UNIT 12 OPENER



Preteach: Instructional Terms

A mystery story is fiction dealing with the solution of a crime or the unraveling of secrets. A mystery usually involves a suspenseful event. The reader uses clues from the story and gradually discovers who has committed the crime or unravels the secret to solve the mystery by the end of the story. In the courseware, students are told that authors write mysteries to entertain us. Ask: What mysteries have you heard about or read? What made them exciting to hear about or read?

A **fact** is a true statement based on evidence that can be proved. Explain that to **draw conclusions** means to "put two and two together" by using more than one bit of information (or fact) gathered while reading a story or an informational text. Give students this example:

You read that a character is more than 6 feet tall. Then you read that she is packing a gym bag for practice. You can now conclude that she might be an athlete or a player on a team. When you read that she picks up a basketball and adds it to the bag, you can refine your conclusion—the girl is probably a basketball player.

Evidence can be stated directly or implied. Students should be able to cite evidence from the text that they used to draw their conclusion. Emphasize that they may need to revise their conclusions when more evidence becomes available. Ask: How would the conclusion be different if the character added a soccer ball to her bag?

Explain that there is a difference between conclusions and predictions. A prediction involves looking forward—thinking about what might happen in the future. Drawing a conclusion involves putting together facts that have been revealed or gathered (in a way, looking back). When you make predictions, you say what you think will happen. Ask: What prediction can you make from this example?

The sky is cloudy and dark. There are storm clouds in the distance. People walking down the street are carrying umbrellas.

Context clues include typographic features: She loved the car (a red Mustang); syntactic clues: The _____ is huge (missing word must be a noun); semantic clues such as definitions, examples, synonyms, and explanations: Progeny means "descendants or children"; and restatement using signal words such as: *or*, *in other words*, *similar to*, and *examples*. Point out that context often provides clues to the meaning of an unfamiliar word. Offer this example of context clues:

The story you will read talks about kivas, or round underground rooms with only one entrance. The word "kivas" is defined in that sentence. The definition is a context clue.



Scope and Sequence at a Glance

Genre: Mystery

Title: Can You Dig It?

The Mystery of the Hopi Pots

Cross-Curricular Connection:

Social Studies

Comprehension:

Make and Confirm Predictions

Draw Conclusions

Vocabulary:

Context Clues (Unfamiliar Words)

Decoding Support:

Silent Consonants (kn, wr)



Summary of Reading Passage

Can You Dig It?
The Mystery of the Hopi Pots

Ana, Carlos, and their Aunt Cecilia are visiting an archaeological site in Arizona. There they meet Dr. Mary Narbona, who tells them of a strange event that has taken place at the kiva. A perfect Hopi pot has appeared overnight at the site. The children enlist the help of a Hopi teen, Joseph Hoyuma. Is the pot a fake? Has it been planted by a mysterious hunched figure? Through some clever detective work, Ana and Carlos learn the truth.

Lexile: 710 Word Count: 736









UNIT 12 OPENER (CONT.)



Learner Vocabulary

Introduce the lesson's vocabulary words by reading the following sentences aloud. After you read each sentence, repeat the vocabulary word, and read aloud its definition.

ancestor Noun. Member of one's family from long ago.

Two of his ancestors had been soldiers in the American Civil War.

artifact Noun. Object of historical interest.

Many of the **artifacts** in the museum are tools that were used by ancient people.

kneel Verb. To go down on one's knees.

I kneeled on the ground so I that could plant tomato seeds in the garden.

mystery Noun. (1) Something that cannot be explained or understood. (2) Work of fiction about a puzzling crime.

- (1) It is a **mystery** who took the books from my desk and why.
- (2) Sherlock Holmes is the famous detective in Arthur Conan Doyle's mystery stories.

pottery Noun. Items made from clay.

My grandmother's **pottery** collection includes many handmade jugs.

wrestle Verb. (1) To struggle with. (2) To participate in a type of handto-hand contest in which each opponent tries to hold the other down.

- (1) Tori wrestled with the fish as it flopped around the bottom of
- (2) The crowd cheered as it watched the two athletes wrestle in the ring.



Vocabulary Activity

Cut out twelve pottery shards, or jigsaw puzzle pieces, from a large piece of brown construction paper. On six shards write a vocabulary word. On a connecting piece, write the word's definition. Scramble the pieces and tape them to a board. Have students match each vocabulary word to its definition. Then have students write original sentences that include the vocabulary words.



Destination Journal

Ask students to journal on this topic: Suppose that you are an archaeologist living in the year 2250. You study objects from the past and try to discover how people used them. Imagine that you have found artifacts from the present day. Which objects would be easy to find because we use them every day? What might you think of them?



Book Lists

Books of the Same Genre

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

Encyclopedia Brown and the Case of the Slippery Salamander by Donald J. Sobol. (Reprint 2000). Yearling.

(Below-level students.) In this installment in the series, Encyclopedia Brown must solve ten mysteries. Lexile: 710

Chasing Vermeer by Blue Balliett. 2005. Scholastic Paperbacks.

(On-level students.) Petra and Calder are sixthgraders. During a museum field trip they discover their shared love of fine art and develop a friendship while trying to solve the mystery of a missing Vermeer painting. Lexile: 770

The Westing Game by Ellen Raskin. (Reprint 1997). Puffin Books.

(Above-level students.) Mr. Westing, a multimillionaire, has sent letters to his sixteen heirs and invited them to Sunset Towers. When they arrive, Mr. Westing is dead; one of the heirs has certainly killed him. Lexile: 750

Books with Related Themes

Students who are fascinated by archaeology may find these books intriguing.

Lift the Lid on Mummies by Jacqueline Dineen. 1998. Running Press Book Publishers. (Below-level students.) This book explores mummies and the people who study them. Lexile: N/A

The Mystery of the Mummy's Curse by Gertrude Chandler Warner. 2002. Albert Whitman and Co. (On-level students.) In this installment in the series, bad luck strikes the Aldens when they set up an exhibit at the Greenfield Museum, Lexile: 500

Archaeology for Kids: Uncovering the Mysteries of Our Past by Richard Panchyk. **2001. Chicago Review Press.** (Above-level students.) Readers are introduced to the world of archaeology in this text. Lexile: N/A





ESSON 1 PLANNER

Lesson 1: Genre and Vocabulary Study



Genre Study

Assess students' prior knowledge of mysteries by asking them whether they have heard of the Loch Ness monster, Bigfoot (also called Sasquatch), or the Bermuda Triangle. Ask students what features these mysteries share. Students may point out that they share puzzling events or situations, unusual or unexplained events, and clues that lead to an explanation of the puzzling events. Point out that there are no explanations for some of these mysteries but that most people enjoy the suspense of an unsolved mystery.

Then ask students to name their favorite detectives, or clever people who use logic to solve mysteries. Many students will know fictional detectives featured in books, on TV shows, or in movies.

Explain that a clever person is one element of a good mystery. Other elements are:

- · A problem or a puzzling event or situation
- Clues that lead to solving the mystery
- Suspects, or characters who could have committed a crime
- Unusual or unexplained events
- Suspense, or excitement that builds until the puzzle is solved. A good mystery has you sitting on the edge of your seat.

Share the Pen: Begin writing a mystery, either on the board or a large sheet of paper and invite volunteers to continue it, adding one sentence at a time. Sample starter: It was a dark and stormy night. Suddenly, a woman screamed.



Build Background

The subject of the unit in the courseware is archaeology. Assess students' prior knowledge of the subject. Ask: What do you know about the first people who lived in what is now the U.S? Where did they live? What do you know about other early peoples, such as the ancient Egyptians, Romans, or Greeks? How do people know about ancient peoples?

In the courseware, students see a slide show that explores archaeology as the study of ancient peoples and civilizations. Students are reminded that ancient people of archaeological interest lived in what is now the U.S.

Remind students that an archaeologist uncovers the mysteries of the past. Ask: What tools do you think an archaeologist uses? What type of information would be important to an archaeologist? What might have been an archaeologist's favorite subject in school?



Learning Objectives

- · Identify elements of a mystery story
- Use context clues to detect meaning of unfamiliar words
- Introduce synonyms and definitions as context clues



QuickFact: Information Center

Traditions Corn has always been an important part of Hopi culture. A newborn Hopi baby spends its first nineteen days wrapped in a blanket. Two ears of corn are placed next to the baby. These ears are called the baby's "Mother" and "Grandmother." On the twentieth day, the baby is given its Hopi name.











Vocabulary Strategy: Context Clues

Students are told that context clues are words or sentences that give readers hints about a word's meaning. Work with students to explain the first example from the courseware: It was dark. A warm breeze blew through the trees. The night was pleasant and balmy. Emphasize that other words in the sentence offer clues to the meaning of the word balmy. Help students identify pleasant as a synonym for balmy.



Differentiated Instruction

ELL: English language learners may benefit from a review of synonyms. Review what a synonym is, and have students identify synonyms for *big*, *small*, *take*, and *make*. Then write each of the following words on index cards: *world*, *earth*, *city*, *town*, *answer*, *reply*, *happy*, *glad*, *old*, *ancient*, *story*, *tale*, *stop*, *end*. Turn the cards face down, and ask students to find words that are synonyms.

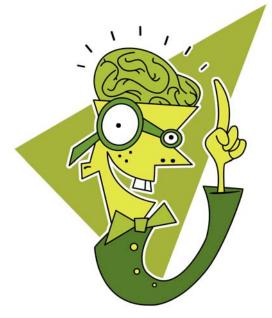
Special Needs: Visual learners will benefit from creating a picture dictionary of the vocabulary words. Have them copy and illustrate each one.

Above-Level Students: Ask these students to write sentences with more challenging words from the passage: *descendant*, *community*, *agriculture*, *ditch*, *gravel*, *suspicious*, *vessel*, and *settlement*. Have students include a context clue in each sentence that helps reveal the meaning of the vocabulary word.



Quick Writing Activities

- Have students design and write postcards to their ancestors.
 They should tell about one important event. Point out that students must include context clues to help their ancestors understand the meanings of any words that name modern objects.
- 2. Have students write the answers to these questions: Is using context clues a mystery to you, or have you discovered how they can help you find the meanings of unfamiliar words? Tell what you have learned about context clues. Explain whether context clues make reading easier or harder for you. (Metacognition)





Lesson Resources: Assessment Toolkit

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

Prior to having students take the lesson tests provided in the courseware, check their confidence in the skills:

- Have each student write an explanation, as if to a friend, about how to use context clues
- Have small groups work together to come up with a list of six characteristics of a mystery.
- Have students write original sentences that include the vocabulary words from the lesson.





ESSON 2 PLANNER

Lesson 2: Comprehension Skill and Strategy



Comprehension Skill: Draw Conclusions

Students are told to use the equation Fact + Fact + Fact = Conclusion to draw conclusions. On the board, write this formula along with empty boxes under each item. Then, write the following facts in the fact boxes: Food spills from the kitchen cupboards. The trash can is tipped over. The window is open. Ask: On the basis of these facts, what conclusion can you draw?

In the courseware, students place scrambled information in the drawing conclusions equation. Suggest that students first group the information by topic. Then, tell students to use this question to determine whether the information is a fact or a conclusion: Can this information be proven true? If the answer is yes, it's a fact!



Comprehension Strategy: Make Predictions

Explain to students that people use details to make predictions about what will happen in the future. Ask: What do you think the weather will be like next week? Point out to students that they are using details from the current weather to make their predictions.

In the courseware, students make predictions about what might be in the pot on the book's cover. Help students identify clues to make their predictions. Then, talk with students about how they can confirm their predictions. Explain that sometimes predictions must be revised on the basis of new information.



Differentiated Instruction

ELL: Point out to Spanish-speaking students that English and Spanish share many cognates, or related words that come from a common source. The Spanish words for conclusion and prediction are conclusión and predicción.

Special Needs: In addition to written facts, suggest that students use visual images with the drawing conclusions equation.

Above-level Students: Invite students to use the content of a subject they are studying in class to design their own Fact + Fact + Fact = Conclusion Information Scramble Games.



Learning Objectives

- Recognize the purpose for drawing conclusions.
- Identify reasonable conclusions based on evidence in a mystery.
- · Identify evidence, or clues, to support a reasonable conclusion.
- · Recognize making predictions as a strategy to improve reading comprehension.
- · Make predictions about the plot and characters of a mystery.



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 each student use the drawing conclusions equation to write about a conclusion that he or she has reached recently in school or at home.
- Have each student create a three-column Predictions Chart for his or her life. In the first column, ask students to write the following time markers: What interesting experiences I will have today, tomorrow, next week, and next year. In the second column, have students write their predictions. In the third column, have students write details from their lives that support each prediction.







LESSON 3 PLANNER

Lesson 3: Summary and Journal Writing



Story Summary

In this archaeological mystery story, Ana and her brother Carlos visit their Aunt Cecilia in Arizona at an Anasazi archaeological site. They arrive on a hot day to find that Dr. Narbona, the site's leader, has discovered a mysterious pot in a kiva. Context clues will help students learn the meaning of the word kiva. The kiva belonged to the Anasazi, but the pot is Hopi. This fact in itself is not unusual because the Hopi and Navajo lived in the area after the Anasazi did. However, another mystery is that the pot is not buried and looks new. Dr. Narbona makes a **prediction** that the pot was made by a living Hopi. However, a Hopi teenager named Joseph, who works at the site, behaves mysteriously when he says that the pot does not look as though it were made by a Hopi.

During the night, Ana and Carlos hear a strange noise and see a hunched figure walking along the ridge in the moonlight.

The next morning, Dr. Narbona discovers that the pot is missing. Ana and Carlos become suspicious that Joseph's strange behavior suggests that he's behind the mystery of the pot.

Again, during the night, the campers hear noises. Ana and Carlos accuse Joseph of making the noises to scare people away from the kiva. However, their **conclusion** is incorrect. Joseph's grandfather, Mr. Hoyuma, appears; he is carrying a long stick with pots tied to it. Mr. Hoyuma explains that he makes pots and visits the kiva to remember his ancestors.



Destination Journal

Ask students to write journal entries on this topic: Mr. Hoyuma and Joseph visit the kiva to remember their ancestors. Write about some things that you and your family do to help you remember your ancestors. Think about regular family gatherings during the holidays, treasured family recipes, or valuable objects that used to belong to other family members. Describe the gathering, the food, or the object, and then write about why it is important to your family.



Learning Objectives

- · Read a mystery to build vocabulary, fluency, and comprehension.
- Make and confirm predictions while reading a mystery to assist comprehension.
- Draw conclusions while reading a mystery.
- · Use context clues while reading a mystery to improve comprehension of vocabulary.
- 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:

- Have each student select and read a mystery. Tell students to make a prediction about the story on the basis of its title, illustrations, and blurbs.
- Have students compare the conclusion of the mystery to the predictions made about it.





ESSON 4 PLANNER

Lesson 4: Comprehension Skill and Strategy



Comprehension Skill: Draw Conclusions

After students have read Chapter One, write the following story facts on the board: The pot is not buried. The pot is an example of Hopi pottery. The pot looks new. Ask: What conclusion can you draw about the pot that Dr. Narbona finds?

After students finish reading the story, point out that Ana and Carlos use facts to draw the conclusion that Joseph Hoyuma is trying to scare people away from the kiva. Ask: Which facts support their conclusion? Point out to students that Ana and Carlos draw an incorrect conclusion. Ask: Which facts support the correct conclusion?



Comprehension Strategy: Make Predictions

After students have read Chapter One, ask: If the pot was made by a living Hopi, why was it left at the kiva? Tell students to continue reading to confirm or revise their predictions.

In the courseware, students will select sentences that confirm stated predictions. Suggest that students use the prediction statements to form questions: Something will happen to the artifacts. What happens to the artifacts? Then, tell students to select the line that answers the question.



Differentiated Instruction

ELL: Explain to students that the suffix -logy means "the science of." The Greek word archaios means "ancient." Archaeology is the scientific study of the past.

Special Needs: Tell students to record in web diagrams what the character Joseph says and does. Suggest that students use these diagrams to draw conclusions and make predictions about the mysterious pot.

Above-Level Students: In small groups, have students discuss the dangers of drawing incorrect conclusions. Tell students to use examples from the story to support their discussion points.



Learning Objectives

- Draw conclusions, using evidence from a mystery text.
- · Confirm predictions about plot and character, using evidence from a mystery text.
- · Evaluate predictions made about a mystery text.



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.

- · In small groups, ask students to draw conclusions regarding why Joseph does not tell the other characters about his grandfather. Tell students to cite facts from the story to support their conclusions.
- Ask students to write predictions regarding how Mr. Hoyuma's visit will affect the archaeological study. Tell students to cite details from the story to support their predictions.







Date: _____

UNIT 12: Can You Dig It? The Mystery of the Hopi Pots

Comprehension Skill: Using a Prediction/Conclusion Outline

Directions: You have learned to use clues to make predictions in a mystery story. Use the following

	I/Conclusion Outline to test your predictions. Record clues from the reading and your prediction have finished reading, determine how many of your predictions were correct by recording the actus.
Title of the	e Reading:
I. Clues	
A	
В	
c	
II. Predicti	on and Conclusion
A. Pre	ediction:
B. Co	nclusion:
III. Clues	
Α	
В	
C	
IV. Predict	ion and Conclusion
A. Pre	ediction:
	nclusion: