



### About the Book

Text Type: Fiction/Mystery Page Count: 16 Word Count: 1,617

### Book Summary

*Mystery in the Moonlight* is written as a mystery to teach the reader about a condition called XP, *Xeroderma Pigmentosum*. The author leads the main characters, as well as readers, to wonder if their new neighbors could be vampires or werewolves, since no one sees them in the daylight. This book is a good starting point for learning about XP, the depleting ozone layer, and sun safety.

### About the Lesson

#### Targeted Reading Strategy

- Visualize

#### Objectives

- Use the reading strategy of visualizing to understand fictional text
- Analyze characters in the story
- Use future-tense verbs in sentences
- Understand and use content vocabulary

#### Materials

Green text indicates resources available on the website

- Book—*Mystery in the Moonlight* (copy for each student)
- Chalkboard or dry erase board
- Analyze characters, future-tense verbs, content vocabulary worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on interactive whiteboard or completed with paper and pencil if books are reused.)

#### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- Content words:

Story critical: *casual* (adj.), *coincidences* (n.), *escapades* (n.), *fraternal twins* (n.), *identical twins* (n.), *tolerate* (v.)

Enrichment: *complemented* (v.), *intent* (adj.), *logical* (adj.), *plots* (n.), *recruit* (v.), *threshold* (n.), *Xeroderma Pigmentosum* (n.)

### Before Reading

#### Build Background

- Involve students in a discussion about mysteries. Discuss what makes something a mystery (something unknown). Explain that the unknown prompts us to ask questions; when we cannot answer the questions, we have a mystery.

## Preview the Book

### Introduce the Book

- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what the author may want us to know.
- Show students the title page. Talk about the information on the page (title of book, author's name, illustrator's name).
- Tell students to turn to the table of contents on page 3. Tell students that this is a chapter book in which the chapters are numbered instead of titled. Explain that authors often divide books into numbered chapters as a way of keeping similar information together.

### Introduce the Reading Strategy: **Visualize**

- Tell students that good readers often visualize, or picture in their minds, what a book might be about before they start reading. Visualizing is based on prior knowledge and experience. Visualizing is also based on predicting what might happen next. This strategy helps readers understand and remember what they read.
- **Think-aloud:** *When I look at the book cover, I wonder if the plot, or events in this book, will include the children meeting a vampire. In my mind I see, or visualize, the children being very afraid of the vampire and the bat. Looking at the illustration on the back cover, I wonder why the girl is going toward an obviously dark house. Because of the title of this book and because of the vampire movies I have seen, I suspect that a lot of this book must take place at night. I need to read the book to find out what the mystery is and if it gets solved.*
- Have students preview the rest of the book, looking at the illustrations.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Vocabulary

- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for base words within words, prefixes, and suffixes. They can use context clues within a sentence or in surrounding sentences to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. For example, have students find the bold word *coincidences* on page 7. Tell students that they can look at the letters the word begins with to sound out the first part of the word. Tell students to use what they know about syllables and vowels (one vowel sound per syllable) to sound out the rest of the word. Write the word parts on the board, sounding them out (*co/in/ci/den/ces*).
- Model how they can use context clues to figure out a word's meaning. Ask students if they know what *tolerate* means. Have students turn to page 14 and read the third paragraph that includes the word *tolerate* and discuss what they think it means.
- Have students turn to the glossary on page 16. Invite a volunteer to read the definition for *tolerate* in the glossary. Have students compare the definition with their prior discussion of the word. Then have students follow along on page 14 as you read the sentence in which the word *tolerate* is found to confirm the meaning of the word.

### Set the Purpose

- Have students read the book, remembering to visualize the characters and plot in this mystery as they read.

## **During Reading**

### Student Reading

- **Guide the reading:** Have students read the first chapter. Tell them to visualize the characters and events. Tell them to go back and reread the pages if they finish before everyone else.

## Lesson Plan *(continued)*

## Mystery in the Moonlight

- When they have finished reading, ask students to tell how they visualized, or imagined, Isabel and Nico, using as much detail as possible so other students can also visualize what they say. Reinforce unfamiliar vocabulary by using words such as *s'mores* and *privacy* in the discussion.
- **Think-aloud:** *It was easy to visualize Nico and Isabel Lopez. The author described both characters using details about how they look and about their personalities. I want to read more to find out what Isabel does to meet the new neighbors. I wonder if Nico will have to protect Isabel.*
- Have students read the remainder of the book. Remind them to visualize the new characters, what is happening, and what they think might happen next.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

### After Reading


- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Reflect on the Reading Strategy

- **Think-aloud:** *I had never heard of Xeroderma Pigmentosum. I liked the writing style the author used—making this a mystery—in order to teach us about this condition. Before I found out why Andrew and his family were always outside at night, I visualized them as a family of vampires.*
- Ask students if they also visualized the Bradfords as vampires or werewolves. Ask students to share their knowledge of vampires and werewolves, making sure students realize these are fictitious characters.
- Discuss why they think the author wrote this book as a mystery (to keep the reader's attention while teaching about XP).
- Have students share other visualizations they had while reading. Reinforce how visualizing as they read keeps them involved in the reading process and helps them understand and remember what they have read.

### Teach the Comprehension Skill: **Analyze characters**

- **Discussion:** Discuss what students learned about the twins, Nico and Isabel. Draw a Venn diagram on the board. Write *Nico* on one side and *Isabel* on the other side. Ask students to turn to page 4 and reread this paragraph. Ask a student to read the first two sentences aloud and to tell how Nico and Isabel are alike. Where the circles overlap, write: *They are fraternal twins*. Ask students to tell how Nico and Isabel are different. (Answers should include their physical and personality differences as described on page 4.) Ask a student to read the last sentence aloud. This gives another trait to write in the *alike* section: *They made friends easily*.
- **Introduce and model:** Tell students that the diagram can help them organize the details about each character; it can also help them better understand the character's personality in order to predict what he or she might do next. For example, we knew that Nico was the thoughtful, quiet one, whereas Isabel was the adventurous one. As a result, it was easy to predict that Isabel was going to be the one to find out if the new neighbors were vampires.
- **Check for understanding:** Direct students to pages 5 and 6. Ask them to reread the last paragraph on page 5 and all of page 6. Say: *The Bradfords had new window treatments installed in their home. What was Nico's comment?* (I guess they like their privacy.) Discuss how Nico's comment matches his quiet, thoughtful personality. Ask: *What was Isabel's reaction to the new window treatments?* (I think there's something odd about that family.)
- **Independent practice:** Introduce, explain, and have students complete the **analyze characters worksheet**. If time allows, discuss their answers, especially those that pertain to the author's theme of teaching readers about XP.

-  **Extend the discussion:** Instruct students to use the inside cover of their book to analyze Andrew, using the same format as on the worksheet. Discuss how the book would have been written if Andrew had been the main character.

## Build Skills

### Grammar and Mechanics: Future-tense verbs

- Tell students that a verb in the future tense shows an action that will happen in the future. To form a future-tense verb, the helping verb *will* is used along with the present tense of the verb.
- Write the following sentences on the board. Ask individual students to make them future-tense sentences by erasing the verbs and adding *will* plus the present tense of the verb.  
*Andrew Bradford climbed the old oak tree. (will climb)*  
*The Bradfords played cards in the moonlight. (will play)*  
*Nico introduced himself to Andrew. (will introduce)*  
*Isabel went back to her room. (will go)*
- **Check for understanding:** Introduce, explain, and have students complete the [future-tense-verbs worksheet](#). If time allows, discuss their responses.

### Word Work: Content vocabulary

- Tell students that many of the words in the book are used to tell about the characters and their actions. Provide more opportunities for students to talk about difficult words, such as *coincidences* and *escapades*. If students are struggling with the content vocabulary and/or the words in the glossary, write the words on index cards to make flash cards. Use the cards to review difficult words by asking students to say each word on the card aloud and then use it in a sentence.
- **Check for understanding:** Introduce, explain and have students complete the [content vocabulary worksheet](#). If time allows, discuss their responses.

## Build Fluency

### Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

## Extend the Reading

### Writing and Art Connection

Have groups of students research information from the following website that explains *Xeroderma Pigmentosum*: [www.xps.org/](http://www.xps.org/). Tell each group to think of outdoor activities that children with XP can do in the moonlight or in very low light. Have students make posters to illustrate these activities and provide written instructions for each event.

### Science Connection

Have students use print and Internet resources to research *Xeroderma Pigmentosum*, sun safety rules, and the ozone layer. Discuss the effects of the ozone layer on all people. Have some students make posters of sun safety rules to follow at school. Have some students write letters to their local newspapers telling why people need to stop depleting the ozone layer.

**Skill Review**

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

**Assessment****Monitor students to determine if they can:**

- use the strategy of visualizing to understand text by describing verbally or drawing characters or settings in detail
- understand and describe a character's physical attributes and personality, and how they contribute to the plot
- use future-tense verbs correctly in sentences and in conversation
- use content vocabulary words in conversation and to complete the worksheet

**Comprehension Checks**

- Book Quiz
- Retelling Rubric