Lesson Plan

The Mystery Twin

About the Book

Text Type: Fiction/Realistic   **Page Count:** 22   **Word Count:** 2,190

Book Summary

When Heather was an infant, she was adopted. Now, at age thirteen, she learns she is a twin. With her family's help, Heather tries to find her twin by placing ads in local and national newspapers. Once the candidates have been narrowed down to three, the family enlists the help of a geneticist to determine which one is *The Mystery Twin*.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Make, revise, and confirm predictions to understand text
- Make inferences / Draw conclusions while reading
- Understand and identify adverbs
- Identify and use synonyms

Materials

Green text indicates resources available on the website

- Book—*The Mystery Twin* (copy for each student)
- Chalkboard or dry-erase board
- Dictionaries
- Thesauruses
- Make, revise, and confirm predictions, adverbs, synonyms worksheets
- Discussion cards

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

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA–Z.com.

- **Content words:**

    Story critical: ***anticipated** (v.),* ***fraternal twins** (n.),* ***identical twins** (n.),* ***indicator** (n.),* ***sibling** (n.),* ***traits** (n.)*

    Enrichment: ***acquired** (v.),* ***bleaching** (n.),* ***blustery** (adj.),* ***concisely** (adv.),* *DNA (n.),* ***dominant** (adj.),* *genes (n.), heredity (n.),* ***override** (v.),* *recessive (adj.),* ***recite** (v.)*

Before Reading

Build Background

- Invite volunteers to tell about features and traits they share with their parents or grandparents. Encourage students to explain what they know about how traits are passed from one generation to the next. Guide students to understand that some traits are dominant, and therefore more likely to occur, and some traits are recessive, and therefore less likely to occur. Give an example, such as brown eyes is dominant over blue eyes.

Preview the Book

Introduce the Book

- Give students a copy of the book. Ask them to preview the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what kind of story this is and what it might be about.
- Show students the title page. Discuss the information on the page (title of story, author's name, illustrator's name).
- Direct students to the table of contents on page 3. Remind them that the table of contents provides an overview of what the story is about. Ask students what they expect to read about based on the chapter titles in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy: Make, revise, and confirm predictions

- Review or explain that good readers make predictions about what might happen in a book based on what the characters say, do, and think in the story. Remind students that as they read, they may need to revise or confirm their predictions based on what they learn from reading. Create a four-column chart on the board with the headings *Make, Revise,* and *Confirm*.
- Model making predictions using the illustrations.
  Think-aloud: *On the front cover, I see a girl looking at herself in a mirror. Since the title of the story is* The Mystery Twin, *I predict that she might be trying to find her twin. On the back cover, I see two girls talking. I predict that the girls are twins because their profiles are similar. I will write my predictions on the board under the heading* Make. *I'm going to read the story to find out whether I need to revise my predictions or if my predictions can be confirmed.*
- Introduce and explain the make, revise, and confirm predictions worksheet. Encourage students to make predictions based on the other illustrations in the story. Ask volunteers to share their predictions and explain their thinking about the prediction they made. Guide students to pay close attention as they read to what the characters say and do. Explain that the actions of characters provide hints about what might happen next in the story.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: Make inferences / Draw conclusions

- Explain that an author often will leave ideas unsaid, such as what a character might be thinking. Explain that to get the most meaning from a story, readers connect the clues in the text to information already known to understand the actions of characters and the events of a story. Explain that figuring out what the author has left unsaid is called *inferring,* or *making an inference.*
- Discuss with students that people make inferences daily about the actions of others and the events of the day. For example, ask students what they can infer if a friend never chooses milk as a drink at lunch (the friend is allergic to milk or doesn't like milk). Explain that inferences people make can also lead to predictions about a future event. Ask students to predict the type of drink the friend will choose next time at lunch (something other than milk).
- **Think-aloud:** *I know an author does not directly state all the ideas in a story and that I must make inferences to understand the story completely. I know that good readers do this, so I'm going to make inferences in this story as I read.*

Introduce the Vocabulary

- Write the following story-critical words from the content vocabulary on the board: *anticipated, sibling, and traits.*
- Point out that these three words can be found in the text and that knowing what they mean will help students understand what's happening as they read the book. Give groups of students three pieces of blank paper and have them write one of the three vocabulary words on each page. For each word, have them write or draw what they know about the word. Create a definition for each word using students' prior knowledge.

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- Point out the glossary at the back of the book. Review or explain that a glossary and a dictionary contain lists of words and their definitions.
- Model how students can use a dictionary to find a word's meaning. Have them locate the word *traits* in the dictionary. Invite a volunteer to read the definition for *traits*. Have students compare the dictionary definition with the glossary definition, pointing out the similarities and differences (glossaries only contain definitions for vocabulary words in that particular story, dictionaries contain longer and sometimes multiple definitions, and so on). Have them compare these with their prior knowledge of the word.
- Have students follow along on page 16 as you read the sentence in which the word *traits* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.

Set the Purpose

- Before students read, have them make predictions about what will happen in the story. Remind them to revise or confirm their predictions as they read to learn more about the characters and the events in the story.

During Reading

Student Reading

- **Guide the reading:** Remind students that examining the text and using prior knowledge helps readers make inferences about the actions of characters and the events of a story, and these inferences often lead to further predictions.
- Have students read pages 4 and 5. Ask them to look for the words or phrases that tell when and where the story takes place; information about how the characters think, feel, and act; and important events. Encourage students who finish before everyone else to reread for clues. Have them record predictions on their worksheet.
- Model making inferences and making, revising, and confirming predictions.
  Think-aloud: *I predicted that Heather had a twin, and I used the information in the story to confirm that prediction. Based on the information in the story, I infer that the birth mother cared about her twin babies. This inference leads me to predict that the Altos will tell Heather about the note. I will write this on the board. I still don't know whether my prediction about the girl on the back cover being the twin is correct. I'll have to keep reading to find out whether that prediction is correct.*
- **Check for understanding:** Based on the information in the story and information they already know, invite students to explain the inference made (she worried about the best chance for them to be adopted, it was a difficult decision, she included a photograph). Have students explain why this inference might lead to the prediction that the Altos will tell Heather about the note (it was difficult to separate them, and if the tragedy had not happened the twins would likely still be together).
- Invite students to share what they predicted might happen in the first chapter. Encourage them to explain inferences they made and tell how they might revise their predictions before they read the second chapter.
- Have students read the remainder of the story. Remind them as they read to pause and think about predictions they've made. Point out that when a prediction is confirmed, they can revise their predictions about the rest of the story.

  ✎ Have students make a 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.

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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

- Have students complete their make, revise, and confirm predictions worksheet. Discuss how making, revising, and confirming predictions keeps readers actively involved in the story and helps them remember what they've read.
- **Think-aloud:** *As I read and learned more about Amelia, I revised my prediction that the girls on the back cover were twins. I think that the information about Harry matched more closely with what I knew about Heather. I revised my prediction as I kept reading, which helped me stay interested in the story.*
- Ask students to share their predictions about each chapter and explain why they made each prediction. Have them compare their predictions with actual events in the story.

Teach the Comprehension Skill: Make inferences / Draw conclusions

- **Discussion:** Discuss the inferences students made while reading. Ask them to use story clues and what they already know to explain why they made each inference. Have them explain whether their inference led to further predictions.
- **Check for understanding:** Ask students to reread the first paragraph on page 21. Ask what can be inferred from the reaction of Harry's family (Harry has been looking for a twin and finally might have found her, they liked Heather and her family and were pleased that the children might be related, and so on).
- Invite students to predict how the outcome of the story might have been different if Harry's family had not been thrilled to hear that Harry and Heather might be twins (the families might not have agreed to get the children's DNA tested, the families would not spend time together in the future, Harry and Heather might not have discovered the identity of their twin, and so on).
- **Extend the discussion:** Have students work in small groups to infer what the birth mother wrote in the letter that Mrs. Banks found. Remind them to use story clues and what they already know to recreate the letter. Invite groups to share their letters aloud.

Build Skills

Grammar and Mechanics: Adverbs

- Write the following sentence from the text on the board: *She cautiously opened the door, keeping the chain fastened, for the Altos weren't expecting any visitors on a night like this.* Underline the word *cautiously*. Review or explain that an *adverb* is *a word that describes a verb, an adjective, or another adverb*. Explain to students that writers use adverbs to give readers more information about how or how much. Ask students to identify what the adverb *cautiously* is describing (the verb *opened*). Point out that adverbs can be used in several places within a sentence. Have volunteers suggest revisions to the sentence by moving the adverb to other positions within the sentence. *(Cautiously she opened the door. She opened the door cautiously.)* Explain to students that in each sentence, *cautiously* describes the verb *opened*.
- Circle the ending *-ly* in the adverb *cautiously*. Explain that many adverbs end in *-ly*. Ask a volunteer to underline the base word *cautious*. Have students provide other examples of base words in which an *-ly* ending is added to create a word that tells how an action is performed.
- Explain that in order to make some adjectives into adverbs, it is necessary to add more than *-ly*. Write the words *happy* and *busy* on the board. Explain that to make the adjective *happy* into an adverb, the *-y* first must be changed to an *i* before adding *-ly*. Write *happily* and read the word aloud with students. Invite a volunteer to use the word in a sentence. Have a volunteer explain how to change the adjective *busy* into an adverb.

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- **Independent practice:** Introduce, explain, and have students complete the adverbs worksheet. If time allows, discuss their answers aloud.

Word Work: Synonyms

- Review or explain that *synonyms* are words that have similar meanings. Provide an example by writing the word *small* on the board. Read it aloud and ask a volunteer to name a word with nearly the same meaning *(tiny, mini,* and so on).
- Explain that authors often vary the words they use to make the text more interesting. Explain to students that when using synonyms in writing, it is important to choose the correct word as a synonym to keep the meaning consistent and clear.
- Have students turn to page 7. Say the word *found* and have them locate it on the page. Ask volunteers to offer synonyms for *found (discover, locate, uncover,* and so on) and list them on the board. Remind students that they can find synonyms for words in a thesaurus. Read the sentence on page 7, substituting *locate* with a new word. Have students check for accuracy of sentence meaning with the use of each synonym.
- **Check for understanding:** Repeat the process with the word *difficult* on page 5. Brainstorm synonyms and read the sentence on the page substituting *difficult* with a synonym from the list. Have students check each sentence's meaning.
- **Independent practice:** Introduce, explain, and have students complete the synonyms worksheet. If time allows, discuss their answers.

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 books to take home to read with parents, caregivers, siblings, or friends. Have students discuss with someone at home the traits they possess for hair, eye color, and attached or unattached earlobes.

Extend the Reading

Writing and Art Connection

Review how to write an advertisement, providing newspaper ads as examples. Have students create the ad the Altos placed in newspapers. Encourage them to use the text to gather information that would be essential to include in the advertisement. Encourage students to plan their writing and then to draft, edit, and revise before preparing their final copies. Allow students to illustrate their ads and to share their work with the group.

Visit Writing A–Z for a lesson and leveled materials on informational writing.

Science Connection

Use this book and Reading A-Z Level X book *What Makes You, You?* to extend student background and conceptual knowledge of genetics. Discuss inherited and acquired traits. You might also introduce simple Punnett squares to explain dominant and recessive genes. Have students use the information learned to explain why Heather's twin had to possess attached earlobes.

Assessment

Monitor students to determine if they can:

• consistently make, revise, and confirm predictions about fictional text while reading

• consistently use story clues and prior knowledge to make inferences and draw conclusions while reading

• correctly understand and use adverbs in sentences during discussion and on a worksheet

• accurately identify synonyms during discussion and on a worksheet

Comprehension Checks

• Book Quiz

• Retelling Rubric