

It's a Mystery

FOCUS QUESTION

What skills can people use to solve a mystery?

About the Lesson

OBJECTIVES

Content Objectives

- Summarize by retelling the most important parts of a story in one's own words.
- Determine which details are the key details to include in a summary.
- Understand the types of skills people use to help solve mysteries.

Language Objectives

- Write a summary that includes key details from the beginning, middle, and end of a story.
- Justify ideas about the importance of details in partner discussion.
- Use sentence frames to share ideas about skills that people can use to solve mysteries.

ACADEMIC TALK

See **Glossary of Terms** on pp. 478–485.
summarize, summary, key detail, character, setting, problem, solution

Spanish Cognates

problema, solución

Build Knowledge

Lesson texts build knowledge about:

- The benefits that can come from asking questions and researching
- The importance of using logic and evidence to reach a conclusion
- The danger of jumping to conclusions

Plan Student Scaffolds

- Use **i-Ready data** to guide grouping and choose strategic scaffolds.
- Use **Teacher Toolbox** resources as needed to address related skills:
 - Identify the most important events
 - Summarize literary text
- Chunk the text in Sessions 1 and 3 into smaller sections for novice English learners to discuss in a teacher-led small group. **EL**
- Preview texts and activities to anticipate barriers to engagement, access, and expression. Modify based on needs.

Use Protocols That Meet the Needs of All Students

In order to increase engagement and validate cultural and linguistic behaviors, specific protocols are included in the lesson. To further customize activities for your students, consider optional protocols listed on pp. A46–A51.

PROTOCOL	SESSION	VALIDATES
Silent Appointment	1	social interaction, nonverbal expression
Individual Think Time	1, 4	independence
Stand and Share	1, 2, 3, 5	spontaneity, movement, connectedness
Musical Shares	2	movement, musicality, social interaction
Jump in Reading	4	spontaneity, collective success
Thumbs-Up, Thumbs-Down	4	connectedness, multiple perspectives
Synonym Plug-In	5	shared responsibility
Merry-Go-Round Share	6	multiple ways to show focus, connectedness

LEARNING PROGRESSION | Summarize a Story

Students build on this skill:
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures.

Students learn this skill:
RL.4.2 Summarize the text.



Students prepare for this skill:
RL.5.2 Summarize the text.

Students review and practice:



- **RL.4.1** Make inferences
- **RL.4.4** Determine word meanings

LESSON PLANNING GUIDE


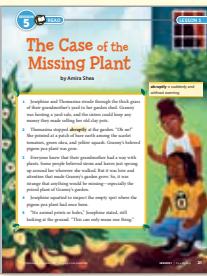
TEXT 1: The Lost Medals • MYSTERY

SESSION 1	SCAFFOLD READING 	TEXT AT-A-GLANCE	ENGLISH LEARNER SUPPORT (EL)
		Concepts/Background <ul style="list-style-type: none">• yard sales• media centers• school yearbooks• community centers Language <ul style="list-style-type: none">• Vocabulary: <i>wandered, pried, tarnished, outline, search engine, published, resembled, priceless</i>• Spanish Words: <i>cazuela, hijole, mi abuela, tres leches</i>• Informal Language: <i>how much for it</i>	Listening/Speaking <ul style="list-style-type: none">• Activate prior knowledge Speaking/Reading <ul style="list-style-type: none">• Distinguish shades of meaning, Identify informal language
SESSION 2	PRACTICE THE FOCUS STANDARD <ul style="list-style-type: none">• Formative Assessment 		Listening/Speaking <ul style="list-style-type: none">• Rephrase ideas, Use sentence frames Writing <ul style="list-style-type: none">• Use shared writing

TEXT 2: The Glitter Trap • MYSTERY

SESSION 3	SCAFFOLD READING 	Concepts/Background <ul style="list-style-type: none">• detective work: identifying suspects, executing a plan, gathering evidence and clues, solving the case Language <ul style="list-style-type: none">• Vocabulary: <i>organized, stormed, squished (underneath), occurred (to her), tape dispenser, immediately, (no) trace</i>• Idioms: <i>rubbed away (sleep)</i>• Informal Language: <i>whatcha, eddi-vets</i>	Listening/Speaking <ul style="list-style-type: none">• Build background knowledge, Rephrase questions Speaking/Reading <ul style="list-style-type: none">• Guide toward answering questions, Distinguish shades of meaning
SESSION 4	PRACTICE THE FOCUS STANDARD <ul style="list-style-type: none">• Formative Assessment 		Speaking <ul style="list-style-type: none">• Use think time, Use sentence frames Write <ul style="list-style-type: none">• Use shared writing

TEXT 3: The Case of the Missing Plant • MYSTERY

SESSION 5	INDEPENDENT READING AND PRACTICE <ul style="list-style-type: none">• Formative Assessment  	Concepts/Background <ul style="list-style-type: none">• pigeon pea plant• Barbados• transplanting Language <ul style="list-style-type: none">• Vocabulary: <i>strode, patch (of earth), okra, beloved, sprung, prized, concluded, breathless</i>• Informal Language: <i>had a way with, thought the worst, look out for</i>	Reading <ul style="list-style-type: none">• Use print features, Identify informal language Listening <ul style="list-style-type: none">• Read aloud questions and answer choices Speaking/Writing <ul style="list-style-type: none">• Talk before writing, Collaborate with a partner
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KNOWLEDGE BUILDING

SESSION 6	RESPOND TO THE FOCUS QUESTION <ul style="list-style-type: none">• <i>What skills can people use to solve a mystery?</i>	<ul style="list-style-type: none">• Integrate information from the lesson texts• Collaborative discussion• Short response	Speaking/Writing <ul style="list-style-type: none">• Talk before writing
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Before Teaching the Lesson

Preview the texts in advance of teaching the lesson. Plan scaffolds to use as needed before reading each text.

- **The Lost Medals: Awards** During competitions, contests, and games, winners may be awarded certificates, trophies, and medals. These often have the winner's name on them and what they accomplished.
- **The Glitter Trap: Fingerprinting** Detectives use specialized skills to investigate mysteries. Fingerprinting is one way detectives find out whether someone has been at a particular place. When people touch surfaces, they leave fingerprints, and all fingerprints are unique.
- **The Case of the Missing Plant: Pigeon Pea Plant** A pigeon pea plant is a large bush that grows in warm climates. It has yellow blossoms and green seed pods. As an alternate means of representation, show images of pigeon pea plants for students to visualize the size of the plants.

Talk About the Topic

BUILD STUDENTS' INTEREST

- 1 • Introduce the lesson topic and the Focus Question. Tell students they will read, talk, and write about characters who face a challenge: a mystery that needs to be solved. Introduce the mystery genre.
 - Clarify that the word *skill* means "ability," or something a person is good at. Have students **Shout Out** examples of skills.
 - Have students **Turn and Talk** about mysteries they are familiar with or have helped solve. Discuss why a mystery is a challenge.
 - Invite students to use their home language to talk about the Focus Question. **EL**
- 2 • Have students **Turn and Talk** to complete Notice and Wonder.
 - Introduce the focus standard. **Say, After you read, you'll learn how to summarize a story. You'll retell the most important parts in your own words.**

SESSION
1

TALK ABOUT THE TOPIC

It's a Mystery

1

FOCUS QUESTION

What skills can people use to solve a mystery?

2

NOTICE AND WONDER

Look at the three texts you will read in this lesson. What do you notice? What do you wonder? Discuss your ideas with a partner.

3

WHAT MAKES A MYSTERY

A mystery is a type of story with a puzzling problem. The story ends when enough information has been gathered to solve the problem. Discuss the meaning of each word and why it might be important in telling a mystery.

characters

plot

solution

setting

problem

clues

The word ____ means ____.

That word is related to mysteries because ____.

LESSON 1



The Lost Medals
by Jo Pitkin



The Glitter Trap
by Brooks Benjamin



The Case of the Missing Plant
by Amira Shea

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LESSON 1 | It's a Mystery

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3 INTRODUCE ESSENTIAL CONCEPTS

- Have students use **Silent Appointment** to find partners to complete What Makes a Mystery. Follow up with the whole group to compare responses.
- Have students add any new or unfamiliar words and meanings to their word journals.
- Use **LISTEN FORs** to monitor understanding. Use **Help & Go** scaffolds as needed.
- **LISTEN FOR** Students correctly define terms.

HELP & GO: Vocabulary

- Clarify word meanings by displaying a sentence for each target word. Underline the target words in the written sentences. After discussing the meaning of the word in each sentence, prompt students to give examples of the word based on other stories they are familiar with.

- **LISTEN FOR** Students explain how the words might connect to mysteries.

HELP & GO: Academic Discussion

- Provide **Individual Think Time** for students to gather their thoughts before they respond. Have them use sentence frames from the student book to describe how the words relate to mysteries. **EL**
- When one student shares an insightful understanding of a word or concept, ask another student to restate that observation in their own words.

- Guide the class to discuss mystery stories or series they are familiar with.
- Have students refer to the story titles on the student page and **Raise a Hand** to share guesses about the problem to be solved in each story.
- Point out that students are already using mystery-solving skills: they worked together to figure out the meanings of words and how they connect to mysteries.

1 Support Reading

- Set a purpose for reading. **Say**, *In this session, you'll read to find out what happens when valuable items are found.*
- Have students read paragraphs 1–6. Have them circle unknown words and mark confusing parts with a question mark.
- Clarify the concept of yard sales and the items someone might find at them. **EL**
- Use **CHECK INs** and related **Help & Go** scaffolds as needed to support understanding of the text. Monitor based on annotations, observation, and your knowledge of students.
- CHECK IN** Students understand the meaning of *wandered*, *pried*, and *how much* for it?

HELP & GO: Vocabulary

- Guide students to use the **Word Learning Routine** to determine meanings of unfamiliar words, such as *wandered* in paragraph 4.
- Clarify that the word *pried* in paragraph 6 is a slightly stronger synonym for the word *open*: It means “to remove something with great force.” Demonstrate the motion of prying something open. **EL**
- Clarify informal language. **Say**, *How much for it?* means “How much does it cost?” **EL**

2 Stop & Discuss

- Have students **Turn and Talk** to complete the **Stop & Discuss**.
- LOOK FOR** Students underline *Who was Garcia?* in paragraph 6.

HELP & GO: Comprehension

- Have students paraphrase what happens in paragraph 6.
- Guide students to identify the question. Have students look back at the words related to mysteries. **Ask**, *Which word means “something that needs to be solved?”* **problem** *And what problem do Antonio and Javier have now?*



THE LOST MEDALS

by Jo Pitkin

SESSION 1 **READ**



2 RL.4.1

Stop & Discuss

What mystery do Antonio and Javier want to solve?

Underline the question in the text that needs to be answered in order to solve the mystery.

1 Antonio and his older brother Javier sat on the front steps of their house, looking for something to do on a sunny Saturday afternoon. Antonio pointed to a sign across the street: *Community Yard Sale*.

2 “Let’s go take a look, Javier,” Antonio said. “Remember the comic books we bought there last year?”

3 “How could I forget?” Javier laughed as he stood up. “You read them out loud to me for weeks!”

4 As the brothers wandered down the block, they examined tables piled high with used books, fancy plates, tools, and toys. Antonio picked up a **cazuela** just like the one his grandmother had and shook it. *Thunk!*

5 “There’s something inside!” he exclaimed. Antonio turned to the seller. “How much for it?”

* * *

6 Antonio pried the pot’s lid off and found a faded envelope. Inside the envelope were two tarnished medals and a folded piece of paper. The paper listed a recipe written in Spanish. Antonio put it aside. Then, the boys cleaned the darkened medals. Each had the outline of a baseball player and these words: *Garcia, Miami High School, 1964*. Who was Garcia? Was this person a famous player? Antonio and Javier wanted to find out.

12 **UNIT 1** | Facing Challenges

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LESSON 1

3 Support Reading

- Have students read paragraphs 7–12.
- **CHECK IN** Students understand the terms *media center*, *resembled*, and *tres leches*.

HELP & GO: Vocabulary

- Discuss the kinds of things that are in a *media center*. Clarify what is meant by a *yearbook* and why it would be kept in a school's media center.
- Clarify the meaning of *resembled*: similar to but not exactly alike. Discuss why the man at the community center only resembles the news article photo rather than matches it exactly.
- Clarify the meaning of *tres leches*. **Say**, *Tres leches means "three milks" in Spanish, but it also refers to a kind of cake made by soaking sponge cake in three different kinds of milk. Which meaning applies here? How do you know?* **EL**

4 Stop & Discuss

- Have students **Turn and Talk** to complete the **Stop & Discuss**.
- **LOOK FOR** Students underline sentence 1 in paragraph 10 and sentences 1, 4, and 5 in paragraph 12.

HELP & GO: Comprehension

- Guide students to reread paragraphs 10–12. Have them note the words Mr. Garcia uses and the author's description of him as clues to Garcia's feelings.

Discuss the Whole Text

- Revisit the Focus Question. Have students **Stand and Share** observations about skills Antonio and Javier used to solve this mystery. (paying attention, asking questions, researching, connecting clues)
- Record responses for reference later.
- Have students add any new words and phrases to their word journals.

- 3
- 7 After school on Monday, the boys went to Miami High School's Media Center to look through the 1964 yearbook. There, in the sports photos, was the baseball player's full name: *Rafael Garcia*. In 1964, Garcia had been the captain of the baseball team. Antonio thought, *If I'd lost my winning medals, I'd definitely want them returned.*
- 8 Antonio and Javier searched online for information about where the medal winner could be today. They typed *Rafael Garcia*, *Miami*, and *baseball player* into the search engine. The headline of a recently published news article flashed on screen: "Moving with Miami's Champ." Rafael Garcia taught exercise classes at a nearby community center. The brothers smiled and bumped their fists.
- 9 The next weekend, the brothers visited the center. They walked by a room where a man who resembled the person in the news article photo was leading an exercise class. Once the class was over, Antonio introduced himself and explained why he had come.
- 10 "*Hijole!*" cried Mr. Garcia as he stared at his medals for the first time in years. "I lost them when my family moved."
- 11 "We also found this," Antonio said, giving him the recipe.
- 12 Mr. Garcia stared at the paper, his eyes shining with tears. "*Mi abuela* sent me our family's *tres leches* recipe. Somehow, it got lost, too." He smiled at the boys. "Thank you for finding a way to bring back these priceless memories."

hijole = wow
mi abuela = my grandmother



4 **Stop & Discuss**
RL.4.1
How does Mr. Garcia feel about getting his medals and the recipe back?
Underline details in the text that are clues.

Reconnect to the Text

Have students **Raise a Hand** to explain the mystery in "The Lost Medals."

1 Introduce the Standard

Explain what it means to summarize a story. Point out that summarizing helps readers identify and remember the most important ideas from a text.

2 Reread/Think

MODEL THE STANDARD Point out that students used key details to review the story at the beginning of this session. Now they will use these details and others to summarize this text.

- **Say**, *When you summarize a story, you retell it in such a way that someone who hasn't read the story would understand what happens. To determine which details are key details, we need to think about what the most important events are in the beginning, middle, and end of the story.*
- Reread paragraph 1. **Ask**, *Are the characters important for understanding the story? Yes. Where do their names go in the chart? in the part labeled "Characters"* Reread paragraph 2. **Ask**, *Is the detail about the comic books important for understanding the story events? No. Should it go in the chart? No.*

GUIDE STANDARDS PRACTICE Have students reread paragraphs 3–5 and add key details to the chart. Guide them to write their notes in the Beginning column of the chart.

- Have students **Raise a Hand** to share what they have in their chart so far.
- Ask students to use their own words to explain how to tell whether or not a detail belongs in the chart. **EL**
- Have students complete the chart for the rest of the text on their own.

SESSION

2



PRACTICE

RL.4.2 ... summarize the text.

1 Summarize a Story

- When you **summarize**, you retell the most important parts of a story in your own words.
- **Key details** are important pieces of information you must include in a summary so that a person reading your summary can understand the story.

2 Reread/Think

Reread "The Lost Medals." First, write the names of the characters and the settings of the story in the chart. Then, write key details from each part of the story.

Characters

- Antonio
- Javier
- Mr. Garcia

Settings

- yard sale
- media center
- community center

Beginning (Problem Introduced)

- Antonio and Javier buy a **cazuela** at a yard sale.
- They find two medals and an old recipe inside.
- Who do the medals and recipe belong to?

Middle (Actions to Solve Problem)

- They polish the medals and read the words.
- They use clues from the medals to do research.
- They find out that Rafael Garcia won the medals and lives nearby.

End (Problem Solved)

- They go to the community center and meet Mr. Garcia.
- They give him his medals and recipe back.
- He is very happy to have them back.

LESSON 1

3 Talk

Tell your partner why you included each key detail in the Beginning, Middle, and End sections of your chart. Decide with your partner whether you should add or take out any details.

In the beginning, ____.
In the middle, ____.
In the end, ____.

I included this detail because ____.

I did not include this detail because ____.

4 Write

Use the information from your chart to summarize “The Lost Medals.” Include key details from the story in your summary.

In the Beginning **Sample response: Antonio and his brother Javier buy a cazuela at a yard sale. When they get home and take off the lid, they find two old medals and a recipe inside.**

In the Middle **The boys polish the medals and find clues about who the medals might belong to. They go to the media center and use their clues to do research. They think the medals might belong to Rafael Garcia, and they find out that he lives nearby.**

In the End **Antonio and Javier go to the community center and find Mr. Garcia. They show him the medals and the recipe. He is so happy to get them back after losing them years ago. He thanks the boys for bringing him priceless memories.**

WRITING CHECKLIST

- ☐ I included the names of important characters.
- ☐ I included the settings.
- ☐ I included the problem that had to be solved.
- ☐ I told how the problem was solved.
- ☐ I used correct spelling, punctuation, and capitalization.

3 Talk

- Have students **Turn and Talk** with a partner to complete the Talk activity.
- Provide additional sentence frames to help students discuss their charts:
 - *This detail is a key detail because ____.*
 - *This detail is not a key detail because ____.* **EL**
- LISTEN FOR** Students revise their charts, adding key details and removing unnecessary details. Use **Help & Go** scaffolds as needed. ✓

HELP & GO: Standards Practice

- Prompt students to use the headers of each column to help them decide whether their details are key details. **Say,** *The key details are the steps to solve the problem. Look at your detail. Is it an important step in solving the problem?*
- When students identify different details, encourage them to tell their partner more about why they did or did not include the detail. Then have them decide as a team whether the detail is a key detail.

4 Write

- Have students complete the Write task, using the checklist to check their work.
- Consider completing the activity as a shared writing activity. Have students refer to the details in their charts to help them write their summaries. **EL**
- Use written responses to determine whether students need additional support. ✓
- Use **Musical Shares** to allow all students to share their summaries with several students.
- Have one or two students **Stand and Share** their writing with the whole class.

1 Support Reading

- Set a purpose for reading. **Say**, *In this session, you will read to find out how one character gets creative to solve a mystery.*
- Have students read paragraphs 1–8. Have them circle unknown words and mark confusing parts with a question mark.
- Bring in glitter to show students how it sticks to things and might work like a “trap.” **EL**
- Use **CHECK INs** and related **Help & Go** scaffolds as needed.
- CHECK IN** Students understand the mystery Sumiko is trying to solve and the importance of *evidence*.

HELP & GO: Comprehension

- Remind students that the mystery is the problem to solve. Reread paragraph 1. Have students describe what the books look like. Then guide students to the last sentence. Prompt them to restate the problem in their own words.
- Have students look around the word *evidence* in paragraph 8. Use the example context clue to determine the meaning. Then prompt students to explain why Sumiko needs evidence.

2 Stop & Discuss

- Have students **Turn and Talk** to complete the **Stop & Discuss**.
- Confirm students understand the question by having them restate it in their own words. **EL**
- LISTEN FOR** Students discuss clues that show Sumiko’s books are not as she left them.

HELP & GO: Comprehension

- Remind students of the meaning of the word *clues*. **Say**, *A clue is something that helps someone solve a puzzle. What clues has Sumiko found so far?*
- Help students connect the missing books with how Toshi hides stuffed animals.



SESSION 3 READ

The Glitter Trap

by Brooks Benjamin

1 Sumiko rubbed away the sleep **blurring** her vision, but when she looked at her bookshelf again, it was the same. Books were shoved in upside-down and sideways, with some on the floor and others missing completely. It was the third time this week she’d found her perfectly organized bookshelf a total mess.

2 Sumiko stormed to her little brother’s side of the room. Toshi often borrowed her stuffed animals—if borrowing meant hiding them under his bed. Sure enough, two stuffed animals were squished underneath.

3 “Toshi!” Sumiko yelled.

4 Toshi ran into the room. “Yeah?”

5 Just as Sumiko was about to accuse Toshi of stealing her books, it occurred to her that he was only four. He couldn’t even read yet.

6 “Did you need something, Sis?”

7 Sumiko stared into Toshi’s innocent eyes. “It’s nothing. Forget it.”

8 Sumiko knew it was time to rethink. Someone was taking her books, and she would need evidence in order to figure out who was doing it. Detectives in the books she read always used tape to pull fingerprints off stuff, so Sumiko grabbed the tape dispenser off her desk and pressed a strip of sticky tape along the edge of the bookshelf.

blurring = making unclear and difficult to see

2 RL.4.1

Stop & Discuss

Why does Sumiko think someone is stealing her books?

Tell your partner what clues in the text support your response.

Sumiko thinks someone is stealing her books because ____.

16 UNIT 1 | Facing Challenges

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LESSON 1

3 Support Reading

- Have students read paragraphs 9–21.
- **CHECK IN** Students understand *whatcha* and *eddi-vets*.

HELP & GO: Vocabulary


- Ask students to find the word in paragraph 9 that is a combination of *what are you*. (*whatcha*) Discuss why the author might have Toshi say the word *whatcha*.
- Read aloud paragraphs 9–11. Guide students to understand that *eddi-vets* is the way Toshi says *evidence*. Sumiko is trying to “find evidence” or information to help her investigation. Toshi calls it “eddi-vets” due to mispronouncing. Prompt students to identify what Sumiko is using to collect evidence. **EL**

4 Stop & Discuss

- Have students pause to think about the **Stop & Discuss**, then **Turn and Talk**.
- **LISTEN FOR** Students discuss details that make Tomoko seem like the thief.

HELP & GO: Comprehension

- Have students reread paragraph 18. **Ask**, *What does Sumiko find that leads her to believe that her sister Tomoko is the thief? She finds her books on Tomoko's shelf.*
- Have students reread paragraph 21. Guide them to explain what Tomoko's glitter-free hands and feet tell Sumiko.
- Provide a guiding question. **Ask**, *Sumiko is surprised Tomoko does not have glitter on her. What does this tell Sumiko?*

- 3
- 9 “Whatcha doing?” Toshi asked.
- 10 “Finding evidence.”
- 11 “Eddi-vets?”
- 12 Sumiko smiled. “Evidence. Like clues.”
- 13 “Like cat hair?” Toshi pointed to a clump of orange fur on the tape Sumiko just pulled off the shelf.
- 14 “Bandit!” Sumiko yelled. Bandit was always knocking stuff down. Of course, he never put things back, but maybe he had an **accomplice**.
- 15 Sumiko stormed across the hall and into her older sister's room, where Bandit was stretched out next to Tomoko on the bed. Toshi followed Sumiko in.
- 16 “Um, why are you in my room?” Tomoko asked.
- 17 “Finding eddi-vets,” Toshi replied.
- 18 Sumiko marched to Tomoko's bookshelf where she immediately found some of her own books mixed in with her sister's. “*You've been taking my books!*”
- 19 “No, I haven't,” Tomoko said. “Now get out of my room!”
- 20 Sumiko left with her books, wondering how she could prove her sister was the thief. She decided to set a trap. She began by sprinkling green glitter over the tops of the books on her bookshelf.
- 21 The next morning, Sumiko found a trail of glitter leading from her bookshelf into Tomoko's room. She peeked at her sleeping sister's hands and feet. To her surprise, there was no trace of glitter. 



accomplice = someone who helps another do a crime



4

RL.4.1

Stop & Discuss

Why is Sumiko surprised to find no glitter near her sister?

Discuss your response with your partner.

5 Support Reading

- Have students read paragraphs 22–32.
- **CHECK IN** Students understand the importance of the glitter on Toshi.

HELP & GO: Comprehension

- Have students consider what Toshi looks like in paragraph 23 by describing him in their own words.
- Remind students that the glitter was supposed to be a trap. **Ask**, *What does it mean to see the glitter all over Toshi?*

6 Stop & Discuss

- Have students **Turn and Talk** to complete the **Stop & Discuss**.
- **LISTEN FOR** Students realize that borrowing and taking are different things to Toshi.

HELP & GO: Sentence Comprehension

- Guide students to understand that paragraphs 24–28 have to do with the difference between borrowing something and taking something. **Say**, *To borrow something means “to ask to use it and then give it back.” A thief, however, takes something without asking and then keeps it. So does Sumiko catch a thief or not? Discuss whether Toshi borrowed the books or actually stole them.*
- Ask students to explain the differences between borrowing and stealing in their own words. **EL**

Discuss the Whole Text

- Use **Stand and Share** to revisit the Focus Question.
- Review the mystery-solving skills from the previous text. **Ask**, *Which of these skills did Sumiko use? What new skills could we add to this list?*
- Record student responses for later use. Have students add any new words and phrases to their word journals.



- 5 22 Toshi walked in holding out a piece of banana. “Want some?”
- 23 Something sparkled on the banana. Sumiko’s eye followed Toshi’s hand, up his arm, and across his shirt. He was covered in glitter!
- 24 “Toshi, did you steal my books?”
- 25 “No,” he said, finishing his banana. “I borrowed them.”
- 26 “Why didn’t you say anything the whole time I was looking for the thief?”
- 27 “Because I wasn’t a thief,” blinked Toshi.
- 28 “You can’t borrow people’s stuff without asking! And you put my books back in the wrong places and left some in Tomoko’s room!”
- 29 “I just wanted to read like you,” Toshi said softly.
- 30 “Toshi, you can’t take my books, but maybe we can read them together,” Sumiko said.
- 31 “Yay!” Toshi clapped, sending glitter everywhere.
- 32 Sumiko sighed. Although her trap had helped solve a mystery, she now had another problem to solve: how to clean up all this green glitter. 🖐️

RL.4.1

6

Stop & Discuss

Which sentence would Toshi agree with?

Check the answer that **best** explains his reasoning.

- ☐ Borrowing is what makes someone a thief.
- ☐ Borrowing is okay but only from your sister or brother.
- ☒ Borrowing and taking are two different things.

SESSION
4

PRACTICE

RL.4.2 ... summarize the text.

LESSON 1

1 Summarize a Story

- A summary is brief because it only includes key details.
- Not all details are key details. A detail is less important if it is not necessary for understanding the text.

2 Reread/Think

Reread "The Glitter Trap." Write the names of the characters and setting of the story in the chart. Then write key details from each part of the story.

Characters

- Sumiko
- Toshi
- Tomoko
- Bandit

Setting

- Sumiko's home

Beginning

- Someone keeps messing up and taking Sumiko's books.
- A fingerprint check only turns up cat fur.

Middle

- The cat-fur clue leads to Tomoko's room and some books.
- Sumiko puts glitter on her books to catch her sister.

End

- Toshi comes in covered in glitter.
- Sumiko realizes he took her books.
- He was borrowing books to learn to read.
- They decide to read books together.

Reconnect to the Text

Use **Pick a Stick** to have a student recall "The Glitter Trap." **Ask**, *How does Sumiko solve the mystery?*

1 Practice the Standard

- Prompt students to recall that *summarizing* means retelling the most important parts of a story in your own words.
- Review key details and **Pick a Stick** to have a student restate the definition in their own words.
- Provide **Individual Think Time** before having a student restate. **EL**

2 Reread/Think

MODEL THE STANDARD Read aloud paragraphs 1–3 or use **Jump in Reading** to have students read them.

- Model verbally retelling those paragraphs. Include both important and unimportant details. Some unimportant details include how the books were upside-down and sideways and that there were two stuffed animals under the bed.
- **Ask**, *What important details did I include? Were there any unimportant details I included? Why aren't they necessary for understanding the story?*
- Model recording the important details from paragraphs 1–3 in the chart.

GUIDE STANDARDS PRACTICE Have students complete the chart for the rest of the story.

- Ask students to use their own words to explain what should go in each section of the chart.
- As needed, review that the key details in the "Beginning" box will tell how the problem starts, the "Middle" will include steps to solve the problem, and the "End" will say how the problem was solved.

3 Talk

- Use **Give One, Get One** to have students share their key details and explanations.
- Encourage pairs to agree or disagree and build on each other's ideas about key details. Provide sentence frames as needed:

—I agree/disagree that ____ is a key detail because ____ . **EL**


- Give students time to revise their charts based on their conversations.
- Use **Thumbs-Up or Thumbs-Down** to have students rate their confidence that they have only key details in their charts. Provide additional support as needed.

4 Write

- Have students work independently to complete the Write activity.
- If students need more support, complete the activity as a shared writing exercise or have students work with a partner. **EL**
- **Say, Remember to use your chart as you summarize. It will help you organize your writing and ensure you include all the important details.**
- **LOOK FOR** Students use the chart as they write. Use **Help & Go** scaffolds as needed.

HELP & GO: Writing

- Remind students to use their chart to know what to write next. **Ask, What did you write in your chart for the beginning of the story? How was the problem introduced?**
- Encourage students to use their chart to be sure they've included key details from the beginning, middle, and end. **Say, Use your chart as a checklist to make sure you've included all of the key details.**

- Use written responses to determine whether students need additional support 
- Have student volunteers **Raise a Hand** to read their summaries.

SESSION
4

PRACTICE

3 Talk

What key details did you include in your chart? Choose one and tell why it is important for understanding the story.

One key detail is ____.

This detail helps readers understand that ____.

4 Write

Use the information from your chart to summarize "The Glitter Trap." Include key details from the story in your summary.

Sample response: Sumiko wants to know who's taking her books. She believes that it can't be her little brother Toshi because he can't read yet. Sumiko sees some books in her sister Tomoko's room, but Tomoko says she didn't take them. Sumiko sets a trap using glitter but finds none on Tomoko the next morning. That's when she sees Toshi covered with glitter. He admits he was borrowing the books, not stealing them, so he could learn to read like Sumiko. Sumiko says she and Toshi can read the books together, and this makes Toshi happy.

WRITING CHECKLIST

- ☐ I included the names of important characters.
- ☐ I included the setting.
- ☐ I included the problem that had to be solved.
- ☐ I told how the problem was solved.
- ☐ I used correct spelling, punctuation, and capitalization.

SESSION 5 READ

LESSON 1

The Case of the Missing Plant

by Amira Shea

1

- Josephine and Thomasina strode through the thick grass of their grandmother's yard to her garden shed. Granny was hosting a yard sale, and the sisters could keep any money they made selling her old clay pots.
- Thomasina stopped **abruptly** at the garden. "Oh no!" She pointed at a patch of bare earth among the scarlet tomatoes, green okra, and yellow squash. Granny's beloved pigeon pea plant was *gone*.
- Everyone knew that their grandmother had a way with plants. Some people believed stems and leaves just sprung up around her wherever she walked. But it was love and attention that made Granny's garden grow. So, it was strange that anything would be missing—especially the prized plant of Granny's garden.
- Josephine squatted to inspect the empty spot where the pigeon pea plant had once been.
- "No animal prints or holes," Josephine stated, still looking at the ground. "This can only mean one thing."

abruptly = suddenly and without warning



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LESSON 1 | It's a Mystery 21

Reconnect to the Texts

Revisit the Focus Question. Ask students to **Stand and Share** one connection they see between "The Lost Medals" and "The Glitter Trap."

1 Independent Reading

- Set a purpose for reading. **Say**, *Today you will read another story about characters faced with solving a mystery. Then you will use key details from the text to summarize the story.*
- If students need more support, work with them in small groups to guide reading.
- Use **CHECK INs** and related **Help & Go** scaffolds as needed.
- CHECK IN** Students understand what a pigeon pea plant is.

HELP & GO: Background

- Say**, *A pigeon pea plant is a large bush that grows in warm climates. It has yellow blossoms and green seed pods.*
- Consider showing an image of a pigeon pea plant so students can visualize how noticeable it would be if it were missing from a garden.

- CHECK IN** Students understand the words *beloved* and *inspect*, the phrase *had a way with*, and the use of italics for emphasis.

HELP & GO: Language

- Have students use the **Word Learning Routine** to determine the meaning of *beloved* in paragraph 2 (much loved) and *inspect* in paragraph 4 (look closely at). Have students use **Synonym Plug-In** to suggest other words that would make sense in place of those words.
- Point out that italics are used to give a word emphasis. Have students practice saying the last sentence of paragraph 2 with emphasis on *gone*. Discuss why the author might have chosen to emphasize that word. **EL**
- Clarify informal language (paragraph 3): *had a way with* means "was good at."

2 Independent Reading

- **CHECK IN** Students understand the words *concluded* and *breathless* and the phrases *thought the worst* and *to look out for*.


HELP & GO: Language

- Explain two different meanings of *concluded*. (finished, decided) Call on volunteers to say which meaning the word has in paragraph 7.
- Have students look inside the word to help find the meaning of *breathless* (paragraph 12). Use the suffix *-less* to prompt students for the meaning.
- Clarify informal language. **EL**
 - paragraph 14: *thought the worst* means “decided something or someone was bad before knowing all the details.”
 - paragraph 15: *to look out for* means “to watch over someone to keep them safe.”

- **CHECK IN** Students understand that the problem to be solved in this mystery turned out not to be a problem at all.

HELP & GO: Comprehension

- Clarify why Granny gave the plant away by noting how a familiar item like a plant can help someone who is homesick. Invite students to share similar experiences with homesickness and/or comfort items.
- Discuss why Granny wasn't upset with the girls. Reread paragraph 15. Point out that *may have reached the wrong conclusion* means the girls might be in trouble with Granny, but the text after the dash explains why they are not in trouble with her after all.
- Have students use **Compare and Connect** to think about how this mystery was like the others they've read and how it was different. **Ask, Did Josephine and Thomasina solve a real problem? Or did they only solve what they thought was a problem? How is this mystery like the other two we've read?**



SESSION 5 **READ**

2 6 “What?” Thomasina asked.

7 “Only a human could’ve taken the plant,” Josephine concluded.

8 Thomasina nodded and stepped carefully in the garden, looking for clues. There, behind the okra, was a yellow garden glove with a palm tree on it. However, Granny wore dark blue gloves. So, there was a plant thief!

9 “We should tell Granny,” Thomasina said.

10 “No,” Josephine said. “Let’s not worry her. We’ll find the thief ourselves.”

11 That afternoon, as people arrived, the girls **scanned** the crowd. Josephine suddenly grabbed her sister’s elbow.

12 “Look at the apron Mrs. Mavis is wearing,” Josephine whispered. “It has the same palm tree as the glove we found!” The sisters moved closer and overheard Mrs. Mavis chatting about a new pigeon pea plant. They raced inside to tell Granny, who listened patiently. The sisters were *breathless* by the time they were done.

13 Smiling, Granny said, “I grew that plant as a present for Mrs. Mavis. She just moved here from Barbados. When she looks in her yard, she’ll be reminded of home.”

14 “We’re sorry, Granny,” Thomasina said **sheepishly**. “We shouldn’t have thought the worst.”

15 “You may have reached the wrong conclusion, but you had the right reason—to look out for your granny.” Granny reached out and brought both girls in for a hug.

scanned = looked around to find something

sheepishly = in an embarrassed way

22 **UNIT 1** | Facing Challenges

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Respond to Text

3 Reread/Think

Reread "The Case of the Missing Plant." Choose the best response to each question.

1. Which detail would be **most** important to include in a summary?

A. The grass in Granny's yard is thick.
 B. Josephine looks for animal prints.
☒ C. The girls find a garden glove on the ground.
 D. Granny enjoys spending time in the garden.

2. Which detail is an important part of the mystery?

A. The sisters are eager to sell clay pots.
☒ B. The sisters discover a plant is missing.
 C. The sisters are excited to meet Mrs. Mavis.
 D. The sisters like spending time with their grandmother.

3. Fill in the blanks to summarize what happens in paragraphs 8–10.

The sisters discover a clue with a **palm tree** _____ on it.

They don't want to **worry** _____ Granny, so they

decide to **find the thief** _____ on their own.

4. What is the solution to the mystery?

☒ A. Granny says the plant was a gift.
 B. Mrs. Mavis says she took the plant without asking.
 C. The plant was sold at the yard sale by accident.
 D. The sisters learn that an animal dug up the plant.

3 Reread/Think

- Have students complete the Reread/Think items independently.
- Consider reading aloud questions and answer choices as needed. **EL**
- Remind students to read all of the choices first and then choose the one that best answers the question.

Answer Analysis

Use the answer analysis below to review the practice items with students. Have students **Raise a Hand** to share responses and to agree and build on or disagree and explain their reasoning. ✓

1. The correct choice is **C**. The garden glove on the ground is the most important clue in the mystery that connects the missing plant to Mrs. Mavis. The other choices should not be included in a summary because they are minor details that do not contribute to a meaningful understanding of the story. **DOK 2 | RL.4.2**
2. The correct choice is **B**. Knowing that the sisters discover a plant is missing is necessary for understanding the story. The other choices are unimportant details. **DOK 2 | RL.4.2**
3. See the student page for sample responses. Accept other reasonable responses. **DOK 2 | RL.4.2**
4. The correct choice is **A**. Thomasina's and Josephine's discovery that Granny gave the plant to Mrs. Mavis solves the mystery of where the plant went. The other choices describe events that do not happen in the story. **DOK 1 | RL.4.2**

4 Answer Analysis

5. The correct choice is **C**. *To feel sheepish* means “to be embarrassed for having done something foolish or wrong.” Thomasina was wrong to accuse Mrs. Mavis of stealing. There is no evidence that Mrs. Mavis will be angry with the girls, and sadness and happiness are not emotions that cause someone to speak “sheepishly.” **DOK 1 | RL.4.4**

5 Write

- Have students respond independently to the Write prompt. **DOK 3 | RL.4.2**
- If students need more support, work with them in small groups to guide them through writing.
- Have students **Turn and Talk** before writing. **EL**
- LOOK FOR** Students summarize the story using key details and their own words. Use **Help & Go** scaffolds as needed.

HELP & GO: Writing

- Consider structured pairing to share a draft with a partner before writing a final response on the student page. **EL**
- Remind students to use the checklist to make sure they have included everything they need in their summary.

Lesson Wrap-Up

- Revisit the Focus Question. Have students **Stand and Share** to give examples of skills the girls used to try to solve the mystery.
- Guide students to notice similarities between the three texts.
- Have volunteers share a word they added to their word journals and tell the meaning.

SESSION
5

PRACTICE

4 Reread/Think

5. Why does Thomasina speak “sheepishly” to Granny in paragraph 14?
- A. She is afraid that Mrs. Mavis will be angry with them.
 - B. She feels sad that she cannot solve the mystery.
 - C. She feels badly about accusing Mrs. Mavis of stealing.**
 - D. She is happy the missing plant has been found.

5 Write

How do Josephine and Thomasina solve the mystery? Use details from the text and your own words to summarize what happened.

Sample response: Josephine and Thomasina check for clues when they see the plant is missing. They find a glove with a palm tree on it in the garden. Then they scan the people who come to Granny’s yard sale. They see that Mrs. Mavis is wearing an apron that matches the glove. They tell Granny that they think Mrs. Mavis took her plant, but Granny explains that the plant was a gift. The mystery is solved!

WRITING CHECKLIST

- ☐ I answered the question.
- ☐ I included key details from the story.
- ☐ I used my own words to tell what happened.
- ☐ I used complete sentences.
- ☐ I used correct spelling, punctuation, and capitalization.

SESSION

6



PUT IT TOGETHER

LESSON 1

Respond to the Focus Question

What skills can people use to solve a mystery?

1 Reread/Think

Sample responses shown.

Choose one text from the lesson to reread.

TEXT: *Student choices will vary.*

What did you learn from the text you chose about how people solve mysteries?

1. *People look for clues.*

2. *People ask questions.*

2 Talk

What is the most important thing you learned about solving problems from these stories?

I learned ___ from ___.

One skill a good problem solver has is ___.

WHAT WE LEARNED

Discuss how you would respond to this question. Take notes in the chart.

What skills can people use to solve a mystery?

Take notes on what you learned from talking to the other students in your group.

Skills for Solving Mysteries

- | | |
|-----------------------------------|---|
| • Watch carefully. | • Make a plan. |
| • Pay attention to detail. | • Follow the evidence. |
| • Ask good questions. | • Make mistakes and keep trying. |

3 Write

What have you learned from these mysteries that could help you solve a problem or answer a question? Use details from all three stories in your response.

Respond to the Focus Question

Read the Focus Question. Tell students that they will answer the question using information from all three lesson texts.

1 Reread/Think

- Divide the class into groups of three.
- Have each student in the group reread one text and then complete the Reread/Think section.

2 Talk

- Have students use **Merry-Go-Round Share** to complete the Talk activity.
- Then use **Compare and Connect** to guide a whole-class discussion to complete What We Learned. Record responses.
- Encourage students to share and record other skills that would help someone solve a mystery, drawing from their own experience or other stories they have read.
- **LISTEN FOR** Students articulate what they learned about solving mysteries. Use the **Help & Go** scaffold as needed.

HELP & GO: Academic Discussion

- Work with students to create a list of terms they can use in discussion. Provide sentence frames as necessary.

3 Write

- Have students respond independently to the prompt.
- Use **Stronger and Clearer Each Time** to allow students to rehearse and refine their ideas before they begin writing. **EL**