**Unit 5 Table of Contents**

*Dramatizing Characters & Deepening our Comprehension in Reading Clubs*

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| *Lesson* | *Lesson Title* | *Page #* |
| [Lesson 1](#lesson1) | Mystery readers become detectives by identifying the problem and reading to find clues.  Al leer libros de misterios los lectores identifican el problema y leen para encontras pistas. | 11-12 |
| [Lesson 2](#lesson2) | Mystery readers step into the main detective’s shoes by seeing whatever they might be seeing, considering all the clues and guessing solutions.  Los lectores se ponen en los zapatos del detective principal viendo lo que el/ella ve y usan todas las pistas para resolver el misterio. | 13-14 |
| [Lesson 3](#lesson3) | Mystery readers read for clues by noticing and thinking about all the information they get and talking about how the story might go.  Los lectores leen para encontrar pistas pensando y hablando sobre la informacion que obtienen y cómo va la historia. | 15-16 |
| [Lesson 4](#lesson4) | Mystery readers read with suspicion by listing suspects and asking “Could this person be guilty?” “What would he/she have to gain?”  Los lectores leen sospechosamente haciendo una lista de sospechosos y preguntandose: ¿sera culpable esta persona? ¿Qué ganaría él/ella? | 17-18 |
| [Lesson 5](#lesson5) | Mystery readers retrace their steps by going back and rereading a portion of the story and studying information the author has given them to solve the mystery.  Los lectores vuelven a leer estudiando la información que el autor les ha dado para resolver el misterio. | 19-20 |
| [Lesson 6](#lesson6) | Mystery readers rethink everything by considering old clues in light of new information and revising their predictions.  Los lectores corrigen sus predicciones pensando en las pistas que han obtenido y la información nueva. | 21-23 |
| [Lesson 7](#lesson7) | Mystery readers become detectives themselves by seeing more than the main detective in the story.  Los lectores se convierten en detectives al ver cosas queni el detective de la historia ha visto. | 24-25 |
| [Lesson 8](#lesson8) | Mystery readers sniff out false clues by wondering, “What did the author do to trick me?” and trying not to fall for this in the future.  Los lectores dectectan pistas falsas preguntandose: ¿Qué hizo el autor para confundirme? y no caer en la trampa otra vez. | 26 |
| [Lesson 9](#lesson9) | Mystery readers look for patterns in mysteries by noticing that books in a series begin in the same place and/or have characters that act the same way across the series.  Los lectores notan los patrones en una serie de libros dándose cuenta que empiezan en el mimo lugar o que hay personajes que actúan de la misma manera en varios libros. | 27-29 |
| [Lesson 10](#lesson10) | Readers predict how a character will think or behave, by using their patterns of behavior from previous books.  Los lectores hacen predicciones sobre un personaje pensando en el patrón de sus acciones en libros anteriores. | 30-31 |
| [Lesson 11](#lesson11) | Readers learn how the sidekick contributes to the story by looking at how he/she influences the actions of the main detective throughout the story  Los lectores aprenden como el ayudante del detective contribuye o influye en las acciones de el a través de la historia. | 32-33 |
| [Lesson 12](#lesson12) | Readers ponder their mystery books with other readers by using “prediction language” in their questions to each other 89, 90, 96).  *Los lectores piensan es sus libros de misterios con otros lectores y usan el lenguaje de predicciones cuando hacen preguntas uno al otro.* | 34-35 |
| [Lesson 13](#lesson13) | Mystery readers learn lessons by studying the choices that the characters in their books make (91, 92, 96).  Los lectores aprenden lecciones al estudiar las decisiones que toman los personajes del libro. | 36-37 |
| [Lesson 14](#lesson14) | Mystery readers learn about negative human traits (jealousy, greed, revenge, etc) by asking “Why did someone commit this crime?” “What’s the motive?” (93, 96).  *Los lectores aprenden acerca de las características negativas (celos, codicia, venganza) al preguntarse ¿Por qué este personaje cometió un delito/crimen? ¿cual es el motivo?* | 38-39 |
| [Lesson 15](#lesson15) | Mystery readers solve problems in their own lives by looking for clues and paying attention to things they might not have noticed before.  Los lectores resuelven problemas en sus propias vidas buscando pistas y poniendo más atención a las cosas no habían notado antes. | 40-42 |

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| **Dates**  **Feb. 21 – March 15** |

***Grade 3 Reading Unit 5***

***Unit of Study Planning Template***

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| Unit: | Mystery Book Clubs |

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| Goals:  *(These should align with Essential Questions. Each goal is developed in the following planning pages- one per goal.)* | * Mystery Readers Read for Clues * When we Read More than One Book in a Mystery Series, We Expect the Story to Go in a Certain Way * Mystery Readers Learn Life Lessons from Our Books |

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| Essential Questions:  *(These should be aligned with Goals.)* |  |

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| Standards: | 3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.  3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.  3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as *chapter*, *scene*, and *stanza*; describe how each successive part builds on earlier sections.  3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters.  3.RL.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).  3.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.  3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, 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 and other information known about the topic to explore ideas under discussion.  (b) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to other with care, speaking one at a time about the topics and text under discussion).  (c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |

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| Key Vocabulary: | * Detective / detective * Clue / pista * Witness / testigo * Suspect / sospechoso * motive / motivo * Sidekick / socio * Red herring, false clue / pista falsa * Mystery /misterio * Moral, lesson / Moraleja, lección |

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| Anchor Texts: | *A-Z Mysteries, N*  *Young Cam Jansen, level J*  *Cam Jansen, level L*  *Encyclopedia Brown,*  *Field Trip Mysteries*  *The Secrets of Droon*  *The Calendar Mysteries*  *Boxcar Children, O*  *Jigsaw Jones, M*  *MyOn books?*  *Detective LaRue*  *Nate the Great*  *High-rise Private Eyes, level K*  *Capital Mysteries, Level N*  *Hardy Boys,*  *3rd grade Detectives, N*  *The Bailey School Kids*  *Nancy Drew, N?* |

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| Other Resources: | Props – trench coat, magnifying glass, little clue notebooks. |

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| Assessment:  *(Including CCSS performance task.)* | *FORMATIVE*   * Checklist, running records, etc. * Graphic organizers regarding mysteries (problem, important clues, solution, character’s motives) | *SUMMATIVE*   * TBD * “Crime box” with scenarios, clues, and kids need to solve it. |

List of mystery books: (refer to readingandwritingproject.com)

**Unit of Study At A Glance Planner**

| **UNIT 5:** Mystery Book Clubs | | |
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| **GOAL:**  Mystery Readers Read for Clues | **GOAL:**  When we Read More than One Book in a Mystery Series, We Expect the Story to Go in a Certain Way | **GOAL:**  Mystery Readers Learn Life Lessons from Our Books |
| **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** |
| * Mystery readers become detectives by identifying the problem and reading to find clues. (p. 87, 95)   3.RML.5-1   * Mystery readers step into the main detective’s shoes by seeing whatever they might be seeing, considering all the clues and guessing solutions (p. 87, 95).   3.RML.5-2   * Mystery readers read for clues by noticing and thinking about all of the information they get and talking about how the story might go. (87, 94, 95).   3.RML.5-3   * Mystery readers read with suspicion by listing suspects and asking “Could this person be guilty?” “What would he/she have to gain?” (p. 88, 94, 95).   3.RML.5-4   * Mystery readers retrace their steps by going back and rereading a portion of the story and studying information the author has given them to solve the mystery. (88, 94, 95).   3.RML.5-5   * Mystery readers rethink everything by considering old clues in light of new information and revising their predictions. (88, 94, 95).   3.RML.5-6   * Mystery readers become detectives themselves by seeing more than the main detective in the story. (95). 3.RML.5-7 * Mystery readers sniff out false clues by wondering “What did the author do to trick me,” and trying not to fall for this in the future. (89, 96). 3.RML.5-8 | * Mystery readers look for patterns in mysteries by noticing that books in a series begin in the same place and/or have characters that act the same way across the series. (89, 96). 3.RML.5-9 * Readers predict how a character will think or behave, by using their patterns of behavior from previous books. (See ML 5-9). (89, 96). 3.RML.5-10 * Readers learn how the sidekick contributes to the story by looking at how he/she influences the actions of the main detective throughout the story (89-90, 96).   3.RML.5-11.   * Readers ponder their mystery books with other readers by using “prediction language” in their questions to each other (90, 96). 3.RML.5-12. | * Mystery readers learn lessons by studying the choices that the characters in their books make. (91-92, 96). 3.RML.5-13 * Mystery readers learn about negative human traits (greed, jealousy, revenge, etc.) by asking “Why did someone commit this crime? (What’s the motive?)”(93, 96)   MWTP – These crimes often get solved and offenders get punished!!!  3.RML.5-14   * Mystery readers solve problems in their own lives by looking for clues and paying attention to things they might not have noticed before. (Using inference) (97) 3.RML.5-15 |

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| **WORKSHOP CALENDAR FOR:** | 3rd Grade Reading Unit 5 | Date: February 21 – March 15 |
| **Unit of Study: Unit 5** | Mystery Book Clubs |  |

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| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
|  | 21  Mystery readers become detectives by identifying the problem and reading to find clues. (p. 87, 95) 3.RML.5-1 | *22*  Mystery readers step into the main detective’s shoes by seeing whatever they might be seeing, considering all the clues and guessing solutions (p. 87, 95). 3.RML.5-2 | 21 Choice Day | 22  Mystery readers read for clues by noticing and thinking about all of the information they get and talking about how the story might go (87, 94, 95). 3.RML.5-3 |
| 25  Mystery readers read with suspicion by listing suspects and asking “Could this person be guilty?” “What would he/she have to gain?” (p. 88, 94, 95). 3.RML.5-4 | *26*  Mystery readers retrace their steps by going back and rereading a portion of the story and studying information the author has given them to solve the mystery. (88, 94, 95). 3.RML.5-5 | 27  Mystery readers rethink everything by considering old clues in light of new information and revising their predictions. (88, 94, 95). 3.RML.5-6 | *28*  Mystery readers become detectives themselves by seeing more than the main detective in the story. (95). 3.RML.5-7 | *1*  Mystery readers sniff out false clues by wondering “What did the author do to trick me,” and trying not to fall for this in the future. (89, 96). 3.RML.5-8 |
| *4*  Mystery readers look for patterns in mysteries by noticing that books in a series begin in the same place and/or have characters that act the same way across the series. (89, 96). 3.RML.5-9 | 5  Readers predict how a character will think or behave, by using their patterns of behavior from previous books. (See ML 5-9). (89, 96). 3.RML.5-10 | *6*  Readers learn how the sidekick contributes to the story by looking at how he/she influences the actions of the main detective throughout the story (89-90, 96). 3.RML.5-11. | 7  Readers ponder their mystery books with other readers by using “prediction language” in their questions to each other (90, 96). 3.RML.5-12. | 8 |
| *11*  Mystery readers learn lessons by studying the choices that the characters in their books make. (91-92, 96). 3.RML.5-13. | *12*  Mystery readers learn about negative human traits (greed, jealousy, revenge, etc.) by asking “Why did someone commit this crime? (What’s the motive?)”(93, 96) 3.RML.5-14.  MWTP – These crimes often get solved and offenders get punished!!! | *13*  *Choice Day* | 14  Mystery readers solve problems in their own lives by looking for clues and paying attention to things they might not have noticed before. (Using inference) (97). 3.RML.5-15 | 15 |

**Unit of Study Assessment Checklist**

Unit 5- Mystery Book Clubs

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|  | 3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | | 3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | | 3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. | | ***3.SL.1 (a)(b)(c)*** | | |
| Name | ML 1-- Determine the main problem in the story, | ML 3 – Find important clues | ML 6—Considering old clues in light of new information and revising predictions | ML 13–Finding lessons by studying the actions of characters. | ML 9 and 10—Describing a character’s patterns of behavior and predicting future actions. | ML 14 – Determining negative character traits from those who commit crimes. | Come to discussion prepared. | Follow agreed-upon rules. | Ask questions to check understanding of information. Link comments to the remarks of others |
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| **Unit 5 Mini Lesson 1** |

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| **Unit of Study:** | Mystery Book Clubs |
| **Goal:** | Mystery readers Read for Clues |
| **Teaching point:** | Mystery readers become detectives by identifying the problem and reading to find clues.  Al leer libros de misterios los lectores identifican el problema y leen para encontras pistas. |
| **Catchy Phrase** | This is a mystery to me!  Este es un misterio para mi! |
| **Text:** | Miss Nelson is Missing! |
| **Standard** | 3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  3.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. |

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| **Mini- Lesson: (**7-10 minutes total)  ***Connection:***  Readers, in our last series of books we spent a lot of time looking at non-fiction. In non-fiction we used different aspects of the text – like headings, caption, glossaries, tables of content – to help us find information we needed about the topic we were reading about. We were detectives! – Readers looking for clues to help us understand more about what we were reading. |
| ***Teach:***  Before I explain what our new book clubs are going to look like,we have a serious problem here! Our pet hamster is missing! This is a mystery to me! I saw some tiny footprints out in the hallway. I wonder what that means? Let’s follow them to see where he might have disappeared to. (Continue to role-play this quickly to happy conclusion).  Readers, just then we were detectives! Detectives are people who solve mysteries. Did you see what we just did? We saw that there was a mystery in our class – our hamster had disappeared! It was a mystery to us where he had gone! So we followed the clues – the tiny footprints – to solve the mystery of where our hamster had disappeared to! We followed the footprint clues and discovered our hamster next door in Ms. X’s room. The mystery was solved!  In our Reader’s Workshop for the next few weeks we’ll be reading mysteries, looking for clues as we read, and developing strategies to help us understand how to solve the mystery. When we are reading a mystery book, we become detectives. We look for clues – information that will help us solve the mystery in the book. When we are reading a mystery book, and something happens that we don’t understand, we can say, “This is a mystery to me!” and follow the clues in the book to find the solution to the problem.  We had the chance to read yesterday this wonderful story by Harry Allard Miss Nelson is Missing. We didn’t realize it at the time, but this story is a mystery! The main problem in this story Miss Nelson is that disappears from school! A substitute teacher, Miss Viola Swamp comes in to teach the class. Another character – Detective McSmogg – is called in to solve the mystery of Miss Nelson’s disappearance. After Miss Nelson came back, Detective McSmogg tries to solve another mystery. He wants to find Miss Viola Swamp! |
| ***Active Involvement:***  Readers, it’s time for you to practice being detectives. I’m going to ask you to work with three others in a team. Your team will each have a copy of Miss Nelson is Missing. With your team, I want you to be detectives. Look through the book. Can you find any clues in the story about where Miss Nelson has gone? Work with your team to find clues. If you find something in the book you don’t think is making sense, say to your team, “This is a mystery to me!” Then see if you can find any clues to help you solve that mystery |
| ***Link:***  Detectives, I heard some great detective teamwork going on here today. You were really looking more deeply at the book to help you find clues that would help you solve the mystery of what happened to Miss Nelson. I heard you saying, “This is a mystery to me!” when you found something else in the book you didn’t understand.  So when we begin our Mystery Book Clubs, let’s remember to think like detectives. When you find something that doesn’t make sense to you, say “This is a mystery to me!” Then read closely to find the clues that will help you solve the mystery. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |
| **Notes:** |
| **Materials**:  Miss Nelson is Missing, copies of Miss Nelson is Missing for every four students |

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| **Unit 5 Mini Lesson 2** |

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| **Unit of Study:** | Mystery Book Clubs |
| **Goal:** | Mystery Readers Read for Clues |
| **Teaching point:** | Mystery readers step into the main detective’s shoes by seeing whatever they might be seeing, considering all the clues and guessing solutions.  Los lectores se ponen en los zapatos del detective principal viendo lo que el/ella ve y usan todas las pistas para resolver el misterio. |
| **Catchy Phrase** | This might be a clue because…  Esto podria ser una pista porque\_\_\_\_\_\_\_\_ |
| **Text:** | Miss Nelson is Missing! |
| **Standard** | 3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.  3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |

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| **Mini- Lesson: (**7-10 minutes total)  ***Connection:***  Readers, yesterday we began our work in our Mystery Book Clubs. We spent time finding the main problem of the book – the mystery – and then reading more deeply to find clues to help us solve the mystery. We looked at the book Miss Nelson is Missing! to help figure out what the mystery of the book was and if we, as detectives could find any clues to help us solve that mystery. |
| ***Teach:***  Detectives, today we’re going to keep looking at the story Miss Nelson is Missing! Today though we’re going to become detectives who work with Detective McSmogg to help him solve the mystery of where Miss Nelson has gone. We are going to pretend we are detectives in the book with him and help him find clues that he might have missed. When we find a clue we are going to say to Detective McSmogg, “This might be a clue, because…” and tell him what the reason is we think it might be a clue. After we find a new clue, we are going to write it down. Then we will stop and talk about what we predict what the answer to the mystery might be. Then we’ll keep reading to find new clues to help us solve the mystery.  Let me show you what I mean. I have asked Jaquelina to be Detective McSmogg. You can tell she’s a detective because she’s wearing a detective cap just like me and Detective McSmogg. She has a magnifying glass just like Detective McSmogg in the book to help her see clues better. And she has a small notebook and a pencil, just like me. Every time we find a new clue we will write it in our notebooks.  (Choose an appropriate page of the story and role play with student volunteer.)  Detectives, did you see what we just did? We looked at this page of the story. I asked Detective McSmogg if this (point to a clue in the illustration or in the text) might be a clue to helping us solve the mystery of where Miss Nelson might be. Then Detective Jaquelina and I wrote down the clue in the notebook. We then talked about a prediction we had about what the solution to the mystery is. |
| ***Active Involvement:***  Readers, it’s time for you to practice being detectives and help Detective McSmogg in the story find more clues to help us solve the problem of what happened to Miss Nelson. For today you will work with a partner. Person A, you will be Detective McSmogg, and Person B, you will be the new detective who is asked to help Detective McSmogg find new clues to solve the mystery. When you find a clue, say to your partner, This might be a clue because… and tell your reason why. Both of you will see if you can find a new clue to help you solve the mystery of what happened to Miss Nelson. When you find a new clue say why you think it’s an important clue to notice. Then write it down in your notebooks. Talk to each other. Will this new clue help you solve the mystery? Why? |
| ***Link:***  Detectives, I just heard some great teamwork looking for new clues. You were looking very closely at the book to see if you could find new clues to help you solve the mystery of what happened to Miss Nelson. I heard you saying to your partner, This might be a clue because…and giving good reasons why you thought that clue was important. I also say you writing the clues down in your notebooks and then sharing a prediction about what these clues might mean.  So from today and every day, when you are reading a mystery, put yourself right in the story with the detective. Help him or her find clues that they might have missed. Write the clues down in your notebook, and then predict how the clues you have found might help you solve the mystery in the book. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |
| **Notes:** |
| **Materials**:  Miss Nelson is Missing, copies of pages of the book for each pair of students (a different page for each pair – like a jigsaw activity – 8 different pages total – see next day); mini-notebooks and pencils; deerstalker caps; magnifying lenses; student volunteers |

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| **Unit 5 Mini Lesson 3** |

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| **Unit of Study:** | Mystery Book Clubs |
| **Goal:** | Mystery Readers Read for Clues |
| **Teaching point:** | Mystery readers read for clues by noticing and thinking about all the information they get and talking about how the story might go.  Los lectores leen para encontrar pistas pensando y hablando sobre la informacion que obtienen y cómo va la historia. |
| **Catchy Phrase** | “These clues leads me (us) to believe that…because…”  Esta pista me hace pensar que \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **Text:** | Miss Nelson is Missing! |
| **Standard** | 3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.  3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |

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| **Mini- Lesson: (**7-10 minutes total)  ***Connection:***  Readers, yesterday and the day before we had the opportunity to do some great work with the story Miss Nelson is Missing. We decided that this story is a mystery! A teacher has disappeared! And we learned that we can walk beside the detective in a story – like Detective McSmogg – help him find clues he might have missed to see if we could predict what might the solution to the mystery might be. |
| ***Teach:***  Detectives, today we’re going to spend one more day looking at the story Miss Nelson is Missing. Yesterday you had the opportunity to find clues for one page of the story – clues that Detective McSmogg might have missed. Today you’re going to work in teams of eight (or another reasonable number) to see if you can put all of the clues you’ve found together to solve the mystery of what happened to Miss Nelson.  Let me show you how this is going to work. I’ve asked Students A,B,C,D,E,F,G, and H to make a detective squad. They have their notebooks and the clues they found yesterday written down in their notebooks. They all had a different page to look more closely at. Person A has page 1, person B has page 2, and so on. Starting with Person A, they will share the clues they found they can think about how the rest of the story might go. They will say, “These clues lead us to believe that…because…”  (Students model this process for a couple of minutes). |
| ***Active Involvement:***  And now, Detectives, it’s your turn. I have put you all into groups of eight. Each of you has a number. The number shows who will go first. Person A has the number one. Person A will go first. You will take turns and quickly share out from your notebooks the clues you found as you were working on the mystery of what happened to Miss Nelson. After each person has shared their clues, you will say, “These clues lead us to believe that…because…” and say how you think the rest of the story is going to go. |
| ***Link:***  Detectives, I just heard some exciting sharing! Eight detectives were working together to share the clues they had found on each of the pages they had looked at yesterday. Everyone was listening to each other and at the end you were able to say, “These clues lead us to believe that…because…” and give good reasons for how you thought the mystery might be solved.  So from today and every day, when you are reading a mystery, slow down and think about all the information you are getting. Decide which clues are important, and why. After you have done that, and written them down, see if you can make a prediction about how the rest of the story might go by saying, “These clues lead me to believe that…because…” With close reading you will be able to solve the mystery! |
| **Mid-Workshop Teaching Point:** |
| **Share:** |
| **Notes:** |
| **Materials**:  Miss Nelson is Missing, copies of 8 different pages of Miss Nelson is Missing, notebooks and pencils, or copies of selected pages; mini-notebooks and pencils; deerstalker caps; magnifying lenses; student volunteers |

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| **Unit 5 Mini Lesson 4** |

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| **Unit of Study:** | Mystery book Clubs |
| **Goal:** | Mystery Readers Read for clues |
| **Teaching point:** | Mystery readers read with suspicion by listing suspects and asking “Could this person be guilty?” “What would he/she have to gain?”  Los lectores leen sospechosamente haciendo una lista de sospechosos y preguntandose: ¿sera culpable esta persona? ¿Qué ganaría él/ella? |
| **Catchy Phrase** | He’s/She’s a suspect because...  El/Ella es un sospechoso por que… |
| **Text:** | The Field Trip Mysteries: This cave shouldn’t collapse (available on MyON) |
| **Standard** | 3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |

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| **Mini- Lesson: (**7-10 minutes total) |
| ***Connection:***  *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  Alright class we have been learning about mystery books and how as readers we must always be on the lookout for clues that may not seem important right away. We have read another book in this series of “The Field trip Mysteries”.  Today we are going make a list of suspects (characters in our stories) and talk about their motives for doing the crime. A motive is the reason someone does something. Just like if you want to be the best soccer player in the world, you practice, practice and practice. Some people don’t always have positive motives though. |
| ***Teach:***  *Demonstration- Guided Practice****-****Explicitly telling & showing an example-* *Inquiry(5-6 minutes)*  Just like in any fiction book we have characters that have important roles in the stories. Today we will read about how Egg, Cat, Sam and Gum are suspicious about some people they have met. Listen to me read these short sections of the book where the group is discussing some suspects for their mystery and their possible motives. (Read Aloud pg. 30-32, Andy Buckeroo.)  Ok now let’s think like detectives. Remember Mystery readers read with suspicion by listing suspects and asking “Could this person be guilty?” “What would he/she have to gain?”  Now, this Andy, he’s a suspect right? (Everyone should nod head) but why is he a suspect? Why would he want to close the cave? (teacher writes down Andy with bullets listing the following reasons for him being a suspect) Well, he’s a suspect because he doesn’t like the cave. He doesn’t like to give tours of the cave. He is lazy. He would like |
| ***Active Involvement:***  *Students partner share or make a plan in their minds… (2-3 minutes)*  Now it’s your turn to practice being a detective and listing suspects and motives why that character would do the crime. I need you to get into groups of three. In those groups of three I am going to give each group a different short passage to read about three other characters in the book.  When I say go, What your group needs to do is read each passage. After everyone has read, you will need to think about the motive or motives behind each character. Why are they suspects? What is their motive? And write it down on the paper. “Go”(Read page 44, Mr. Neff, Read page 42, Anton and his goons, and pg. 50, Bus driver)  Ok now, share time to share out.  Can some one from the Mr. Neff group share their findings? (students present findings)  Great I heard \_\_\_\_\_\_ say “Mr. Neff is a suspect because...”  Now Andy buckaroo Group. (students present findings)  Great I heard \_\_\_\_\_\_ say “Andy is a suspect because...”  Now the Anton Group. ( students present Findings)  Great I heard \_\_\_\_\_\_ say “Anton and his goons are suspects because...” |
| ***Link:***  *Send students off with a purpose… (1-2 minutes)*  Ok Class, today and every day remember mystery readers read with suspicion by listing suspects and asking “Could this person be guilty?” “What would he/she have to gain?” Now go on an read! |
| **Mid-Workshop Teaching Point:** |
| **Share:** |
| **Notes:** |
| **Materials**:  Chart paper or Full size construction paper for motives list. |

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| **Unit 5 Mini Lesson 5** |

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| **Unit of Study:** | Mystery book clubs |
| **Goal:** | Mystery Readers read for clues |
| **Teaching point:** | Mystery readers retrace their steps by going back and rereading a portion of the story and studying information the author has given them to solve the mystery.  Los lectores vuelven a leer estudiando la información que el autor les ha dado para resolver el misterio. |
| **Catchy Phrase** | Wait… I remember it said…  Espera… yo recuerdo que decía… |
| **Text:** |  |
| **Standard** | 3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as *chapter*, *scene*, and *stanza*; describe how each successive part builds on earlier sections. |

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| **Mini- Lesson: (**7-10 minutes total) |
| ***Connection:***  *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  Ok class, yesterday we looked suspects and practiced listing the motives of characters in those stories. Remember that if you have a suspicion about a character you need to find their motive. Why would they want to do that and what do they gain?  Today we are going to practice retracing our steps and rereading s portion of the story to solve the mystery because good mystery readers retrace their steps by going back and rereading a portion of the story and studying information the author has given them to solve the mystery. |
| ***Teach:***  *Demonstration- Guided Practice****-****Explicitly telling & showing an example-* *Inquiry(5-6 minutes)*  Now, let’s remember that good mystery readers use all the information that an author gives them to solve the mystery. One way to connect clues is to go back, retrace our steps, and reread a portion of the story. |
| ***Active Involvement:***  *Students partner share or make a plan in their minds… (2-3 minutes)* |
| ***Link:***  *Send students off with a purpose… (1-2 minutes)* |
| **Mid-Workshop Teaching Point:** |
| **Share:** |
| **Notes:** |
| **Materials**: |

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| **Unit 5 Mini Lesson 6** |

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| **Unit of Study:** | Mystery Book Clubs |
| **Goal:** | Mystery Readers Read for Clues |
| **Teaching point:** | Mystery readers rethink everything by considering old clues in light of new information and revising their predictions.  Los lectores corrigen sus predicciones pensando en las pistas que han obtenido y la información nueva. |
| **Catchy Phrase** | Hmm. What’s my theory NOW? |
| **Text:** | *Cam Jansen and the Green School Mystery ( previously read).* |
| **Standard** | 3.RL 1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as *chapter*, *scene*, and *stanza*; describe how each successive part builds on earlier sections. |

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| **Mini- Lesson: (**7-10 minutes total)  ***Connection:***  *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  In our mysteries, we’ve been getting really good at looking for clues to try to catch the guilty character and solve the mystery. Yesterday we talked about going back and rereading parts of the books to try to make a theory about “who did it?” Today I want to show you that sometimes when we read, we have to revise our theories when we get some new information that doesn’t fit with our theory. Mystery readers, like detectives, rethink everything by considering old clues in light of new information and revising our predictions.  When we do this we ask ourselves “Hmm. What’s my theory NOW?” |
| ***Teach:***  *Demonstration (5-6 minutes)*  Let me show you what I mean. In this Cam Jansen book, someone stole all of the dimes from a box in the school display case and put bricks in there instead. Cam, Eric and Mr. Day found some lockers near the display case that were locked with padlocks. These mysteriously locked lockers were clues that maybe the dimes were in those lockers. When I read this I thought, “Oh, I bet the dimes are in those lockers. They just have to find a way to open them.” That’s my theory, based on the clues so far.  Let’s read on. (Teacher flips through the next few pages). So Mr. Day goes and gets some clippers to cut the locks on the lockers….and they’re empty! No dimes! “Hmm. What’s my theory NOW?”  Well, my theory had to change. I don’t think that the dimes are in those lockers, because I found out that the lockers are empty. My theory is that the dimes are somewhere else but I need to keep reading to find out. (Teacher flips to the part where lunch lady tells Cam that the baker didn’t bring her any sandwich bread that morning, just hero rolls for sloppy Joe sandwiches). Cam thinks this is a pretty important clue, so I better think about it. What could it mean? “Hmm. What’s my theory NOW?”  Oh, I remember that, at the beginning of the book, there was a man walking toward the school pushing an almost-empty box of bread with just a few loaves of bread in it. But if he brought bread to the school, why didn’t he give it to the lunch lady, Mrs. Apple? I wonder if maybe there was something else in those bags, instead of bread. …Maybe bricks!!  “Hmm. What’s my theory NOW?” My theory now is that the man from the bakery brought bricks in and took the dimes. You see how I had to change my theory when I found new information? Let’s see if I’m right.  (Teacher flips through to where Cam is explaining her theory to the police). That’s what Cam thinks too! And, here at the end, it looks like we WERE right. It was the man from the bakery that stole the dimes. I had to change my theory in the middle of the story, but finally, I used the clues to solve the mystery.  Remember: Mystery readers, like detectives, rethink everything by considering old clues in light of new information and revising our predictions. |
| ***Active Involvement:***  *Students partner share or make a plan in their minds… (2-3 minutes)*  OK, now you’re going turn and talk to your partner about what we just did. Partner A, tell partner B what my theory was at first. (Partner A talks about how I thought that the dimes were in the lockers because they were locked and close to the display case where the dimes disappeared).  Great, I heard….  OK, now partner B, tell partner A what the new information was that made me change my theory. Why did I have to change my theory? (Partner B tells partner A about opening the lockers and that they were empty).  Great, I heard \_\_\_\_\_\_\_\_say that the lockers turned out to be empty so I had to change my theory.  Now, partner A again, tell partner B what the new important clue from Mrs. Apple AND, what old clue I remembered from the beginning of the story.  OK, I heard \_\_\_\_\_\_\_\_\_\_ say that Mrs. Apple didn’t get any sandwich bread from the bakery man and that I remembered that Cam saw the man from the bakery take in some wrapped loaves of bread to the school that morning.  So what was my new theory that turned out to be right? Partner B, tell partner A.  (Teacher shares what she heard someone say about the man from the bakery bringing in bricks and stealing the dimes). |
| ***Link:***  *Send students off with a purpose… (1-2 minutes)*  So, remember, today and every day as we read mystery stories, sometimes we get new information that makes us change our theories. **Mystery readers, like detectives, rethink everything by considering old clues in light of new information and revising our predictions.** When we get new information we have to say “**Hmm. What’s my theory NOW?”** and sometimes we need to remember old clues that we saw earlier in the story that might help us solve the mystery. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |
| **Notes:** |
| **Materials**: |

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| **Unit 5 Mini Lesson 7** |

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| **Unit of Study:** | Mystery Book Clubs |
| **Goal:** | Mystery Readers Read for Clues |
| **Teaching point:** | Mystery readers become detectives themselves by seeing more than the main detective in the story.  Los lectores se convierten en detectives al ver cosas queni el detective de la historia ha visto. . |
| **Catchy Phrase** | Wait that’s a clue! ¡Espera, eso es una pista! |
| **Text:** | Miss Nelson is Missing (previously-read) |
| **Standard** | 3.RL 1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as *chapter*, *scene*, and *stanza*; describe how each successive part builds on earlier sections.  3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters. |

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| **Mini- Lesson: (**7-10 minutes total)  ***Connection:***  *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  In our mysteries, we’ve seen that there is often a main detective that tries to find clues and solve the mystery. Today I want to remind you that WE are also detectives, gathering clues as we read. Sometimes there are even clues that we see that not even the main detective or detectives in the story see.  Mystery readers become detectives themselves by sometimes seeing more than the main detective in the story.  When we see these clues we might be kind of surprised and say Wait that’s a clue! |
| ***Teach:***  *Demonstration (5-6 minutes)*  Let me show you what I mean. Remember when we read Miss Nelson is Missing ? In that book, there is an official detective from the police department, named Detective McSmog. There are also the kids in the class, who are also detectives trying to figure out where Miss Nelson went to.  Let’s look at what happens when the kids go to Miss Nelson’s house to look for her. (Teacher goes to page 18). It says that Miss Nelson didn’t come to the door but they DID see Miss Viola Swamp coming around the corner with a bag of groceries.  Wait that’s a clue! The kids didn’t catch it. They just got scared and ran away, afraid that Miss Swamp would see them. And Detective McSmog wasn’t there to see it either. But why would Miss Swamp be carrying groceries into Miss Nelson’s house? Do they live together? Maybe Miss Swamp really IS Miss nelson, just dressed up. I saw a clue that none of the detectives saw!  Remember, mystery readers become detectives themselves by sometimes seeing more than the main detective in the story. And that’s what I just did. |
| ***Active Involvement:***  *Students partner share or make a plan in their minds… (2-3 minutes)*  OK, now you’re going to help me find another clue that nobody else catches in the story. (Teacher flips to the end and reads the page where Miss Nelson takes off her coat and hangs it in the closet, next to a scary black dress. There’s also a box that says “wig” in the closet. Later, Miss Nelson says to herself “I’ll never tell.”  Partner A, turn to partner B and tell her one clue on this page that you found out about the mystery of Miss Swamp that neither the kids nor Detective McSmog know about.  Great, I heard \_\_\_\_\_\_ say…(tells about one of the clues mentioned above).  OK, now partner B, turn to partner A and tell them one more clue that you found that the other detectives in the story didn’t know about.  Great, I heard \_\_\_\_\_\_\_say… (gives another clue). |
| ***Link:***  *Send students off with a purpose… (1-2 minutes)*  So, remember, today and every day as we read mystery stories, sometimes we read or see clues that the detectives in the story don’t see, because mystery readers become detectives themselves by sometimes seeing more than the main detective in the story. When this happens we can say  “Wait that’s a clue!” and use it to solve the mystery. |
| **Mid-Workshop Teaching Point:** |
| **Share**:  Teacher shares what she saw specific kids doing to find clues that not even the main detective in the story saw. |
| **Notes:** |
| **Materials**: |

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| **Unit 5 Mini Lesson 8** |

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| **Unit of Study:** | Mystery Book Clubs |
| **Goal:** | Mystery Readers Read for Clues |
| **Teaching point:** | Mystery readers sniff out false clues by wondering, “What did the author do to trick me?” and trying not to fall for this in the future.  Los lectores dectectan pistas falsas preguntandose: ¿Qué hizo el autor para confundirme? y no caer en la trampa otra vez. |
| **Catchy Phrase** | You tricked me!  Me confundiste! |
| **Text:** |  |
| **Standard** | 3.RL 1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as *chapter*, *scene*, and *stanza*; describe how each successive part builds on earlier sections. |

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| **Mini- Lesson: (**7-10 minutes total)  ***Connection:***  *How this fits in with what we’ve been doing* ***(****1-2 minutes)* |
| ***Teach:***  *Demonstration (5-6 minutes)* |
| ***Active Involvement:***  *Students partner share or make a plan in their minds… (2-3 minutes)* |
| ***Link:***  *Send students off with a purpose… (1-2 minutes)* |
| **Mid-Workshop Teaching Point:** |
| **Share:** |
| **Notes** |

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| **Unit 5 Lesson 9** |

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| **Unit of Study:** | Mystery Book clubs |
| **Goal:** | When we Read More than One Book in a Mystery Series, We Expect the Story to Go in a Certain Way |
| **Teaching point:** | Mystery readers look for patterns in mysteries by noticing that books in a series begin in the same place and/or have characters that act the same way across the series.  Los lectores notan los patrones en una serie de libros dándose cuenta que empiezan en el mimo lugar o que hay personajes que actúan de la misma manera en varios libros. |
| **Catchy Phrase** |  |
| **Text:** | Young Cam Jansen and the Baseball Mystery  Cam Jansen and the Mystery of the Dinosaur Bones by David Adler  Cam Jansen and the First Day of School Mystery by David Adler  At least two familiar books of the same series\* |
| **Standard** | 3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.  3.RL.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. |

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| **Mini- Lesson: (**7-10 minutes total) |
| ***Connection:*** *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  We have been learning so much about mysteries. We have learned how to be detectives ourselves. We have learned to be suspicious of the characters we encounter. We have learned to try to see more than the characters in our stories.  Well today we are going to add to our detective brains. Today we are going to look for patterns in our mystery series books. Being attuned to the patterns in our books will help us know how other stories in a series will unfold.  Because good mystery readers look for patterns by noticing that books in a series begin in the same place and/or have characters that act the same way across the series. |
| ***Teach:*** *Demonstration- Guided Practice****-****Explicitly telling & showing an example-* *Inquiry(5-6 minutes)*  Watch me as I think about patterns about a couple of books we are very familiar with. In the first book we read Young Cam Jansen and Baseball Mystery, we first learned that Cam Jansen says ‘click’ to remember. We learn that she has a photographic memory and that when she uses her photographic memory we might find a clue.  In the second book we read Cam Jansen and the Mystery of the Dinosaur Bones, again I see Cam saying ‘click’ to help her record clues and later on she brings up these memories by saying ‘click’ again.  We also learned that her friend Eric Shelton is always with Cam. In the second book we also noticed that Cam doesn’t give up when there is a mystery to solve.  I noticed a few patterns! The first pattern was about Cam Jansen. She always says ‘click’ to help her remember a clue. She always tries to solve the mystery and she always has her friend Eric with her.  Did you see how I noticed patterns in two books of a series. I especially focused on the patterns that the main character does, because she Always does those things, no matter what Cam Jansen book I read.  Remember good mystery readers look for patterns by noticing that books in a series begin in the same place and/or have characters that act the same way across the series. |
| ***Active Involvement:*** *Students partner share or make a plan in their minds… (2-3 minutes)*  Now it’s your turn. Here I have another Cam Jansen book (or another unfamiliar book in a series that they are familiar with). I want you to think about what you know about Cam Jansen books, specifically the things that she always does.  Turn to your partner and tell them what Cam Jansen always does.  Great, I heard \_\_\_ say that Cam Jansen always clicks at clues.  I heard \_\_\_\_ say that Cam always has friend Eric to help her with the mysteries.  I heard \_\_\_\_ say that Cam never gives up on mysteries even though grown ups don’t usually believe her.  That is great! You are noticing patterns in our mystery books. When you notice patterns in a book it will help you read other books in that series, because they usually are about the same place or have characters that act the same way.  Remember good mystery readers look for patterns by noticing that books in a series begin in the same place and/or have characters that act the same way across the series. |
| ***Link:*** *Send students off with a purpose… (1-2 minutes)*  Today and everyday as you read more than one book in a series make sure to look for patterns. The patterns in series will usually be about a place or character. Noticing the patterns will help you spot the important clues in your story and help you solve the mysteries quickly.  Remember good mystery readers look for patterns by noticing that books in a series begin in the same place and/or have characters that act the same way across the series. Off you go! |
| **Mid-Workshop Teaching Point:**  Remember good mystery readers look for patterns by noticing that books in a series begin in the same place and/or have characters that act the same way across the series. |
| **Share:** |
| **Notes:** |

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| **Unit 5 Mini Lesson 10** |

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| **Unit of Study:** | Mystery Book clubs |
| **Goal:** | When we Read More than One Book in a Mystery Series, We Expect the Story to Go in a Certain Way |
| **Teaching point:** | Readers predict how a character will think or behave, by using their patterns of behavior from previous books.  Los lectores hacen predicciones sobre un personaje pensando en el patrón de sus acciones en libros anteriores. |
| **Catchy Phrase** |  |
| **Text:** | Cam Jansen and the Mystery of the Dinosaur Bones by David Adler  Cam Jansen and the First Day of School Mystery by David Adler  At least two familiar books of the same series\* |
| **Standard** | 3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.  3.RL.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. |

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| **Mini- Lesson: (**7-10 minutes total)  ***Connection:***  *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  We have been learning so much about mysteries. We have learned how to be detectives ourselves. We have learned to try to see more than the characters in our stories. We have learned look for patterns in our mystery series books. Being attuned to the patterns in our books will help us know how other stories in a series will unfold.  Well today we are going to add to our detective brains. Today we are going to look for patterns in our mystery series books. Being attuned to the patterns in our books will help us know how other stories in a series will unfold.  Because good mystery readers look for patterns by noticing that books in a series begin in the same place and/or have characters that act the same way across the series. |
| ***Teach:***  *Demonstration- Guided Practice****-****Explicitly telling & showing an example-* *Inquiry(5-6 minutes)*  Watch me as I think about patterns about a couple of books we are very familiar with. In the first book we read Young Cam Jansen and Baseball Mystery, we first learned that Cam Jansen says ‘click’ to remember. We learn that she has a photographic memory and that when she uses her photographic memory we might find a clue.  In the second book we read Cam Jansen and the Mystery of the Dinosaur Bones, again I see Cam saying ‘click’ to help her record clues and later on she brings up these memories by saying ‘click’ again.  We also learned that her friend Eric Shelton is always with Cam. In the second book we also noticed that Cam doesn’t give up when there is a mystery to solve.  I noticed a few patterns! The first pattern was about Cam Jansen. She always says ‘click’ to help her remember a clue. She always tries to solve the mystery and she always has her friend Eric with her.  Did you see how I noticed patterns in two books of a series. I especially focused on the patterns that the main character does, because she Always does those things, no matter what Cam Jansen book I read.  Remember good mystery readers look for patterns by noticing that books in a series begin in the same place and/or have characters that act the same way across the series. |
| ***Active Involvement:***  *Students partner share or make a plan in their minds… (2-3 minutes)*  Now it’s your turn. Here I have another Cam Jansen book (or another unfamiliar book in a series that they are familiar with). I want you to think about what you know about Cam Jansen books, specifically the things that she always does.  Turn to your partner and tell them what Cam Jansen always does.  Great, I heard \_\_\_ say that Cam Jansen always clicks at clues.  I heard \_\_\_\_ say that Cam always has friend Eric to help her with the mysteries.  I heard \_\_\_\_ say that Cam never gives up on mysteries even though grown ups don’t usually believe her.  That is great! You are noticing patterns in our mystery books. When you notice patterns in a book it will help you read other books in that series, because they usually are about the same place or have characters that act the same way.  Remember good mystery readers look for patterns by noticing that books in a series begin in the same place and/or have characters that act the same way across the series. |
| ***Link:***  *Send students off with a purpose… (1-2 minutes)*  Today and everyday as you read more than one book in a series make sure to look for patterns. The patterns in series will usually be about a place or character. Noticing the patterns will help you spot the important clues in your story and help you solve the mysteries quickly.  Remember good mystery readers look for patterns by noticing that books in a series begin in the same place and/or have characters that act the same way across the series. Off you go! |
| **Mid-Workshop Teaching Point:**  Remember good mystery readers look for patterns by noticing that books in a series begin in the same place and/or have characters that act the same way across the series. |
| **Share:**  Remember good mystery readers look for patterns by noticing that books in a series begin in the same place and/or have characters that act the same way across the series. |
| **Notes:** |
| **Materials**: |

**Unit 5 Mini Lesson 11**

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| Unit of Study: | Mystery Book clubs |
| Goal: | When we Read More than One Book in a Mystery Series, We Expect the Story to Go in a Certain Way |
| Teaching point: | Readers learn how the sidekick contributes to the story by looking at how he/she influences the actions of the main detective throughout the story  Los lectores aprenden como el ayudante del detective contribuye o influye en las acciones de el a través de la historia. |
| Catchy Phrase |  |
| *Text:* | *Cam Jansen and the Mystery of the Dinosaur Bones by David Adler*  *Cam Jansen and the First Day of School Mystery by David Adler*  *At least two familiar books of the same series\** |
| Standard | 3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.  3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |

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| **Mini- Lesson: (**7-10 minutes total)  ***Connection:***  *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  We have been learning so much about mysteries. We have learned how to be detectives ourselves. We have learned look for patterns in our mystery series books.  Well today we are going to add to our detective brain schema. We are going to look at the sidekicks in our mysteries. The sidekick is the character who is always with the main character or in our case the person next to the detective.  Because good mystery readers notice what the sidekick contributes to the story by looking at how he/she influences the actions of the main detective throughout the story. |
| ***Teach:***  *Demonstration- Guided Practice****-****Explicitly telling & showing an example-* *Inquiry(5-6 minutes)*  Watch me as think about the sidekick in our Cam Jansen mysteries. First I identify the sidekick in our mystery series Cam Jansen. Let me think Cam Jansen’s sidekick is Eric Shelton.  Let me think how does he influence the main detective, Cam?  In the Cam Jansen book Mystery of the Dinosaur bones influences Cam. First on page 4 he has her click. From our last lesson we know that this a setup for a clue that will be important later.  Another thing that Eric does is on page 20 he helps her collect another clue. The postcard is a big clue.  On page 23 Eric ask Cam a very important question. He asks her “Why would anyone want them (bones)’?  Eric influences her quite a bit. He sets her up for an important clue, he helps her gather a clue and he asks her an important question that I, the reader had too.  Did you see how first identified the sidekick, then I thought about how the sidekick influenced the detective?  Remember good mystery readers notice what the sidekick contributes to the story by looking at how he/she influences the actions of the main detective throughout the story. |
| ***Active Involvement:***  *Students partner share or make a plan in their minds… (2-3 minutes)*  Now it’s your turn. Here I have another Cam Jansen book, Cam Jansen and the First day of School Mystery (or another familiar book in a series that they are familiar with). I want to identify the sidekick.  Turn to your partner and tell them who Cam Jansen’s sidekick is.  Great, I heard \_\_\_ say that Cam Jansen’s sidekick is Eric Shelton.  Now, listen while I read a passage of the text. While I read think, how does Eric influence the main detective, Cam?  Read beginning on page 36-39  Turn to your partner and tell them what influences Eric has on Cam.  Great, I heard \_\_\_ say that Eric set Cam up to solve the crime.  I heard \_\_ say that Eric’s stain influenced Cam to think about the dry cleaning receipt.  I heard \_\_ say that Eric explained to Ms. Benson that Cam has a photographic memory that helps her solve crime so she wouldn’t give up.  That is great! You are using the sidekicks in our stories to notice how they influence the main detective.  Remember good mystery readers notice what the sidekick contributes to the story by looking at how  he/she influences the actions of the main detective throughout the story |
| ***Link:***  *Send students off with a purpose… (1-2 minutes)*  Today and everyday as you read more than one book in a series notice who the sidekick is in your series. Then notice how he/she influences the detective. When we notice these things we know that we can expect a story to go a certain way.  Remember good mystery readers notice what the sidekick contributes to the story by looking at how he/she influences the actions of the main detective throughout the story  Off you go! |
| **Mid-Workshop Teaching Point:**  Remember good mystery readers notice what the sidekick contributes to the story by looking at how he/she influences the actions of the main detective throughout the story |
| **Share:**  Remember good mystery readers notice what the sidekick contributes to the story by looking at how he/she influences the actions of the main detective throughout the story |
| **Notes:**  Chart: Who is the sidekick in your series mystery? How does she/he influence the detective? |
| **Materials**: |

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| **Unit 5 Mini Lesson 12** |

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| **Unit of Study:** | Mystery Book Clubs |
| **Goal:** | When we read more than one book in a mystery series, we expect the story to go in a certain way |
| **Teaching point:** | Readers ponder their mystery books with other readers by using “prediction language” in their questions to each other 89, 90, 96).  *Los lectores piensan es sus libros de misterios con otros lectores y usan el lenguaje de predicciones cuando hacen preguntas uno al otro.* |
| **Catchy Phrase:** |  |
| **Text:** | “*Cam Jansen and the Green School Mystery*” by David A. Adler  Choose book that students may be familiar with series/characters, but have not read |
| **Chart:** | Prediction Language Prompts: “I think this means…”,“I think this could show…”,“Because of this…I think…” |
| **Standard:** | 3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, 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 and other information known about the topic to explore ideas under discussion.  (b) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to other with care, speaking one at a time about the topics and text under discussion).  (c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Yesterday, we looked at how the sidekick contributes to the story and how they help the main detective to solve the mystery. The main detective needs help from the people around him/her to be able to think about, discuss and problem solve. Just like a detective in a mystery, when we are reading, it is helpful to have people help us think about, discuss and problem solve as we read. As we talk about our mysteries, we often make predictions about what we think is going to happen. When we do this, we use “prediction language”. |
| ***Teach:***  *(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)*  Let me show you what I mean. \*\*choose examples/book for which students are NOT familiar so they can make predictions\*\*  In “Cam Jansen, A Green School Mystery”, Cam, Eric and their classmates have been working hard to earn money for their school. At the assembly where the principal will announce how much money they have raised, they are shocked to see all the dimes missing from the wooden box. They know that the dimes were there in the morning, and that it would be very heavy to carry them all out of the school. But no one knows what happened to them or where they are.  Because of this (the dimes being too heavy to take out of the school), I think they must be hidden inside the school somewhere.  One of the first places they look is inside the gym. There are lockers in the gym that are locked and the PE teacher does not have a key for. He doesn’t know what could be in them.  I think this could show that the dimes could be in the lockers because it would be a good hiding place inside the school and only the person with the key would be able to get them out.  Unfortunately for Eric and Cam, the stolen dimes were not in the locker. Suddenly Cam remembers seeing the bakery truck earlier in the morning. Instead of taking bread into the school like he should have been doing, he was bringing the bread out of the school and putting it into the truck. |
| ***Active Involvement:***  Turn to your partner and make a prediction about what you think is going to happen next. Make sure you are using your “prediction language” when you talk.  (give students time to talk in partners)  Wow! I heard a lot of students using prediction language to make really good predictions.  I heard \_\_\_\_\_\_ say, “I think this means…/I think this could show… /Because of this…I think…” |
| ***Link:***  So today and every day when you are talking about mystery books, remember to use prediction language to talk to other readers about what might happen next. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 5 Mini Lesson 13** |

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| **Unit of Study:** | Mystery Book Clubs |
| **Goal:** | Mystery readers learn life lessons from our books |
| **Teaching point:** | Mystery readers learn lessons by studying the choices that the characters in their books make (91, 92, 96).  Los lectores aprenden lecciones al estudiar las decisiones que toman los personajes del libro. |
| **Catchy Phrase:** |  |
| **Text:** | Cam Jansen and the Ghostly Mystery by David A. Adler |
| **Chart:** |  |
| **Standard:** | 3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.  3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  We have been learning about all the things that good readers do when they are reading mysteries. We’ve talked about stepping into the detectives shoes, looking for patterns, and making predictions. We’ve worked on reading for clues, and determining what is important. You would probably agree with me that the detectives and the suspects learn lessons during the book. But did you know that mystery books don’t just have lessons for the characters? Mystery readers learn lessons by studying the choices that the characters in their books make. |
| ***Teach:***  *(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)*  Let me show you what I mean. Let’s think about “Cam Jansen and the Ghostly Mystery”. Do you remember when the old man had a heart attack (or at least they THOUGHT he had had a heart attack)? Cam figured out that the old man must somehow be connected with the ghost and the robbery and she and Eric followed him. Eric was worried and didn’t want Cam to follow the old man. Cam sent him to alert the police. But she decided to stay and watch for him to come out of the bathroom.  Even though he could have been dangerous, Cam was brave. She knew that the old man was involved and wanted to make sure he got caught. She was willing to do what it took to do what was right. Sometimes when I know someone has done something that is wrong, I am afraid to do anything. But it is important to do what is right.  Mystery readers learn lessons by studying the choices that the characters in their books make. |
| ***Active Involvement:***  Now it’s your turn. We’re going to see if you understand.  Partner A, please tell Partner B what was the choice that Cam Jansen made.  (give time for Partner A to tell Partner B)  Partner B, please tell Partner A, what was a lesson we can learn by studying the choice Cam Jansen made.  (give time for Partner B to tell Partner A) |
| ***Link:***  So today and every day when you are reading about mystery books, remember that mystery readers learn lessons by studying the choices that the characters in their books make. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 5 Mini Lesson 14** |

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| **Unit of Study:** | Mystery Book Clubs |
| **Goal:** | Mystery readers learn life lessons from our books |
| **Teaching point:** | Mystery readers learn about negative human traits (jealousy, greed, revenge, etc) by asking “Why did someone commit this crime?” “What’s the motive?” (93, 96).  *Los lectores aprenden acerca de las características negativas (celos, codicia, venganza) al preguntarse ¿Por qué este personaje cometió un delito/crimen? ¿cual es el motivo?* |
| **Catchy Phrase:** |  |
| **Text:** | *Cam Jansen and the Ghostly Mystery* by David A. Adler and “Cam Jansen and the Green School Mystery” \*\*use 2 different mysteries of which the students are familiar with the crime |
| **Chart:** |  |
| **Standard:** | 3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Mysteries teach readers many valuable lessons about life. Yesterday, we learned that by studying the choices a character makes, we can learn our own lessons for our life. When we solve a mystery, we learn lessons about human nature. We wonder “Why did someone commit this crime?” “What’s the motive?” Many times, the motive (their reason for committing the crime) is greed, jealousy or revenge. |
| ***Teach:***  *(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)*  Let me show you what I mean. In “Cam Jansen and the Ghostly Mystery”, the old man faked a heart attack so the woman in the ghost costume could rob the money from the ticket sales. I ask myself, “Why did they commit this crime?” “What’s the motive?”  Well, I know that when the lady in the ghost costume robbed the ticket booth, she got away with a lot of money. She even got the money from the ticket seller’s purse! I think that must have been why she committed the crime. She knew there would be a lot of money from the concert tickets and she wanted it for herself. Her motive was greed.  The old man helped commit the crime too, even though he wasn’t the one that stole the money. He pretended to have a heart attack to distract the guards and the people in line. He wanted everyone to look at him so they wouldn’t see the ghost rob the ticket booth. I think that he did that so he could help the ghost lady. He wanted all that money too, so his motive was also greed.  When we solve a mystery, we learn lessons about human nature. We wonder “Why did someone commit this crime?” “What’s the motive?” |
| ***Active Involvement:***  Now it’s your turn. Think about Cam Jansen and the Green School Mystery. Think about the crime-remember the bread delivery man switched the bricks for the dimes and stole the dimes in the bread wrappers. Turn to your partner and ask “Why did he commit this crime?” “What’s the motive?”  (give students time to talk in partners)  Wow! I heard a lot of students  I heard \_\_\_\_\_\_ say “\_\_\_\_\_\_\_\_\_\_\_\_”. |
| ***Link:***  So today and every day when you are reading mystery books, remember that when we solve a mystery, we learn lessons about human nature. We wonder “Why did someone commit this crime?” “What’s the motive?” |
| **Mid-Workshop Teaching Point:**  Mysteries teach us that crimes often get solved, negative motives are found out and offenders get punished! |
| **Share:** |

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| **Unit 5 Mini Lesson 15** |

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| **Unit of Study:** | Mystery Book Clubs |
| **Goal:** | Mystery Readers Learn Life Lessons from Our Books |
| **Teaching point:** | Mystery readers solve problems in their own lives by looking for clues and paying attention to things they might not have noticed before.  Los lectores resuelven problemas en sus propias vidas buscando pistas y poniendo más atención a las cosas no habían notado antes. |
| **Catchy Phrase** | Hey! Wake up!  Pon atencion! |
| **Text:** | All referenced texts from mini-lessons; individual texts from book clubs |
| **Standard** | 3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, 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 and other information known about the topic to explore ideas under discussion.  (b) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to other with care, speaking one at a time about the topics and text under discussion).  (c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |

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| **Mini- Lesson: (**7-10 minutes total) |
| ***Connection:***  Readers, over the past few weeks we have done some tremendous work in our Mystery Book Clubs. We began by becoming expert detectives: identifying the mystery in our book and determining the important clues that would help us solve the mystery as we read. After that, we began noticing that if characters appear in more than one mystery, we can predict how they will act in the future from their patterns of behavior. Lately, we’ve been studying the choices characters make in our books and asking ourselves, Why did they act this way? What did they want? What was their motive?  Readers, the last lesson we might learn from our mystery books is one that helps us in our own lives. In mystery stories we looked for clues to help solve a mystery – a problem. In the same way we can solve problems in our own lives by looking for clues about what happened and what we might not have noticed before. If a problem is happening in our own life, and we don’t quite understand why it is happening, we can say to ourselves, “Hey! Wake up!’ If we pay better attention we might notice something we’ve missed before. That something might help us understand better how to figure out a problem we’re having right now. |
| ***Teach:***  Let me show you what I mean. (Teacher holds up an “inference” picture – a picture in which the person depicted has a problem – say, a boy holding a baseball bat. He is standing near a broken window.) When I look at this picture, what do I observe? I’m going to use this chart to help guide my thinking (see chart in next section). Well, this boy, for one thing, and his wooden baseball bat. But as I look more closely, I see that there’s a broken window right next to him. I’m going to put this information together and say that this boy probably hit a ball too close to the window, and the window broke.  This boy has a big problem. I’m going to predict that he’s going to be in a LOT of trouble with his parents, and with the owner of this house. But I can also look at this picture and by paying attention I can see how this boy might have gotten into this situation. I can say to him, “Hey! Wake up! Didn’t your mother tell you NOT to play so close to the house? Didn’t she tell you NOT to use a wooden bat?” If this boy had been paying more attention to his mother he wouldn’t be in this situation now. I’m guessing he didn’t ever pay attention to what she said because he probably thought, “That will never happen to me! **I’LL** never break a window.” |
| ***Active Involvement:***  I’m going to ask you right now to work with a partner. You and your partner will get an inference picture. I want you to talk about the picture using these guidelines:   * What just happened in the picture? * What will happen next? * What information did the person in the picture not pay enough attention to so they wouldn’t get into this particular situation? * Have I ever been in a situation where I didn’t pay attention to things I might have noticed before I got into a huge problem? What would have happened if I had said to myself, “Hey! Wake up!” |
| ***Link:***  I’ve asked Students A and B to share out some of their thinking about the picture I gave them. Then I’ve asked them to share out a situation from their own lives where they found they had a big problem they could have avoided if they had paid attention to things they might have noticed before.  So readers, from today and every day remember that books teach us lots about characters: how they act, why they act that way, and what their motives are. More important, books like mysteries can teach us lessons about ourselves. When we have a problem and we don’t understand what is happening, we can go back and look at clues in our own lives. We can pay attention to things we might not have noticed before. We can say to ourselves, “Hey! Wake up!” By noticing these things, we can solve problems in our own lives. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |
| **Notes:**  This lesson would lend itself to an excellent personal narrative in Writer’s Workshop. |
| **Materials**:  Examples of previously-read mysteries; inference pictures; chart with guiding questions |