them site evidence from the text that support their conclusions. If some students have missed important clues, allow them to add the clues and suspects to their lists.  (However, you should lend support to students who regularly miss important clues or model again for them how to complete the worksheets.) After students are finished reading the book, assign the [Detective's Case Report](http://printables.scholastic.com/printables/detail/?id=38978) as a final assignment to assess their overall understanding of the book and their ability to organize the important information in the mystery.  **Additional Mystery Text (in addition to Detective Clubs)**  **Excerpts available free online** (*Each mystery story comes with questions at the end of the story under the* [*Homework*](http://www.nexuslearning.net/books/holt-eol2/Collection%203/landlady%20HW.htm) *link*)  [The Landlady](http://www.nexuslearning.net/books/holt-eol2/Collection%203/landlady.htm), by Roald Dahl [The Monkey's Paw](http://www.nexuslearning.net/books/holt-eol2/Collection%203/monkey.htm), by W. W. Jacobs (the original story) **or** [the play](http://www.nexuslearning.net/books/holt-eol2/Collection%203/monkey%20play.htm) dramatized by Mara Rockliff [The Tell-Tale Heart](http://www.nexuslearning.net/books/holt-eol2/Collection%203/tell-tale.htm), by Edgar Allen Poe [There Will Come Soft Rains](http://www.nexuslearning.net/books/holt-eol2/Collection%203/softrains.htm), by Ray Bradbury [The Inn of Lost Time](http://www.nexuslearning.net/books/holt-eol2/Collection%203/The%20Inn%20of%20Lost%20Time.htm), by Lensey Namioka [The Open Window](http://www.nexuslearning.net/books/holt-eol2/Collection%203/The%20Open%20Window.htm), by Saki  **Excerpts Available in Holt: Elements of Literature Introductory Course**  The Bridegroom by Alexander Pushkin (Pgs 63-72)  In the Fog by Milton Geiger (Pgs. 75- 85)  The Hitchhiker by Lucille Fletcher (Pgs. 87-103**)**  **Possible Activities this week to accompany Detective Clubs/Novel Excerpts**   * *Predictions*    1. I will explain that detectives make strong predictions because they are based on real facts and evidence. Like a detective, good readers try to predict the solution to a mystery. A strong prediction is a prediction based on factual information, evidence, or clues. (*ie. I will reread the clues I have written down. I will start with the clues from the beginning chapters of the book. The first clue states that three people received an anonymous letter. Next, I will look at my Suspects list and WANTED Posters to see if any of these clues match up with any of my suspects. I see that Petra’s father mentioned something about a letter. I see that he also acted suspiciously or strangely. On my Suspects List, I wrote down a possible motive for Petra’s father. I wrote that he might have stolen the painting in order to make lots of money. I can make a strong prediction based on the clues and this suspect’s motive. I will predict that Petra’s father has stolen the Vermeer. Based on information about this character, I think this is a strong prediction. I will record my prediction on chart paper.)*   2. Ask: "What can you look for in a mystery to predict the outcome of the story?" Students should respond that clues in the story provide the reader with information to help solve the mystery. Characters and their actions, descriptions, and motives can also be clues to solving the mystery. We will make another strong prediction for the solution to who committed the crime, based on character motivation and possible clues. We will focus on another character on our Suspects List. Encourage students to support their predictions with facts and clues from the text.   3. Make your own prediction about the solution to the main mystery in the story using your Clue Clipboard, Suspect List and, Wanted Posters. You must write down at least two clues and a character’s motive that led you to make this conclusion on the slip. When you are done writing, you will fold the slip and put it in the ballot box.   4. Read aloud all the predictions that we have placed in the ballot box within the detective clubs. If you agree with the prediction being read, raise your hand. We will keep count of how many votes each prediction receives. Note: Encourage conversation and debate regarding each vote. Students should try to convince each other using evidence from the text. The prediction with the most votes will become our Class Prediction for the Detective Clubs. We will reread our prediction when we finish reading our mysteries to see if we were correct. * As a follow-up to the mystery graphic organizers, student can write an argument to respond to this question: Which character played the most pivotal role in the mystery read? Why? Write a well-developed paper that includes an engaging opening statement of your position, at least three clear reasons, and relevant evidence from the mystery read. Cite at least two significant passages, and explain how and why those passages contribute to the development of the plot. Edit your writing for varied sentence patterns and consistency in style and tone. You may upload your essay to the classroom blog. * In this unit, you have read mystery books, made sense of nonsense poems, and solved riddles and math problems. Write an informative/explanatory essay in response to the essential question: How do strategies for solving math problems compare with strategies for solving mysteries? Cite specific examples from texts read to justify your response. Edit your writing for varied sentence patterns and consistency in style and tone. Upload your essay to the classroom blog. * Choose your favorite poem from this unit to memorize and/or recite to the class using appropriate eye contact, adequate volume, and clear pronunciation. Record your presentation using a video camera so you can evaluate your performance. (Alternatively, you can write your own poem based on a poem read in class.) After the reading, ask your classmates to point out figurative language, word relationships, and/or nuances in word meanings. * Study the small details and imagery in Balthus’s *The Street and The Mountain.* What is happening in these paintings? Imagine what might have occurred before and after each scene. Write a short story describing what you see, and predict what might happen next to these characters.  |  | | --- | |  | |  | |  | |  |  * As you discuss how you solve mysteries and math problems, classify your approach as inductive or deductive. When do you use inductive reasoning? When do you use deductive reasoning? Why? Which of the following problem-solving approaches use inductive reasoning and which use deductive reasoning?   + - Acting out the scenario     - Role-playing     - Drawing a picture     - Making a list     - Working backwards     - Making educated guesses and checking how they work     - Drawing a web of facts, events, and characters     - What strategies do your characters use (e.g., Reynis, Kate, Sticky, and Constance from *The Mysterious Benedict Society*)? * Usually there is more than one way to solve a (math) problem. What have you learned about inductive and deductive reasoning? How does hearing your classmates articulate their thinking increase your understanding of problem solving? | | | | | |
| **Week 5: Red Herring**  *\*Conduct Mini-Lesson (10 Minutes) on Language/Grammar/Vocabulary Review using “Use It Don’t Lose It” throughout the week\**  **The Missing Stapler**   * Set up “The Case of the Missing Stapler.” Send students on a mission to find a hidden stapler or other common classroom item. The spoiler: the stapler is actually in its usual spot, but the clues are used to confuse the students and send them on a futile hunt. Cut out the four clues from the Clue Cut-Outs Worksheet (attached at the end of the unit). Hide Clues 2-4 in specific spots around the classroom, as follows: hide Clue 2 near a window; hide Clue 3 near a door or exit; tape Clue 4 underneath a table or desk in the back of the room. Read Clue 1 aloud to the class and release the students to search for the next three clues in order. When a student finds a clue, ask the student to read it aloud to the class. One clue will lead them to the next. After students get to the final clue, have everyone sit down. Ask if anyone found the stapler. Announce that you had the stapler on your desk all along. You sent the class on a wild goose chase using misleading clues—you knew where the stapler was. * Explain that in mystery stories, authors often play tricks on readers to fool them into making a wrong prediction about the story, just like I played a trick on you when you were trying to find the stapler. I know that mystery stories contain clues that lead to a mystery’s solution. I will explain that not all clues help the reader solve a mystery; not all clues are useful and some clues may be misleading. These kinds of clues are called red herrings. Red herrings are purposely meant to stop the reader from figuring out the solution quickly or easily. By identifying red herrings in the text, we can become better readers of mysteries. We can see how an author tries to deceive us, and we will be able to differentiate useful and misleading clues. * Now that the reading detective clubs have finished their mysteries, students should find red herrings that the author used in the story. Students should look back at clues that lead them to make the wrong prediction. Ask students “how they find a red herring?" Students should respond that they can look at clues and their wrong predictions to identify information that leads them away from the solution. * Continue to look for additional red herrings. You will choose a character to focus on. You may choose the character you created a WANTED Poster for, or another character of your choice. You will check your Clue Tracker, WANTED Poster, and Detective’s Notebook to identify the clues and information you wrote down about this character. We will share the red herrings we found. Were all students misled by the same clues?   **Additional Mystery Text (in addition to Detective Clubs)**  **Excerpts available free online** (*Each mystery story comes with questions at the end of the story under the* [*Homework*](http://www.nexuslearning.net/books/holt-eol2/Collection%203/landlady%20HW.htm) *link*)  [The Landlady](http://www.nexuslearning.net/books/holt-eol2/Collection%203/landlady.htm), by Roald Dahl [The Monkey's Paw](http://www.nexuslearning.net/books/holt-eol2/Collection%203/monkey.htm), by W. W. Jacobs (the original story) **or** [the play](http://www.nexuslearning.net/books/holt-eol2/Collection%203/monkey%20play.htm) dramatized by Mara Rockliff [The Tell-Tale Heart](http://www.nexuslearning.net/books/holt-eol2/Collection%203/tell-tale.htm), by Edgar Allen Poe [There Will Come Soft Rains](http://www.nexuslearning.net/books/holt-eol2/Collection%203/softrains.htm), by Ray Bradbury [The Inn of Lost Time](http://www.nexuslearning.net/books/holt-eol2/Collection%203/The%20Inn%20of%20Lost%20Time.htm), by Lensey Namioka [The Open Window](http://www.nexuslearning.net/books/holt-eol2/Collection%203/The%20Open%20Window.htm), by Saki  **Excerpts Available in Holt: Elements of Literature Introductory Course**  The Bridegroom by Alexander Pushkin (Pgs 63-72)  In the Fog by Milton Geiger (Pgs. 75- 85)  The Hitchhiker by Lucille Fletcher (Pgs. 87-103**)**  **Possible Activities this week to accompany Detective Clubs/Novel Excerpts**   * Distribute the [Puzzle Piece Mystery Book Project](http://www.readwritethink.org/lesson_images/lesson796/puzzle.pdf) handout to students, and review it with them. This project helps students evaluate mystery novels and identify story elements. Allow two groups of students per day to use the computers to fill out a [Mystery Cube](http://readwritethink.org/materials/mystery_cube/) in preparation for writing original mystery stories. They should print out their cubes when they finish them. Students who are not working at computers can begin writing drafts on paper or completing the Puzzle Piece Mystery Book Project based on the mystery novel they are reading independently. Allow students time to work on computers to complete original drafts of their mystery stories based on their story webs. Students who finish early can put final touches on the Puzzle Piece Mystery Book Project. Have students peer edit and revise their stories in small groups. Give them time to make revisions. At this time, students are sharing their writing and discussing the reviewers' comments. Have students finish writing their mystery stories and send them to you via e-mail. After you have assessed them, have students publish them online using [Mystery Writing with Joan Lowery Nixon](http://teacher.scholastic.com/writewit/mystery/index.htm). You may choose to share samples of writing with the class, or students can log on to the Mystery Writing site to view and read stories written by their peers. Have students share their [Puzzle Piece Mystery Book Project](http://www.readwritethink.org/lesson_images/lesson796/puzzle.pdf) in small groups and evaluate other students and themselves. * **Writing A Mystery**    + Each student will choose a local, state, or national topic that is either unexplained or unsolved, currently or historically and research it using a variety of sources (at least three different types), take notes, organize their notes, and write their own mystery short stories using their research notes.   + The students will brainstorm responses to the following prompt: List any current or historical mysteries that have occurred. The students will be given time to respond and share their answers with one another. The teacher will then welcome the responses and generate a list of them on the board. The students will then be directed to select one of the mysteries listed. Once they do, the teacher will inform them of the assignment: To research the mystery, and develop their own short story based upon their research.   + After researching students should began to write the draft of their own mystery. Students should be reminded to include all the elements of a mystery using their research to ignite their writing.  Guide them using the following questions.     - * *Where- Where will your story take place?*       * *Who- Who is the detective, villain, and victim?*       * *What- What crime will be committed?*       * *When- When was the crime committed?*       * *Why- What is the motive?*       * *How- How was the crime committed and solved?*      * **Resources to help students to write a Mystery:**    + Using the photo from the [MysteryNet Flash Mystery](http://www.mysterynet.com/photo/) and the [Story Web Worksheet](http://www.mysterynet.com/learn/lessonplans/storyweb.shtml), begin brainstorming possible events, characters and setting for the students' original mysteries.   + Read the information on the following website to aid when writing your final paper: <http://teacher.scholastic.com/writewit/mystery/tips.htm>   + This thinkquest site will help with story starters, introduce new vocabulary, provide examples of stories, and give general information about mystery elements.  <http://library.thinkquest.org/5109/What_a_Mystery.html>   + (Worksheet, Graphic Organizer) [MysteryWritingRubric.docx](https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnxtYW5keWtyb3B8Z3g6MzIxYzA5ZTZlMWRmYmI1Nw) * **Research:** Form small-group research teams. Assign each team a forensics specialty to investigate. Have the group investigate the job description of the specialist and scientific training, skills, and technology the specialist applies to solving crimes. Provide time for teams to present their reports and require each team to provide a one-page summary of its findings to be shared with the class. (DNA, fingerprinting, blood spatter, facial imaging, fiber matching, firearm comparison, bite impressions, surveillance, etc.). Visit the following:   + <http://www.fbi.gov/fbikids.htm>   + [www.accessexcellence.org/AE/mspot/](http://www.accessexcellence.org/AE/mspot/) * **Culminating Activity:** Have detective groups work together to create a newscast about the mystery to present to their classmates. Students will write a script and take on the roles of anchors and on-site reporters.  Students can choose to interview suspects from the case or even eyewitnesses to the crime.  Videotape the final newscasts so that students can watch themselves on TV. Students can use their completed Detective Case Reports to help them write a script. | | | | | |
| **Interactive Web Tools:**   * [Mystery Writing with Joan Lowery Nixon](http://teacher.scholastic.com/writewit/mystery/index.htm)   [Millennium Mystery Madness](http://library.thinkquest.org/J002344/?tqskip1=1)  [Mystery Cube](http://www.readwritethink.org/files/resources/interactives/mystery_cube/)   |  | | --- | | [The Mystery.net's Kid Mysteries by Score](http://www.thecase.com/kids/quicksolve/) | |  | |  | | | | | |  | | --- | | [Eduscape Mystery Page](http://eduscapes.com/42explore/mystery.htm) | | [Mystery Net Kid Mysteries](http://kids.MysteryNet.com/) | |  | | [The Case of Pintura's Art Detective](http://www.eduweb.com/pintura/) | | [FBI for KIds](http://www.fbi.gov/kids/k5th/kidsk5th.htm) | | [Learning with Mysteries](http://www.mysterynet.com/learn/) | |  | | [Reading and Writing a Mystery Lesson Plan](http://www2.ncsu.edu/midtech/spotlight/ncsu_proj_stu/candler_less1.html) | | |
|  | | | | | |
| Supportive Unit Resources: (Please note that these are resources that can be used to supplement instruction before or during a lesson.)  [Character Attribute Web](https://wveis.k12.wv.us/teach21/cso/upload/LP1873WS3.doc) for Character Analysis  [Frayer Model](javascript:popUp('http://wveis.k12.wv.us/Teach21/CSO/Upload/LP1873WS2.doc?tsele1=1&tsele2=108&tsele3i=1873')) to reinforce important vocabulary   |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | | | | | | |
|  | | Scaffolding Option 1:  Intervention | Scaffolding Option 2:  Maintenance | | Scaffolding Option 3:  Extension |
| Instructional Activities: | | Students should read The Bat Mystery (Lexile 630) and answer questions <http://www.readworks.org/passages/bat-mystery>  Students should read The Secret Note (Lexile 460) and answer questions  <http://www.readworks.org/passages/secret-note> | Students should read “Ice Picks” and answer the questions  <http://www.readworks.org/passages/ice-picks> | | Have students create [Character Trading Cards](http://readwritethink.org/materials/trading_cards/) for the characters in the mysteries you read or for the mysteries they have written. Students can exchange the cards and discuss how the characters are similar or different and whether or not they are well developed. |
| Technology Integration: (Please note that these are resources that can be used to supplement instruction before or during a lesson.) | | | | | |
| Multimedia Activities: | [**Comic Creator**](http://www.readwritethink.org/materials/comic/): Students can use this online interactive tool to create a comic to summarize Poe’s story or another story read during this unit. | | Allow students to work in pairs to complete the [Mystery Hunt](http://library.thinkquest.org/J002344/Hunt.html) at the Millennium Mystery Madness website  [**History Mystery**](http://teacher.scholastic.com/histmyst/index.asp) From Scholastic, this site provides online adventures about topics in history. The more effective your research, the higher your rank as an investigator. | | * [You're the Detective](http://library.thinkquest.org/5109/you_are_the_detective.html)   This resource, part of a webquest developed by sixth-grade students from Robert Healy Elementary School in Chicago, offers mystery stories for students to solve and to complete. |

**Suggested Works and Additional Resources**

##### Poetry

* + - * 39 Clues Book 1: The Maze of Bones (Rick Riordan) (Scholastic Audio Books)
      * [Jabberwocky](http://www.jabberwocky.com/carroll/jabber/jabberwocky.html) (Lewis Carroll) (E)
      * Math Talk: Mathematical Ideas in Poems for Two Voices (Theoni Pappas)
      * Poetry for Young People: Edgar Allan Poe (Edgar Allen Poe, Brod Bagert and Carolynn Cobleigh)
      * Poetry for Young People: Edward Lear (Edward Lear, Edward Mendelson and Laura Huliska-Beith)

##### Stories

* + - * 39 Clues series (Rick Riordan)
      * Chasing Vermeer (Blue Balliet and Brett Helquist)
      * G is for Googol: A Math Alphabet Book (David M. Schwartz and Marissa Moss)
      * Math Curse (Jon Scieszka)
      * The Mysterious Adventures of Sherlock Holmes (Arthur Conan Doyle)
      * The Mysterious Benedict Society (Trenton Lee Stewart and Carson Ellis)
      * The Name of this Book is Secret (Secret Series) (Pseudonymous Bosch)
      * The Westing Game (Ellen Raskin)
      * Three Act Tragedy (Agatha Christie)
      * Toothpaste Millionaire (Jean Merrill)
      * The Face on the Milk Carton (Cooney)
      * Three Act Tragedy by Agatha Christie
      * Motel of the Mysteries By David Macaulay
      * The Egypt Game, by Zilpha Keatley Snyder
      * Parts; More Parts; Even More Parts- all by Tedd Arnold
      * There’s a Frog in My Throat, by Loreen Leedy
      * Runny Babbit, by Shel Silverstein
      * Two Minute Mysteries

##### Nonfiction

* + - Go Figure! A Totally Cool Book About Numbers (Johnny Ball)
    - Grapes of Math: Mind-Stretching Math Riddles (Greg Tang and Harry Briggs)
    - Math-terpieces: The Art of Problem Solving (Greg Tang and Greg Paprocki)
    - The $1.00 Word Riddle Book (Marilyn Burns and Martha Weston)
    - The Number Devil: A Mathematical Adventure (Hans Magnus Enzensberger and Rotraut Susanne Berner, and Michael Henry Heim) (E)

**ATTACHMENTS:**

* 1. All About Mysteries
  2. Super Sleuth Checklist 1--How to Read a Mystery
  3. Super Sleuth Checklist 2
  4. Who’s to Blame
  5. Clues: The case of the missing stapler
  6. Rubric for Mystery
  7. Mystery Elements: Guide to Writing a Mystery

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_ All About Mysteries

**What is a Mystery?**

Everyone enjoys a good mystery! A **mystery** is a fictional story in which a character needs to figure out who committed a crime. Whether it is on television, at the movies, or in a game or book, many people enjoy the challenge of figuring out who is responsible for a crime.

Mystery stories all have several things in common. All mystery stories have at least one **suspect**, or a person who could have committed the crime. In many mystery stories, suspects have alibis. An **alibi** is an excuse or reason a suspect might use to show his or her innocence. Most mysteries have at least one **victim**, or character who was wronged, hurt, or killed in the story. Mystery stories also have an investigator or a **detective**. These characters can either be professional or amateur **sleuths**. Amateur investigators are people who aren’t trained to hunt down **clues**, but who like to try to solve a crime. Investigators often try to find a **witness** to the crime, or someone who may have seen the crime in progress or may have knowledge of it. Investigators also try to find **evidence** to help solve the crime. Investigators try to track down these clues to determine a person’s **motive**, or reason for committing a crime. After they gather enough **evidence**, investigators put the details and pieces together to try to solve the crime.

A mystery is unique from other stories because the **plot**, or main purpose, of the story focuses on a **crime**, which is a puzzle or problem that needs to be solved. Authors of mysteries add clues to the story to help the reader solve the puzzle by the end of the book. They also add misleading clues called **red herrings** to keep readers in suspense. Mystery authors want the reader to try to predict, or guess, the final outcome. Authors usually don’t reveal the solution until the end of the book.

**A Mysterious Start**

Fiction and nonfiction stories have been around for a long time, but mystery stories didn’t become popular until the 1840s. This type of literature, or genre, got its start with author Edgar Allen Poe.

In 1841, Poe wrote a story of detective Auguste C. Dupin, a police officer who figured out crimes. Detective Dupin starred in the stories “The Murders in the Rue Morgue,” “The Mystery of Marie Roget,” and “The Purloined Letter.” After Poe’s success in the mystery genre, other writers ventured into this mysterious writing territory.

|  |
| --- |
| **Uncovering Mysteries Timeline**  **Who were the major authors that made mysteries popular?** |
| * **1841: Edgar Allen Poe** creates detective Auguste C. Dupin in “The Murders in the Rue Morgue,” “The Mystery of Marie Roget,” and “The Purloined Letter.” * **1860:** English author **Wilkie** **Collins** writes *The Woman in White* and *The Moonstone.* * **1870:** English author **Charles Dickens’** *The Mystery of Edwin Drood* is published after his death*.* * **1880s:** Famous detective Sherlock Holmesis created by **Sir Arthur Conan Doyle** and is featured in *The Hound of the Baskervilles.* * **1900s: Agatha Christie, Erle Stanley Gardner, and Ed McBain** become famous mystery writers. * **1930s:** *Nancy Drew*and*The* *Hardy Boys* are popular mystery series for young teen readers. * **1980s and 1990s:** *Encyclopedia Brown* by **Donald J. Sobol** andthe*Goosebumps* series by **R. L. Stine** thrill young readers. |

Super Sleuth Checklist 1

**How to Read a Mystery**

Reading a mystery is different from reading other types of stories. Here are some suggestions that may help you solve a mystery before its solution is revealed.

1. **Read carefully.** To solve a mystery, you need to be on the lookout for clues and hints that may not be immediately noticeable.
2. **Pay close attention to details.** The clues are in the details. Even the smallest idea may turn out to be very important. Keep your eyes peeled for interesting or unusual information.
3. **Carefully read character descriptions.** Do not skip over any details that describe the characters. Remember, one of the characters will be the criminal, or the one who committed the crime. You need to know everything about each character to determine the characters’ roles in the book.
4. **Beware of tricks.** The author may throw in a number of clues to get you off track. Your job is to figure out which facts and clues are real and which are red herrings or traps. To do this, think carefully as you read. Connect new clues to what has already happened in the story.

**5. Reread the clues.** If you have questions or are unsure about how a clue or character fits into the story, go back and skim the pages you have already read. By rereading the text, you may find clues or details you may have missed before.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Directions:** Define the words. Check off each element as you find it in the “All about Mysteries” Passage.

* **detective:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* **crime:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* **plot:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* **victim:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* **witness:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* **suspect:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* **clue:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* **alibi:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* **red herring:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* **evidence:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* **motive:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Super Sleuth Checklist 2**

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

**Directions:** Write the correct information for each element you come across as you read “The Case of the Sticky Brush”.

* **detective:** *Dr. Haledjian*
* **crime:** *someone was murdered.*
* **plot:** Joe May asks Dr. Haledjian for a ride to Al’s house. He finds Al dead behind the bushes.
* **victim:** Al Pohl
* **witness:** There were no witnesses to the crime.
* **suspect:** Joe May is a suspect in the murder of Al Pohl.
* **clue:** Joe jumped over the steps because he knew they were freshly painted. He knocked on the window instead of the door because he knew the door had wet paint.
* **alibi:** Joe hadn’t seen Al for two days, wanted to get back the wrench Al had borrowed a week ago.
* **red herring:** Joe discovers the body with Dr. Haledjian and seems shocked.
* **evidence:** Paintbrush is sticky and painted porch is tacky, which means Al had not been dead long. Joe jumped over stairs and porch and knocked on window because he knew the steps and door had wet paint.
* **motive:** No motive was stated.

**Who’s to Blame?**

**Directions:** Cut apart these slips and give one to each student. Students should write their prediction about who is the suspect. Remind students to provide evidence along with at least two clues and a character’s motive that led to their conclusion. When they have filled out the slip, have them fold the slip and put it in the **ballot box**.

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**My Prediction:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Clue 1:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Clue 2:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Character’s Motive:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**My Prediction:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Clue 1:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Clue 2:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Character’s Motive:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**My Prediction:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Clue 1:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Clue 2:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Character’s Motive:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Clue Cut-Outs Worksheet**

**(The Case of the Missing Stapler)**

**Directions:** Cut out and use these clues for the Activation and Motivation for Week 5

|  |  |
| --- | --- |
| **Clue #1**  **Look high and low,**  **don’t move slow.**  **Find Clue #2**  **near a window.** | **Clue #2**  **You’ve found Clue 2.**  **Hooray for you!**  **Want some more?**  **Look near the door.** |
| **Clue #3**  **You’re almost there!**  **You’ll solve this soon.**  **Especially if you search**  **the back of the room!** | **Clue #4**  **These clues sent you on**  **a wild goose chase.**  **The missing item has been**  **in front of your face!** |

**Scoring Guide**

**Mystery Writing Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **25 = Super Sleuth**  **Outstanding** | **20 = Daring Detective**  **Strong** | **15 = Interesting**  **Investigator**  **Adequate** | **10 = Case Unsolved**  **Minimal** |
| **Elements of a Mystery** | Strong evidence of characters, setting, plot, clues, distractions, and a conclusion | Evidence of characters, setting, plot, clues that can be followed in sequence, and a solution | Use of characters, setting, plot clues, and some ability to solve the mystery | No clear characters and setting, no use of clues, and the mystery is unsolved |
| **Organization** | Well-stated mystery; use of a plan with effective beginning, middle, and ending; good flow of ideas from beginning to end | Good set-up of mystery; has good beginning, middle, and end sections; details are sequential as appropriate, mystery can be solved with clues | Mystery semidefined; attempts beginning, middle, and end section; some order of clues in sequence | No clear mystery; no beginning, middle, or ending; ideas not ordered |
| **Mechanics** | Correct spelling, grammar, and punctuation; complete sentences; correct use of capitalization | Few spelling and grammar errors; correct punctuation; complete sentences | Some spelling and grammar errors; most sentences have punctuation and are complete; uses upper and lowercase. | Many spelling, grammar, and punctuation errors; sentence fragments; incorrect use of capitalization |
| **Science** | Skillful use of science adds intrigue and credibility to mystery/crime story. | Use of scientific research adds to credibility of mystery/crime story. | Make reference to scientific facts or specialist. | Does not integrate scientific facts or research into story |
| Total Points Earned \_\_\_\_\_\_\_/100 | | | | |





**Mystery Elements**

**Here are the elements you need to know:**



**Characters:**

* **Suspect** - the person who is suspected of a crime.
* **Victim** - someone who is harmed or suffers some loss.
* **Witness** - someone who saw or can give a firsthand account of something.
* **Investigator** - the person trying to solve the mystery. Sometimes called a detective or a sleuth.



**Setting:** the location where the story takes place.

**Plot:** The plot is the story of the mystery. Usually there is:

* A problem or puzzle to solve
* Something that is missing
* A secret
* An event that in not explained

Most mystery plots use **suspense.** This means that the reader does not know the solution while he or she is reading the mystery.

**Structure:** This refers to the way the story is set up. Most mysteries have a structure like this:

* Introduction: learn about the problem, meet the characters
* Body of the story: someone is working to solve the mystery
* Conclusion: mystery is solved

**Alibi:** an excuse that an accused person uses to show that he/she was somewhere else other than at the scene of the crime.



**Breakthrough:** a discovery that helps solve a mystery.

**Clues:** facts or objects that help the investigator to solve the mystery.

**Deduction:** collecting the facts and drawing a possible conclusion.



**Foreshadowing:** the use of clues to suggest events that will happen later in the story.

**Hunch:** a guess or feeling not based on facts

**Motive:** an inner drive that causes a person to do something or act in a certain way

**Red Herring:** a distraction that leads an investigator off the path. This includes clues that do not add up to a solution but make the search longer.



