

week ONE

- Why People Love Mysteries
 - ✓ Author's Purpose
- Mr. Linden's Library
 - ✓ Make & Confirm Predictions
 - ✓ Figurative Language
 - ✓ Literary Elements



CONTENTS & EXPLANATION

7	Essential Question	Students journal write to answer the essential question.
8	Big Idea Words * Interactive Notebook	On the front, students write the meaning of each Big Idea Word. Then, students lift the flaps and write a list of synonyms of each Big Idea Word. * This page is cut and pasted into the student's interactive notebook.
9	Author's Purpose	Students write about the author's purpose for writing the text. They also write about the author's message to readers.
10	Author's Purpose *Interactive Notebook	Students lift the flaps and write about the author's purpose for writing the text. * This page is cut and pasted into the student's interactive notebook.
11	Make Predictions	Students make predictions as they read the text for the first time . They record the story details that help them to predict.
12	Make and Confirm Predictions	Students choose one prediction to confirm or revise depending on the prediction's accuracy.
13	Figurative Language	Students write or draw about the mood set by the figurative language in the story.
14	Literary Elements: Story Map	Students complete the story map by writing about the characters, setting, main problem, plot, and resolution.

CONTENTS & EXPLANATION

15	Literary Elements: Character Map	Students complete the character map about Carol. They give two adjectives to describe Carol and two text details to support the word choice.
16	Literary Elements: Characters	Students draw Carol and Mr. Linden. They explain how each character feels about the mysterious book.
17	Literary Elements: Characters	On the front, students draw pictures of Mr. Linden and Carol. They lift the flaps and write 3 words to describe each character. * This page is cut and pasted into the student's interactive notebook.
18	Text Questions	Students answer the text-dependent comprehension questions.
19	Critical Vocabulary	Students use the glossary to define each vocabulary word. They write the words into sentences.
20	Critical Vocabulary *Interactive Notebook	Students lift the flaps and write the meanings of each vocabulary word. * This page is cut and pasted into the student's interactive notebook.
21	Critical Vocabulary: Context Clues	Students use context clues to complete each sentence with the correct vocabulary word.
22	Critical Vocabulary: Definition Matching	Students match each word to its definition.

CONTENTS & EXPLANATION

23	Vocabulary: Multiple Meaning Words	Students cut and paste the multiple meaning word next to the sentence it completes.
24	Vocabulary: Latin Roots	Students use the meaning of each Latin root to match each word to its definition.
25	Spelling: 3 Times Each	Students write the spelling words three times each.
26	Spelling: 3 Times Each Review & Challenge	Students write the Review and Challenge words three times each.
27	Spelling Sort	Students sort the spelling words into the correct sort.
28	Spelling Triangles	Students write the spelling words, one letter at a time, so that they take the shape of triangles.
29	Spelling Sort *Interactive Notebook	Students lift the flaps and write the words into the correct sort. * This page is cut and pasted into the student's interactive notebook.
30-47	Answer Keys	All pages with applicable answer keys are provided.
48	Credits and Terms of Use	Thank you to the clip artists and fonts creators!

ESSENTIAL QUESTION



What makes something mysterious, and what makes people want to solve mysteries?

A series of horizontal lines for writing, with a large, faint watermark reading "KIDZ" diagonally across the page.

Name: _____

BIG IDEA WORDS

Words About Mysteries

Directions: Cut out and glue into your interactive notebook. On the front, write the meaning of each Big Idea Word. Then, lift the flaps and write synonyms for each word. List as many synonyms as you can!

↓
Glue down this rectangular strip only

BIG IDEA WORDS

Words About Mysteries

suspense

falsify

factor

effect

Cut here
←



Name: _____

AUTHOR'S PURPOSE



the purpose is the reason for writing

Directions: Write about the author's purpose for writing this text.

What is the author's purpose for writing *Why People Love Mysteries*? Does the author want to inform, persuade, or entertain readers? How do you know?

What might be the author's *message* to readers about mysteries?

Name: _____

AUTHOR'S PURPOSE



the purpose is the reason for writing

Directions: Cut out and glue into your interactive notebook. Lift the flaps and write about the author's purpose.

Glue down this rectangular strip only ↓

WHY PEOPLE LOVE MYSTERIES

What is the author's purpose for writing *Why People Love Mysteries*? Does the author want to inform, persuade, or entertain readers? How do you know?

Why do you think the author includes the story about the Loch Ness monster?



Cut here

Name: _____

MAKE & CONFIRM PREDICTIONS

»»» a guess about what may happen

Directions: As you read for the story **for the first time**, complete the graphic organizer. Make predictions about what will happen next in the story. Give the story details that caused you to predict.

PAGE	STORY DETAILS	MY PREDICTION I think ____ will happen because ...

Name: _____

MAKE & CONFIRM PREDICTIONS

»»» a guess about what may happen

Directions: Choose one of your predictions from your Prediction Chart. As you read, you can revise this prediction as you learn more OR confirm the prediction if your thinking was correct.

MY PREDICTION

OR

CONFIRM

If you are *confirming* an accurate prediction, explain how you know your prediction was correct.

REVISE

If you are *revising* an incorrect prediction, explain what made you change your mind. What story clues lead you to revise?

FIGURATIVE LANGUAGE

»»» creates a feeling or makes a point

Sensory language are words that appeal to the five senses. This language often sets a mood, such as spooky, suspicious, or hopeful.

EXAMPLE: Baking bread filled the home with a delicious scent.

Directions: Choose to **either** draw **OR** write or your answer.

Reread paragraph 1.
How is Mr. Linden's house described? What feeling or mood does this description set for the reader?

Reread paragraph 17.
How does Carol describe the inside of Mr. Linden's home? How is this different than the description of the outside?

What is the mood set in paragraph 62? Draw what you visualize when you read that paragraph, OR give the language from the paragraph that set the mood.

LITERARY ELEMENTS

characters, setting
plot, and events

Directions: As you read, complete the graphic organizer. Take notes about the important characters, the setting (where and when the story takes place), and the plot (the story events.)

Characters

Setting

P
L
O
T

Problem: *Carol can't understand how the words on page 201 keep changing. She wants to solve this mystery.*

These are the important story events:

Resolution:

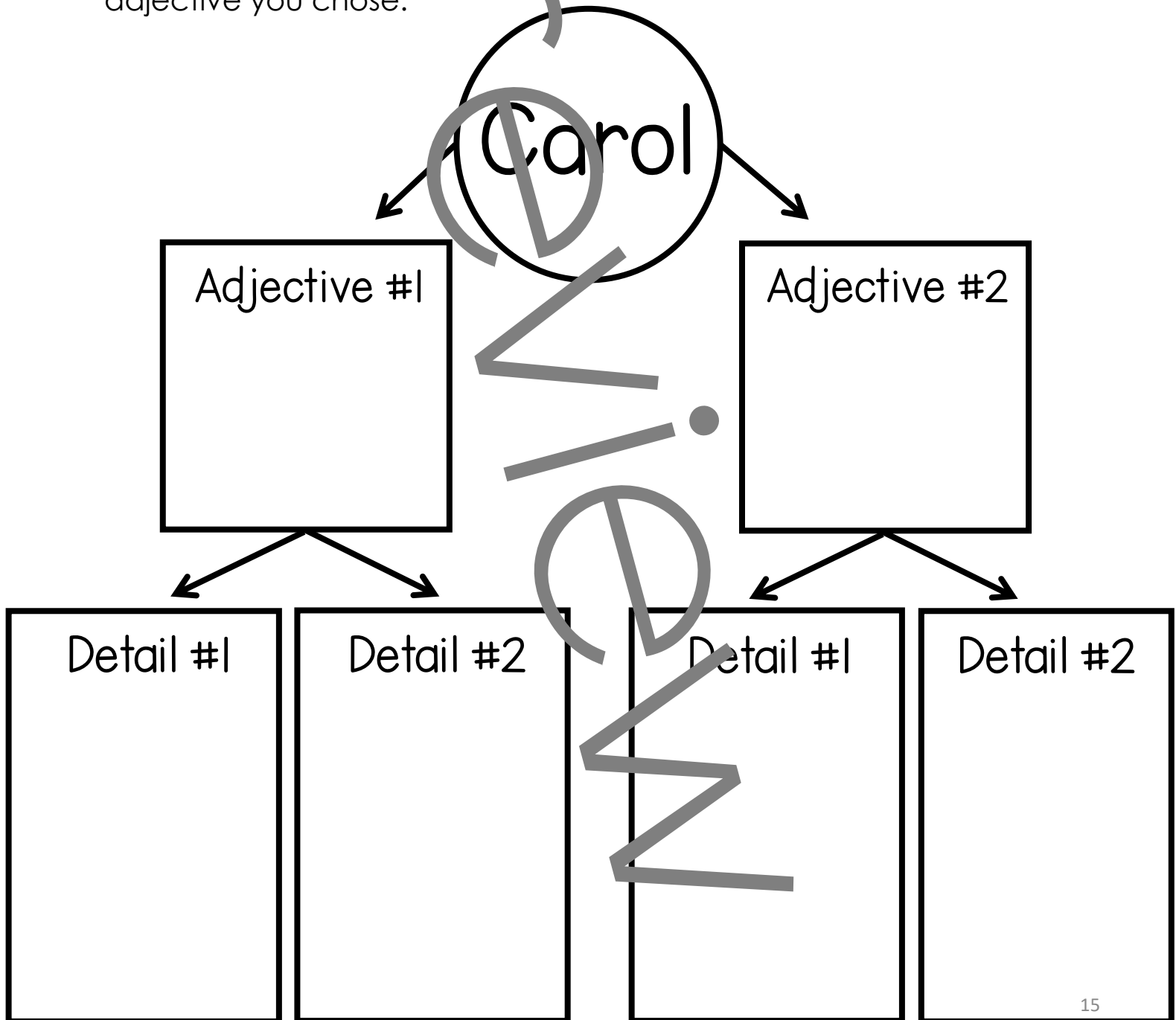
Name: _____

LITERARY ELEMENTS: CHARACTERS

people & animals
in the story

Directions: Think about Carol as you complete the Character Map below.

1. Write an adjective (describing word) that describes Carol in each of the squares.
2. In each rectangle, write a detail from the story that supports the adjective you chose.



Name: _____

CHARACTERS >>> people & animals in a story

Directions: Draw pictures of Carol and Mr. Linden. Then, use details from the story to explain how each character feels about the mysterious book.

CAROL

DETAILS

MR. LINDEN

DETAILS

Name: _____

CHARACTERS »»» people & animals in a story

Directions: Cut out and glue into your interactive notebook. Draw these two important characters on the outside. Then, lift the flap and list 3 words to describe each character.

Glue down this rectangular strip only ↓

Mr. Linden's Library	Carol
	Mr. Linden

Cut here



TEXT QUESTIONS



Directions: Answer each question in complete sentences. You will need to look back in the story to find your answer and to provide text evidence.

1. Who is Mr. Linden and why does Carol go to his house?

2. How are Carol and Mr. Linden similar?

3. Explain what happens when Carol reads the words on page 201 each time she visits.

4. Do you think Carol regrets reading the mysterious book? Why or why not?

CRITICAL VOCABULARY >>>

Directions: Define each word using the glossary. Then, write each vocabulary word into a sentence that shows you understand the meaning of the word.

WORD	DEFINITION	SENTENCE
sentimental		
formidable		
audible		
will		
engulfed		
keepsake		
relentlessly		
musings		
prefer		

CRITICAL VOCABULARY >>>>

Directions: Cut out and glue into your interactive notebook. Lift the flaps, then write the definition of each vocabulary word.

Cut here



↓
Glue down this rectangular strip only

Mr. Linden's Library	sentimental
	formidable
	audible
	will
	engulfed
	keepsake
	relentlessly
	musings
	prefer

CRITICAL VOCABULARY: CONTEXT CLUES



Directions: Use context clues (clues within the sentence) to complete each sentence using the vocabulary words.

sentimental	audible	engulfed	relentlessly	musings
formidable	will	keepsake	prefer	

1. I like vanilla ice cream but I _____ chocolate. _____
2. The climber looked at the _____ mountain before her. _____
3. The flames _____ the house and the firefighters worked to put out the fire. _____
4. In his journal, Brandon writes his _____ about the day. _____
5. Mr. Johnson's _____ left his book collection to the local high school. _____
6. My grandmother's necklace is _____ to me because I remember her wearing it everyday. _____
7. In the jewelry box is a _____ from my great aunt. _____
8. Is my voice _____ amongst all the people talking? _____
9. The young dog barks _____ when he's left alone. _____

CRITICAL VOCABULARY: DEFINITIONS



Directions: Write the letter of the correct match.

VOCABULARY

DEFINITION

sentimental —

a. surrounded by another; completely covered by something

formidable —

b. a bit frightening and impressive due to size or other special quality

audible —

c. to have tender feelings, usually about the past

will —

d. something you save to remember a person or event

engulfed —

e. his or her thoughts

keepsake —

f. never stops

relentlessly —

g. to like something better

musings —

h. legal document that tells what someone wants done with their belongings after a person dies

prefer —

i. loud enough to hear

VOCABULARY: MULTIPLE MEANING WORDS >>>

Directions: Cut and paste each multiple meaning word next to the sentence it completes.

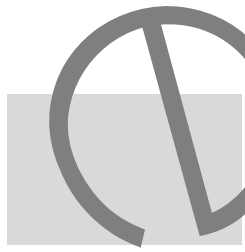
1. Do you have a _____ so I can light this candle?



5. Do you see the skin the rattlesnake just _____?



2. Dad is storing extra firewood in the _____.



6. We will play Memory. We draw cards and try to find a _____.



3. After the performance, the performer takes a _____.



7. Do you think this ladder is strong enough to _____ my weight?



4. The grizzly _____ stalks its prey.



8. Can you tie a _____ in my hair before I go on stage?



bow

match

bear

shed

bow

match

bear

shed

VOCABULARY: LATIN ROOTS



Directions: Read the meaning of the Latin roots. Match each word to its definition.

fac/fec	=	to make, to do
-fy	=	to make, to cause to be

WORD

DEFINITION

factory

a. to make larger especially in volume or power

manufacture

b. a set of buildings where people make things

magnify

c. to make a product

amplify

d. one who helps another by giving money

benefactor

e. to make larger in appearance

Name: _____

SPELLING: 3 TIMES EACH >>>

Directions: Write the spelling words three times in your neatest handwriting.

1.	produce		
2.	company		
3.	protect		
4.	preview		
5.	contain		
6.	combat		
7.	prejudge		
8.	commotion		
9.	contest		
10.	prefix		
11.	progress		
12.	computer		
13.	confide		
14.	convince		
15.	prospect		
16.	confirm		
17.	preflight		
18.	provide		
19.	propose		
20.	promotion		

REVIEW & CHALLENGE: 3 TIMES EACH >>>

Directions: Write the spelling words three times in your neatest handwriting.

Challenge			
21. confidence			
22. commercial			
23. production			
24. proposition			

Name: _____

SPELLING SORT >>>

Directions: Write the spelling words into the correct sort.

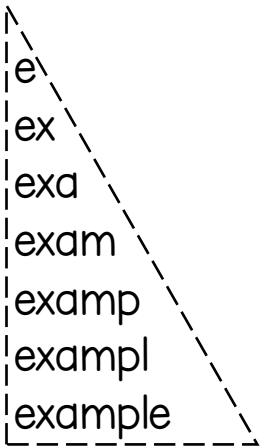
com-	con-	pre-	pro-

1. produce
2. company
3. protect
4. preview
5. contain
6. combat
7. prejudice
8. commotion
9. contest
10. prefix
11. progress
12. computer
13. confide
14. convince
15. prospect
16. confirm
17. preflight
18. provide
19. propose
20. promotion

Name: _____

SPELLING TRIANGLES »»»

Directions: Write each word by adding one letter at a time. The word will take the shape of a triangle! Use the back of the paper, if needed.



1. produce
2. company
3. protect
4. preview
5. contain
6. combat
7. prejudice
8. commotion
9. contest
10. prefix
11. progress
12. computer
13. confide
14. convince
15. prospect
16. confirm
17. preflight
18. provide
19. propose
20. promotion

Name: _____

SPELLING SORT >>>

Directions: Cut out and glue into your interactive notebook. Lift the flaps and write the spelling words into the correct sort.

Glue down the rectangular strip only ↓

Mr. Linden's Library

com-
con
pre-
pro-

Cut here



1. produce
2. company
3. protect
4. preview
5. contain
6. combat
7. prejudice
8. commotion
9. contest
10. prefix
11. progress
12. computer
13. confide
14. convince
15. prospect
16. confirm
17. preflight
18. provide
19. propose
20. promotion

week ONE

ANSWER KEYS

BIG IDEA WORDS

Words About Mysteries

Directions: Cut out and glue into your interactive notebook. On the front, write the meaning of each Big Idea Word. Then, lift the flaps and write synonyms for each word. List as many synonyms as you can!

↓
Glue down this rectangular strip only

BIG IDEA WORDS

Words About Mysteries

suspense

excitement or anxiety due to an uncertain situation

falsify

to change a statement or document in order to make it true

factor

something that affects a situation

effect

a deliberately created feeling or impression

Cut here



Name: _____

AUTHOR'S PURPOSE



the purpose is the reason for writing

Directions: Write about the author's purpose for writing this text.

<p>What is the author's purpose for writing <i>Why People Love Mysteries</i>? Does the author want to inform, persuade, or entertain readers? How do you know?</p>	<p>The author wrote this text to inform readers about why people love mysteries. I know this because the author explains reason, such as mysteries are a safe kind of danger and because people have a natural instinct to want to figure things out.</p>
<p>What might be the author's <i>message</i> to readers about mysteries?</p>	<p>I think the author wants to encourage readers to solve the puzzles of mysteries. The author wants readers to know that mysteries are fascinating.</p>

Name: _____

AUTHOR'S PURPOSE



the purpose is the reason for writing

Directions: Cut out and glue into your interactive notebook. Lift the flaps and write about the author's purpose.

WHY PEOPLE LOVE MYSTERIES

What is the author's purpose for writing

Why People Love Mysteries? Does the author want to inform, persuade, or entertain readers? How do you know?

Why do you think the author includes the story about the Loch Ness monster?

The author wrote this text to inform readers about why people love mysteries. I know this because the author explains reason, such as mysteries are a safe kind of danger and because people have a natural instinct to want to figure things out.

Possible answer: I think the author included this story to show that although the picture of the Loch Ness monster has been debunked, people are still intrigued and excited by the mystery.

Name: _____

MAKE & CONFIRM PREDICTIONS

»»» a guess about what may happen

Directions: As you read for the story **for the first time**, complete the graphic organizer. Make predictions about what will happen next in the story. Give the story details that caused you to predict.

Predictions will vary. Sample answers below.

PAGE	STORY DETAILS	MY PREDICTION I think ____ will happen because ...
240	Mr. Linden's house looks formidable and has an eerie glow at night. Carol sees Mr. Linden at the store.	I predict that Carol will be scared to talk to Mr. Linden because his house looks spooky.
241 & 243	John Altman says he was doing repairs at Mr. Linden's house and he saw him read the same page over and over. Carol sees a book Mr. Linden is reading.	I predict Carol will pick up Mr. Linden's book and there will be no words on the page! I think this because John Altman says he doesn't think he's reading.