

# UNIT 28 OPENER

## ▶ Preteach: Instructional Terms

A mystery is a fictional story or book that involves the solution of a crime or the revelation of a secret. Such a work usually includes a suspenseful event and provides clues that the reader can use to solve the crime, puzzle, or other mystery. Although the solution is presented by the end of the story, many readers pride themselves in being able to expose secrets and interpret clues as they are presented. **Ask: What mystery stories or books have you read? Why do people enjoy reading mystery stories or solving real-life mysteries?**

As students read mysteries, they will notice **causes** and **effects**. A cause is the reason that something happens. The result of a cause is the effect. Test student understanding of these terms with an example: *A child forgets to return a library book on time. Because the book is not available, another child cannot complete an assignment.* **Ask: Which sentence states the cause? Which sentence states the effect?**

Alert readers will keep track of causes and their effects, because doing so helps them understand what they are reading. Some causes are stated clearly; others are implied. In a mystery, clues may be either causes or effects. Sometimes an effect is presented before readers know the cause. Ask students to name the cause and the effect in this example: *Sally is surprised that a valuable vase is missing. Then she sees pieces of the vase in a trash can.* In this example, the effect is known before its cause becomes clear.

**Paraphrasing** is a tool that readers can use to help them understand the text. To paraphrase, a reader reads text and then restates it in his or her own words. A paraphrase contains synonyms, or words that have the same meanings as the writer's original words. Like a summary, a paraphrase restates the ideas or events in a text. Unlike a summary, the paraphrase need not be shorter than the original. Paraphrasing is useful for reading fiction as well as for gathering information for research assignments.

**Context clues** help readers determine which definition of a multiple-meaning word the writer is using. Context clues are words and phrases surrounding an unknown term. These clues help readers determine the meaning of the unknown term. Ask students how context clues help them determine the meaning of the word *kid* in the following sentence: *Furry skin covered the area where the kid's horns would someday grow.*

## ▶ Scope and Sequence at a Glance

**Genre:** Mystery

**Title:** The Mystery of the Missing Field Trip

**Cross-Curricular Connection:** Language Arts

**Comprehension Strategy:** Paraphrase

**Comprehension Skill:** Identify Cause and Effect

**Vocabulary Strategy:** Context Clues (multiple-meaning words)

**Decoding Support:** Variant vowel *oo* as in *shook*, *brook*; *oo* as in *bloom*

## ▶ Summary of Reading Passage

### *The Mystery of the Missing Field Trip*

The Earthsavers Club planned a trip to the Natural History Museum, but the club adviser and the school's assistant principal have cancelled the trip for no apparent reason. The narrator tries to discover the reason for the change by doing some detective work. Why is the adviser acting so strangely? Will the club be able to go on the field trip? Will the narrator solve the mystery?

*Lexile:* 820

*Word Count:* 902



## UNIT 20 OPENER (CONT.)

 **Learner Vocabulary**

Introduce the unit's vocabulary words by reading the following definitions and sentences aloud.

**account** Noun. (1) Arrangement to keep money in a bank and record any activities. (2) Description or report of an event or story. (3) For the sake of; because of. Verb. (4) Explain or justify.

- (1) Thuy opened a new **account** with her birthday money.
- (2) My **account** of what happened is much different than hers.
- (3) Coach Garcia called the baseball game on **account** of rain.
- (4) We need to **account** for each item sold at the fundraising event.

**article** Noun. (1) Piece of writing from a newspaper or magazine. (2) Specific object or item. (3) Small word that goes in front of a noun, such as the, a, or an. (4) Something or someone special or exceptional. (5) Specific, numbered section in a larger document.

- (1) Terrance read an interesting article about his favorite sports team.
- (2) Each **article** of clothing was made by hand.
- (3) Use the **article** an before a word that begins with a vowel sound.
- (4) That talented young singer is the genuine **article**.
- (5) On the last page of the company handbook, **Article** 3 states that employees get two weeks of vacation.

**betrayed** Adjective. (1) Having a feeling that someone has been disloyal. Verb. (2) Been disloyal. (3) Be unable to hold back or keep hidden.

- (1) Tanya felt **betrayed** when her best friend told someone else her secret.
- (2) David **betrayed** his school by cheering for the opposing team.
- (3) I **betrayed** my feelings by yawning during the long, boring speech.

**cancel** Verb. (1) Call off or stop. (2) Delete or cross out.

- (1) We **canceled** our book club meeting because of the snowstorm.
- (2) **Cancel** the number five on both sides of the equation.

**frantic** Adjective. Out of control with fear or worry.

Mom became **frantic** when Jess wasn't home by midnight.

**normal** Adjective. (1) Usual or regular. (2) Natural or understood. (3) Healthy. Noun: (4) Usual condition or situation.

- (1) We took our **normal** route to the beach to avoid traffic.
- (2) It's **normal** for her to feel upset about moving away from friends.
- (3) For an adult, a **normal** night's sleep should be seven to nine hours long.
- (4) After I slowed to a walk, my pulse returned to **normal**.

**suspicious** Adjective. Seeming wrong or questionable without any proof.

The suspect's explanation for the money in the trunk of his car seemed **suspicious**.

**theory** Noun. (1) Idea explaining why something happened. (2) Idea based on some evidence, but not proven. (3) Principle of an art or science.

- (1) My **theory** is that the rabbits ate up the vegetable garden during the night.
- (2) Some scientists believe the **theory** that a large meteor hit Earth and killed the dinosaurs.
- (3) Ava is studying dance and music **theory** at the university.

**tradition** Noun. (1) Customary practice or event. (2) Custom handed down from one generation to the next.

- (1) Winter ski trips have become a **tradition** in my family.
- (2) Lighting the menorah during Hanukkah is a Jewish **tradition**.

 **Book Lists****Books of the Same Genre**

Students who enjoy this genre may choose from these selections for further reading.

**Carlotta's Kittens** by Phyllis Reynolds Naylor. 2000. Atheneum Books for Young Readers.

(Below-level students.) Members of the Club of Mysteries try to find a home for some kittens.

*Lexile: 840*

**Dunc's Dump** by Gary Paulsen. 1993.

Yearling Books. (On-level students.) Two friends track someone who is illegally putting waste in a school dumpster. *Lexile: 920*

**Books with Related Themes**

Students who are fascinated by ecology issues may find this book intriguing.

**Earth Day** by Nancy I. Sanders. 2003.

Scholastic, Inc. (Below-level students.) This book explains the beginning of Earth Day and its importance. *Lexile: 820*



## LESSON 1 PLANNER

 Genre Study

Determine students' prior knowledge of mysteries by asking them about mysteries they have read or have seen on television or in movies. Ask students to explain what makes a story a mystery. Answers may include the presence of an unsolved question or puzzle that is eventually solved by a clever person. Point out that many people enjoy mysteries, whether these are stories, television shows, or movies. Many writers, including Agatha Christie, have made a career of writing clever mystery stories.

As you introduce elements of a mystery, have students tell what a detective does to solve a mystery. Most answers will center on clues, or the hints that lead to a solution. Other elements of this genre include the following:

- main character who investigates wrongdoing
- solving a puzzling event or situation
- elements of suspense
- suspects and motives that must be evaluated
- hidden evidence and overt clues
- inference gaps that readers must fill in
- foreshadowing that hints at a possible outcome
- red herrings, or false hints that mislead readers

A mystery writer's purpose for writing is to entertain and challenge readers. By presenting situations that readers can apply to their own lives, mystery writers invite readers to consider the human condition and develop ways to solve or avoid human problems. **Ask: What lessons have you learned about people by reading mysteries?**

 Build Background

The subject of the slide show is ecology, the preservation of nature. Assess students' prior knowledge of this subject. **Ask: Why do you think a clean environment is important? In what ways can people help keep the environment clean?**

Remind students that everyone is responsible for keeping the planet clean. Discuss ways that students can help with this task.

 Learning Objectives

- Recognize distinguishing features of mysteries.
- Recognize the author's purpose in writing mysteries.
- Learn the meanings of grade-level and content vocabulary words in context.
- Use the context of a sentence to determine the meaning of multiple-meaning words.
- Analyze the use of multiple-meaning words and grade-level vocabulary in a nonfiction text.

 QuickFact: Earth Day

Earth Day is celebrated on April 22. This national salute to the importance of the planet began in 1970. Millions of citizens took part in the 1970 demonstrations, showing politicians and business leaders that Americans were concerned about environmental issues.



## LESSON 1 PLANNER (CONT.)

## Lesson 1: Genre and Vocabulary Study

### ▶ Vocabulary Strategy: Context Clues for Multiple-Meaning Words

Students are challenged to use context clues to determine which definition of a multiple-meaning word applies in a particular sentence. The courseware provides a passage about the Loch Ness monster to illustrate how to determine which meaning of a multiple-meaning word is intended. Have students work through the examples.

### ▶ Differentiated Instruction

**ELL:** Explain that the term recycle has come into common use in as a result of the ecology movement. The word is made up of the prefix re- and the base word cycle, and it means "to find a new use for things that would otherwise be thrown away." Many communities in the United States have recycling programs that take waste products, such as old bottles, cans, or newspapers, and use them in new products. Point out the recycling symbol on Web sites or waste containers, and help students understand its significance.

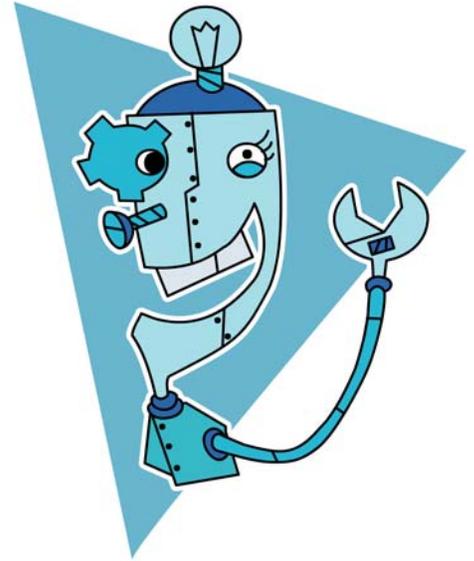
**Special Needs:** Students may benefit from having lower-level dictionaries available as they learn the definitions of multiple-meaning words. Be aware that some simplified dictionaries do not have as many definitions for the words as on-level references do.

**Above-level Students:** Have students research Earth Day, including its origins and significance. Challenge students to read local papers and Web sites to determine how communities celebrate Earth Day. Encourage students to research types of year-round ecology programs in which they could participate.

### ▶ Quick Connect Activities

Organize students in pairs to work on this activity. Have each student write two or more sentences, each of which contains one of the multiple-meaning words in the vocabulary list. Then have partners exchange papers.

Tell students to analyze their partner's sentences. Ask them to write down the clues that helped them determine the meaning of the words. Have partners take back their own papers to note whether the sentences were interpreted correctly.



### ▶ Destination Journal

Ask students to write a journal entry on this topic: **Briefly describe your favorite mystery story or movie. Be sure to include the name of the detective and explain how the mystery was solved. Also, discuss your reasons for reading or watching the mystery.**

### ▶ Lesson Resources: Assessment Toolkit

Check the **Practice** and **Apply** activities in this lesson for results you can assess.

Before students take the lesson tests provided in the courseware, check their confidence in the skills:

- Ask students to write a list of characteristics of mysteries.
- Provide students with sentences that contain multiple-meaning words. Tell students to use context clues to determine the appropriate meaning of each word.

## LESSON 2 PLANNER

### ▶ Comprehension Skill: Identify Cause and Effect

In fiction, as in real life, events can often be traced to a particular cause. A cause makes an effect happen. In the courseware, students will see an animated figure who causes several accidents because he is not looking where he is going. This example demonstrates that one cause can have multiple effects.

The courseware also cues students to watch for signal words and phrases, such as *because*, *as a result of*, and *so*. These terms show that one event has caused another, indicating a cause-and-effect relationship.

### ▶ Comprehension Strategy: Paraphrase

Paraphrasing will improve students' comprehension of the material they have read. This technique allows students to clarify information they may not fully understand by restating the text in their own words. Paraphrasing is also a useful skill when taking notes for reports or research papers.

In the courseware, students are taught to paraphrase by replacing words with synonyms and changing word order or sentence structure. Caution students to reread the finished paraphrases to be certain that the changes both retain the original meaning and are easily understood.

### ▶ Differentiated Instruction

**ELL:** Guide English Language Learners through the process of finding synonyms. Suggest that they use a thesaurus if they have difficulty remembering synonyms. Remind students to use a dictionary to check the meaning of any synonyms that they are uncertain about.

**Special Needs:** If students have difficulty grasping cause-and-effect relationships, consider using toys, such as wind-up cars or paper airplanes, to show cause and effect.

**Above-level Students:** Suggest a simple situation, such as an alarm clock's signaling that it's time to wake up. Tell students to imagine several consequences of the clock's signal and then ask them to continue the series of events; for example, *The alarm sounds; the radio goes off; my favorite song comes on; I stay in bed to hear it; I am late getting dressed and late to breakfast, and my brother has just finished the last bowl of my favorite cereal.*

### ▶ Learning Objectives

- Recognize that a cause may have multiple effects in a mystery.
- Identify signal words that associate causes and multiple effects when reading a mystery.
- Recognize paraphrasing is a strategy to improve reading comprehension.
- Select good examples of paraphrasing.
- Identify sentences that use synonyms and changed word order to paraphrase a text.

### ▶ Assessment: Toolkit

Check the **Practice** activities in this lesson for results you can assess.

Before students take the lesson tests provided in the courseware, check their confidence in the skills:

- Have students write and present short skits that include a cause and an effect. Then have classmates determine the cause and its effects.
- Have each student write a paragraph that explains how to paraphrase. Ask student partners to exchange their paragraphs and determine whether the partner's paragraph is complete.
- Have students practice paraphrasing material for other classes. Discuss how paraphrasing helped them understand the material better.



## LESSON 3 PLANNER

## Lesson 3: Summary and Journal Writing

 Story Summary

The story opens as the narrator is waiting for the school bus home and thinking about some recycling flyers. A friend named Ann tells the narrator that the Earthsavers Club's upcoming trip to the Natural History Museum has been canceled. Ann and the narrator are upset by the cancellation, because they have been looking forward to the trip for months.

Ann tells the narrator that she overheard the club adviser, Mr. Wong, talking about the trip with Ms. Hernandez, the assistant principal. Ms. Hernandez told him to cancel the trip. Ann did not understand the reason for the cancellation, but it had to do with a newspaper article.

The narrator, who has had a reputation as a detective since fourth grade, writes down possible reasons for the cancellation. The narrator then investigates each reason, but is unable to determine why the trip has been cancelled.

The narrator is eager to talk with Mr. Wong the next day at an Earthsavers Club meeting, but Mr. Wong says that he cannot meet with the members. The club members are unhappy about the situation and begin to talk about the cancelled trip.

Then the narrator remembers that Ann heard Mr. Wong and Ms. Hernandez refer to a newspaper article. The students look for and discover the article. They read that an unnamed group of sixth graders will be recognized the following Monday at a special Earth Day assembly. The assembly is scheduled for the very day that the trip was to have taken place!

The next Monday, the students attend the assembly and are proud to receive their award. They are also happy to receive lifetime memberships to the Natural History Museum.

 Destination Journal

Ask students to write a journal entry on this topic: **To determine why the trip was cancelled, the narrator listed some possible reasons. The narrator then researched the possibilities in search of an answer. Think of a time when you were attempting to find out why something happened. List the steps you took to find the reason, or create a series of steps that you would follow to unravel a mystery. Describe the similarities and differences between your actions and those of the narrator.**

 Learning Objectives

- Read a mystery to build vocabulary, fluency, and comprehension.
- Paraphrase while reading a mystery to improve comprehension.
- Identify causes with more than one effect while reading a mystery.
- Use context clues while reading a mystery to determine the meanings of multiple-meaning words.
- Demonstrate comprehension of a mystery.

 Assessment: Toolkit

Use the **Comprehension Quiz** to assess students' understanding of the passage.

Before students take the lesson tests provided in the courseware, check their confidence in the skills:

- Select random paragraphs from the text, and ask students to paraphrase them. Remind students to use synonyms and rephrase sentences to complete their paraphrases.
- Ask students to discuss the different causes and effects that they discover in the story. Challenge students to discover and write down multiple effects that result from a single cause.

## LESSON 4 PLANNER

### Comprehension Skill: Identify Cause and Effect

In the courseware, students are reminded that one cause may have multiple effects. They are also reminded of signal words and phrases that indicate a cause-and-effect relationship.

After students have completed the practice activity, highlight both effects that result from someone's bumping Jake from behind. Have students continue analyzing the story in the practice activity.

### Comprehension Strategy: Paraphrase

Remind students that a successful paraphrase uses synonyms and changes in word order. Point out that students must choose carefully to make the paraphrase as true to the original as possible. The exercises in the courseware will guide students in making these choices.

As students paraphrase the blog entry, remind them to rearrange word order. To be certain that the paraphrase accurately conveys the ideas in the original, students must reread their work carefully.

### Differentiated Instruction

**ELL:** Point out that many multiple-meaning words have one meaning as a noun (person, place, or thing) and another meaning as a verb (action word). Knowing this difference in usage will help students find the correct meaning in a dictionary because the entry will indicate the part of speech with each definition.

**Special Needs:** Help students work on their paraphrasing skills by showing them how to break sentences into components, such as prepositional phrases. Work with them to build similar wording that can be used in the paraphrases.

**Above-level Students:** Have students build a chain of causes and effects. Tell students to start with the award ceremony at the end of the story. The museum memberships that the club members receive could cause several effects that would influence the members' lives for years to come. Have students write about these effects.

### Learning Objectives

- Analyze causes with multiple effects in a mystery.
- Analyze use of changing word order and using synonyms in paraphrases of sentences.
- Write a paraphrase by changing word order and using synonyms.

### Assessment: Toolkit

Check the **Practice** and **Apply** activities in this lesson for results you can assess.

Before students take the lesson tests provided in the courseware, check their confidence in the skills:

- Have students analyze cause and effect in stories that the class has read. Challenge students to recall key plot changes that hinged on causes that brought about multiple effects.
- Have students work in groups to analyze the choices that they made in writing paraphrases. Were most of the changes based on synonyms, or did the students rely on changing sentence structure?
- Have each student write a short paragraph explaining why it is helpful to know how to paraphrase when writing a research report.

UNIT 20: The Mystery of the Missing Field Trip

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

 **Comprehension Skill: Using a Cause-and-Effect Chart**

**Directions:** You have learned how to use a **Cause-and-Effect Chart** to help you understand informational text. As you read, use the **Cause-and-Effect Chart** below to record causes and multiple effects from the text. Write a cause in the first box and the effects in the remaining boxes.

**Passage Title:**

