

# Mystery Time Management

## WEEK 1

Day 1	Day 2	Day 3	Day 4	Day 5
<b>Learning Objectives</b>				
Students will: • learn the components of a mystery.	Students will: • learn how to gather information for a mystery.	Students will: • practice gathering information for their own mysteries.	Students will: • learn how to make a Story Map to organize plot.	Students will: • practice organizing the plot events for their mysteries in a Story Map.
<b>Activities</b>				
• Discuss the elements and traits of a mystery (Student pages 60–62). • Use the rubric to study the model (Student pages 63–69).	• Read and discuss <b>Prewriting: Gather Information</b> (Student page 70).	• Brainstorm to come up with an idea for a mystery. • Look over brainstorming notes and choose one idea.	• Read and discuss <b>Prewriting: Organize Ideas</b> (Student page 71).	• Make a Story Map to organize plot events.

## WEEK 2

Day 1	Day 2	Day 3	Day 4	Day 5
<b>Learning Objectives</b>				
Students will: • learn how to use clues to draw the audience in.	Students will: • practice writing their own drafts.	Students will: • learn how to check their drafts for conflicting information.	Students will: • practice finding conflicting information in drafts.	Students will: • learn to use a thesaurus to add suspenseful words.
<b>Activities</b>				
• Read and discuss <b>Drafting: Write a Draft</b> (Student pages 72–73).	• Use Story Maps to write a draft. • Include clues to draw the reader in.	• Read and discuss <b>Revising: Extend Writing</b> (Student page 74).	• Replace or delete conflicting information.	• Read and discuss <b>Revising: Clarify Writing</b> (Student page 75).

## WEEK 3

Day 1	Day 2	Day 3	Day 4	Day 5
<b>Learning Objectives</b>				
Students will: • practice adding suspenseful words to their drafts.	Students will: • learn how varying the length and structure of sentences can help the story flow.	Students will: • learn how to punctuate quotations correctly.	Students will: • practice editing their drafts for spelling, capitalization, punctuation, and punctuation of quotations.	Students will: • learn different ways to publish their mysteries.
<b>Activities</b>				
• Use a thesaurus to add suspenseful words.	• Read and discuss <b>Editing: Check Sentences</b> (Student page 76). • Make sure drafts have a variety of sentence lengths and structures.	• Read and discuss <b>Editing: Proofread Writing</b> (Student page 77). • For more practice punctuating quotations, complete Student pages 78–79.	• Fix any spelling, capitalization, or punctuation errors. • Fix any quotations that aren't punctuated correctly.	• Read and discuss <b>Publishing: Share Writing</b> (Student pages 80–83).

\* To complete the chapter in fewer days, teach the learning objectives and activities for two days in one day.

This planning chart, correlated to your state's writing standards, is available on-line at <http://www.zaner-bloser.com/sfw>.

Writing a Mystery

**Prewriting Gather Information**



Characters, setting, and events fit together.

**Writing Strategy** Brainstorm some people and events.

When our teacher asked us to write mysteries, several ideas popped into my head. Some came from things I like to do, but most came from the places I go and the people I know. Mysteries are everywhere! Soon I had a whole list of possible topics.

Possible topics for mysteries:

- ✓ Friends: A word that has two meanings causes problems for friends who are trying to find something.
- ✓ Home: My brother is keeping a mysterious secret, and I want to know what it is.
- ✓ School: Something mysteriously appears at school and has all the kids talking.
- ✓ Camping: A strange sound late at night is making campers nervous.

After looking over my notes, I decided to write a mystery about school. Then I had a great idea! I would write about some mysterious posters showing up at school. What do they mean? Who put them there?

**Practice!**

Think about places and people you know. Brainstorm some ideas for a mystery. Jot down some notes about these ideas.



**Prewriting Organize Ideas**



The events in the mystery are well organized.

**Writing Strategy** Use a Story Map to organize my mystery.

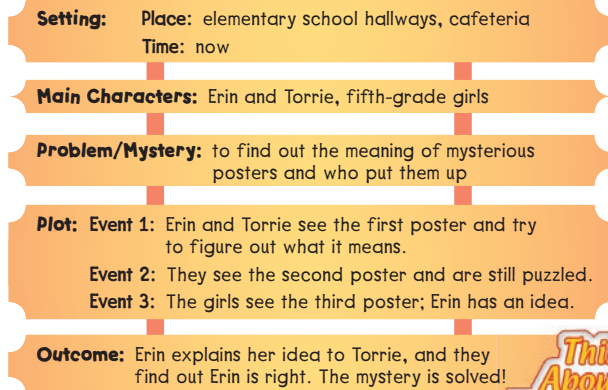
I read in the rubric that organization is important in a mystery. I need to think about my characters and how they will solve this mystery. I'll use a Story Map to organize the events in the mystery.

**Writer's Term**

**Story Map**

A Story Map organizes the setting, characters, plot, problem, major events, and outcome of the story.

**Story Map**



**Practice!**

Make your own Story Map. Be sure to include the setting, characters, problem, plot events, and outcome.

**Think About It**

Look at my notes and my Story Map. Do I have all the pieces that I need to write a mystery?

**Prewriting**

(Student pages 70–71)

Tell students that finding a topic for their mysteries is easy; they just need to look all around them, like Sasha does. Point out that she uses categories to help her narrow down an idea for her mystery: friends, home, school, and camping. Encourage students to try doing this, too.

Read through Sasha's Story Map with students. Point out that Sasha states the problem/mystery very clearly, and she has at least three plot events to develop the mystery. Explain that students may have more than three plot events, but fewer than three will not be enough to develop a good mystery.

**More Practice!**

For more practice with these writing strategies, you may wish to have students use pages 28–29 of the Strategy Practice Book. See the appendix for annotated Strategy Practice Book pages.

**Differentiating Instruction**

**Enrichment** Have a group of students act out "The Case of the Disappearing Soccer Shirt." Have them assign roles, write a script, find props, and present their play to the rest of the class.

**Support** To help students develop solid, useful plot events, have them write each of their plot events on a separate note card and shuffle the cards. Then have them trade cards with another student. Ask that student to put the plot event cards in order and then guess what the mystery is supposed to be and what the outcome will be. If the student can't get the events in order or guess the mystery and outcome, then the writer needs to add, delete, or rethink plot events.

**WORK with a PARTNER**

Have students trade their Story Maps with another student. Each student should check to see that the other student's Story Map shows a particular setting, definite characters, a clear mystery, at least three plot events, and a believable outcome.