

DAY TWO—READING AND ANALYSIS CYCLE

Guided Analysis One—Student Booklet Pages 2-3

WHOLE CLASS LESSON: GUIDED ANALYSIS ONE

Guided Reading Distribute a copy of “The Martinville Mystery” by Fraser Syme to each student. A blackline master of this story can be found in the Blackline Masters that are near the end of this unit. Call on individual students to read aloud part of the story.

Guided Analysis Explain to students that figuring out or analyzing, mysteries will help them to write their own mystery. Tell the students that they are now going to analyze “The Martinville Mystery.” You and the students work together to complete Guided Analysis One. Students fill in their analysis sheet at the same time that you model the recording process on the board or on a Smart Board. Refer to annotations on the following pages for concepts, key questions to ask, and suggested student responses.

Author’s Progress Log Direct students’ attention to the Author’s Progress Log on the inside back cover of the Student Booklet. Explain that this is where students will record their progress throughout the genre study. Now have students record in the Author’s Progress Log today’s date and the title of Guided Reading Story One.

Book Selection and Reading Options Some class time should be given for independent reading time. Show students the forms for Independent Analysis Two and Three in their Mysteries Booklets. Point out that these sheets match what you and the students did in class today. Students should read novel selections that are at their independent reading level and start to complete Independent Analysis Two on their own or with a partner.

READERS AND WRITERS IN THE CLASSROOM

T Work together with the class to read “The Martinsville Mystery” and to complete Guided Analysis One in their Student Booklets.

S Give students some class time to read independently from their novel selections. They may start to fill in Independent Analysis Two sheets independently or with a partner.

FIVE-MINUTE FOCUS

Gather the class together. Ask for volunteers to share the title and author of their first independent novel selection.

REMINDER ✓ In Author’s Progress Log, students record the date and title of Guided Analysis One.

ANNOTATION

GUIDED ANALYSIS ONE

STUDENT BOOKLET PAGE 2

TITLE/AUTHOR

What is the name, or title of the mystery story we just read? Who is the author of this mystery?

SETTING

The setting chains help us show when and where the story takes place. In the first box of the when chain, you write the overall time frame of the story. In the other boxes along the chain, you write specific times within the overall time. In the first box of the where chain, you write the overall place and, in the other boxes, you write specific places, or locales, within the overall place.

When Time is another way of saying when. Scan the mystery to find words or phrases that refer to time. (Record these words or phrases on the board.) Which word or phrase includes all the others? Write this word or phrase in the first box of the when chain. Now choose four words or phrases that describe specific times within the overall time. Write them in the remaining boxes.

Where Place is another way of saying where. Scan the mystery to find words or phrases that refer to place. (Record these words or phrases on the board.) Which word or phrase includes all the others? Write this word or phrase in the first box of the where chain. Now choose four words or phrases that describe specific places, or locales, within

TITLE *The Martinville Mystery*

AUTHOR *Fraser Syme*

WHEN

Memorial Day weekend → Memorial Day → Monday → morning →

WHERE

Martinville → Mrs. Berryman's house → Mrs. Berryman's driveway → street → Joneses' driveway

POINT OF VIEW *third person*

PLOT DEVELOPMENT

Mysterious Event
break-in at Mrs. Berryman's house

Motive
Riley Johnson wanted to buy a new bike.

Solution
Riley Johnson, the new paperboy, was the robber.

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that place. Write them in the remaining boxes.

POINT OF VIEW

Does the author refer to the main character by name and as he or she? This point of view is called third person. If the mystery had been written in the first person, the main character would tell the story and refer to himself or herself as I.

PLOT DEVELOPMENT

The plot of a story tells what happened. It gives a story a beginning, middle, and end. Mysterious event, motive, and solution are three main elements of a mystery plot.

Mysterious Event The mysterious event is the problem that caused the action of the story to unfold. What was the mysterious event discovered by Kip and his twin sister Robin?

Motive Motive is the reason someone does or wants something. Why do you think Riley Johnson robbed houses in Martinville and Portland?

Solution When someone solves a mystery, they find out the solution, or answer, to the mysterious event or problem. What was the solution to this mystery?

ANNOTATION

GUIDED ANALYSIS ONE

STUDENT BOOKLET PAGE 3

CHARACTER CLUSTERS

Characters are the people or animals in a story. A cluster is a way of visually organizing information. Which character was the mystery solver in this story? (Robin Jones) What other characters were important to the story development? (Kip Jones, Riley Johnson) Which of these two characters did the author develop most fully? (Riley Johnson)

Physical Description The physical description of a character is what you would see if you had a photograph of the character. In a story, we imagine the photograph from the words the author used to describe the character. Scan the story to find words and phrases that tell about Robin's and Riley's physical description. Cluster the words and phrases.

Personality Traits include characteristics such as likes and dislikes, behavior and attitudes. We can figure out a character's personality traits from their dialogue, actions, thoughts, and feelings. Scan the story to find dialogue, words, and phrases that describe Robin's and Riley's actions, thoughts and feelings. Based on this information, what are Robin's and Riley's personality traits? Cluster the words and phrases.

MYSTERIES
CHARACTER CLUSTERS

13 girl

blue eyes — Physical Description — black hair

well-scrubbed hands — Physical Description — teenager

sweaty — Physical Description — bare feet

thoughtful — Personality Traits — observant

clever — Personality Traits — helpful

Robin Jones
MYSTERY SOLVER

black hair — Physical Description — teenager

well-scrubbed hands — Physical Description — bare feet

sweaty — Physical Description — bare feet

friendly — Personality Traits — curious

dishonest — Personality Traits — curious

Riley Johnson

SOLVE THE MYSTERY	What Does the Mystery Solver Think?	What Does the Reader Think?	Useful Clue	Red Herring
(111) #1 <i>fresh footprints in the goo that covered Mrs. Berryman's kitchen floor</i>	<i>whoever committed the crime would have dirty shoes</i>	<i>if you could find the shoes that matched the prints, you'd have the robber</i>	✓	
(111) #2 <i>the black van drove by and then left when the children noticed it</i>	<i>maybe the person in the van was the robber</i>	<i>maybe the person in the van was the robber</i>		✓
(111) #3 <i>Riley's canvas bag in the metal basket on his bike was empty.</i>	<i>There are no newspapers to deliver on Memorial Day.</i>	<i>Riley had delivered all the newspapers.</i>	✓	
(111) #4 <i>Riley had bare feet.</i>	<i>There was a drought so he couldn't have gotten his shoes wet in a mud puddle.</i>	<i>He threw away his shoes because they had goo on them.</i>	✓	

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CLUES

Clues give information leading to the solution of a mystery. Some clues can be helpful in solving a mystery. Some are not so helpful and are added to confuse the reader. These misleading clues are called red herrings. Make a list of all the clues the author included in his mystery. (Record clues on the board.) Are any of these clues red herrings? Let's select three helpful and one red herring write them in the Solve-the-Mystery chart. (Responses will vary.)

What was the first clue uncovered by Robin? What did Robin think when she discovered that clue? What did you think at first when you read that clue? Was it a useful clue or a red herring for Robin? (Responses will vary.) For Clues #2, #3, and #4, follow this same model of questioning.

THE MARTINVILLE MYSTERY

BY FRASER SYME

“Hey, Mrs. Berryman! How was your holiday?” Kip Jones shouted, turning his Red bike into her driveway. His twin sister, Robin, with matching black hair and blue eyes, followed closely behind him.

“It was very nice, thank you.” In her sixties, Mrs. Berryman was their neighbor.

“Have you heard about all the break-ins on our street? Kip asked between breaths. He and Robin, thirteen years old, had been racing their bikes down Fourth Street. It was the end of a hot Memorial Day weekend in Martinville.

“In the four days you’ve been gone three houses have been hit by a robber!”

“The robber hit the Smiths Saturday, the Addams Sunday, and the Dodds yesterday,” Robin added. “They’ve all been out of town for the holiday.”

“My goodness,” Mrs. Berryman responded.

Kip and Robin helped carry Mrs. Berryman’s luggage to the front door. The pansies in Mrs. Berryman’s flower bed were wilted and the ground was parched. There was a drought that had lasted almost six months.

Mrs. Berryman unlocked the front door and gasped. “Oh, no!”

Looking past her, Kip saw that her house had also been robbed! Vases lay broken on the floor, furniture was overturned, and books were thrown everywhere.

“I’ll call the police,” Robin said. “Where’s your phone, Mrs. B?”

“Here. Use my cell phone.”

The thief had thrown flour and sugar on the kitchen floor along with the contents of the fridge. A wet goo covered the floor. Robin saw fresh footprints. The back door was wide open.

Twenty minutes later, two police cars appeared in the driveway, and a group of neighborhood children sat nearby on their bikes.

“I heard the police say that some jewelry was gone.” Kip reported to the group. “They said the robber only steals small stuff then wrecks the place to make it harder to find what’s missing.”

“That’s the fourth robbery this weekend.” Robin said. “Who could be doing this?”

“Hey you guys,” said Kip suddenly. “There’s that black van again.” He pointed to a dusty vehicle. When the driver of the van noticed the children look at him, he drove on.

“He’s driven by all the robberies,” commented Kip. “I’ve seen him cruising the neighborhood during the day, too. We should follow him. Did anyone get his license plate number?”

Just then Riley Johnson, the new paperboy, rode up the driveway. He was a teenager who rode an old, beat-up bike to deliver his papers. His family had just moved to Martinville from Portland, Oregon. “What’s going on?” he asked. “I saw the police cars go by.” His well-scrubbed hand wiped the sweat from his forehead.

“Mrs. B. was robbed,” Kip told him. Kip noticed that the canvas bag in the broken metal basket on Riley’s handlebars was empty.

“Another one?” Wow! This town is more exciting than I thought.”

“Hey Riley. How come the bare feet?” Robin inquired.

“Oh, that,” Riley said, looking down. He laughed and said, “I got my shoes filthy riding through a mud puddle on my route. Well, I got to look at some new bicycles. I’m sick of this old clunker. See ya!” He rode off down the street to his house.

“Hey Robin. Let’s try to catch up to that van.” The twins jumped on their bikes and headed down the street in the direction the van had gone.

“If we get a license plate number, we can call it in. You know, I’m surprised the police haven’t noticed that van. It’s the only strange car we’ve seen all weekend.”

Robin was deep in thought. Finally, she said, “Kip, something bothers me about all this. Think about it. Four robberies in four days. The police are patrolling our street all night, so the robberies must have happened early in the morning or we would have seen something. And all

the families who were robbed were away on vacation. . . .” Suddenly, her face lit up. “Hey, I think I know who did it!” she exclaimed. “Let’s phone the police.”

Later that morning, Sergeant Woolford pulled up into the Jones’ driveway. He smiled as he got out. “Well, I guess you kids will want to be detectives after solving this case. We followed up on your phone call and found all the stolen property right where you said it would be. How did you figure it out?”

Will someone tell me what’s going on here?” Kip inquired.

“Well, I figured whoever did it knew that the people were gone for the long weekend,” Robin said. “Kip who do we tell when we go away?”

“Let’s see . . . the mail carrier, the neighbors . . . Hey, did one of the neighbors do it?”

“No, silly brother,” Robin laughed. “Who else do we tell?”

“Hmmm . . . the paperboy! We always cancel it . . . Riley? You mean Riley’s the robber?” Kip was stunned.

“Riley told us this morning that he’d been delivering his papers. But there isn’t a local paper on Memorial Day. And didn’t you notice his hands? They were clean. If he’d just delivered papers, they’d be smudged with ink.”

“And about Riley’s shoes,” added Sergeant Woolford. “We did some searching in the garbage cans near his house. They were there, covered in goo from Mrs. Berryman’s kitchen floor.”

“How did you guess, Robin?” asked Kip.

“I didn’t guess, I figured it out. Remember Riley said he’d ridden through a mud puddle that got his shoes dirty? When was the last time it rained around here? Seen any mud puddles lately?”

“He hit the houses early in the morning while doing his route,” added the sergeant.

“Because all the stolen items were small, he could hide them in the bag on the front of his bike. Our patrols saw him, of course, but why be suspicious of the paperboy?”

“I don’t understand why he was breaking into houses,” Kip mentioned.

“Because he wanted to buy a new bicycle,” Robin replied. “Don’t you remember he was going to look at some new bikes?”

Just then, the dusty black van drove into the driveway. The driver parked it and got out. He smiled at the children, and shook Sergeant Woolford's hand "Good work, Jim," the driver said. "I heard on my radio that you caught him.

Kip and Robin looked at each other in surprise.

"Kids, I'd like you to meet Detective Worth. He's here from Portland."

"We've been very interested in your paperboy," Detective Worth commented.

"We think he was involved in several break-ins in our town, too."

Kip laughed. "We all thought you were the robber!"

"I'm afraid not," the detective said, smiling. "But you are very observant. Good work, both of you." The police officers drove away.

"Well, Sherlock," said Kip. "This has been a weekend to remember!"

"Race you to the corner," Robin said. "Loser buys ice cream!"

The twins ran for their bikes.

AUTHOR'S ✍️ CLIPBOARD

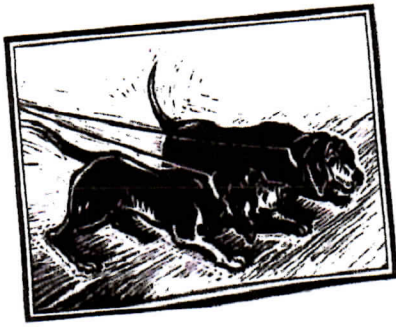
WORDS

PHRASES

CHARACTER NAMES

SKETCHES

SETTINGS



GUIDED ANALYSIS
ONE
MYSTERIES

TITLE _____

AUTHOR _____

WHEN

WHERE

SETTING

POINT OF VIEW



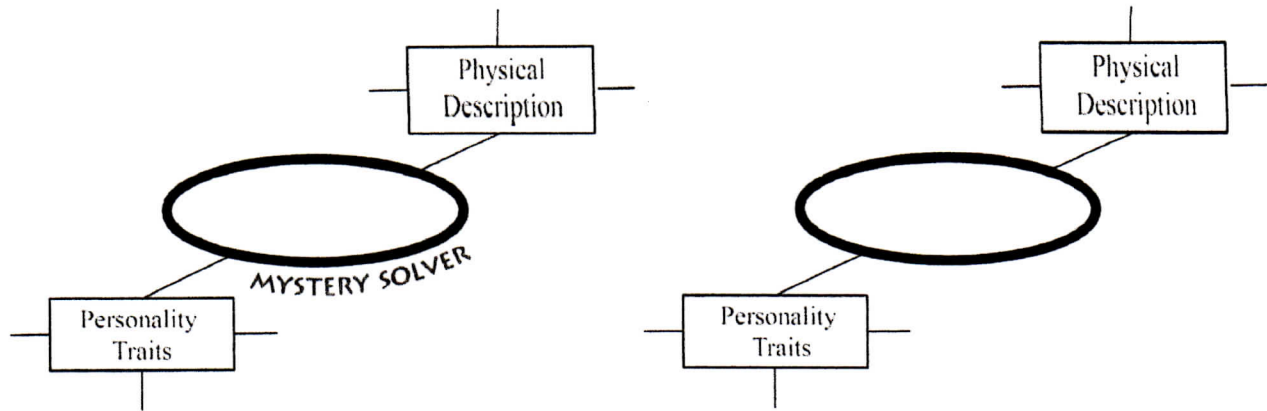
PLOT DEVELOPMENT


Mysterious Event

Motive

Solution

MYSTERIES
CHARACTER CLUSTERS



 SOLVE THE MYSTERY	What Does the Mystery Solver Think?	What Does the Reader Think?	Useful Clue	Red Herring
CLUE #1				
CLUE #2				
CLUE #3				
CLUE #4				