

About the Book

Text Type: Fiction/Mystery Page Count: 16 Word Count: 712

Book Summary

When the students walk into their classroom and find it decorated for St. Patrick's Day, Ms. McBride insists she didn't do it—it must have been leprechauns! As she explains to the children about leprechauns and their magic, Aja thinks she knows the truth. But after the fire alarm, Aja comes to believe that maybe leprechauns are real after all.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Use the reading strategy of making, revising, and confirming predictions to better understand text
- Identify correct sequence of events in the text
- Identify and categorize *r*-controlled vowel sounds
- Identify and understand the use of possessive nouns
- Apply suffix *-ed* to change the tense of a verb

Materials

Green text indicates resources available on the website

- Book—*The St. Patrick's Day Mystery* (copy for each student)
- Chalkboard or dry erase board
- Predictions, sequence events, possessive nouns, suffix *-ed* worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting 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 Vocabulary a-z.com.

- Content words:

Story critical: *abuzz (adj.)*, *decorations (n.)*, *glittery (adj.)*, *magical (adj.)*, *shamrocks (n.)*, *strange (adj.)*

Enrichment: *speechless (adj.)*

Before Reading

Build Background

- Write the words *St. Patrick's Day* in a bubble on the board. Ask students whether they have heard of this day and, if so, to share what it is about. Ask whether they have ever read or heard any other stories about leprechauns, Ireland, or symbols of St. Patrick's Day, such as shamrocks. Record their responses in a word web around the bubble.
- Ask students to think about what a mystery is. Discuss some of the characteristics of the mystery genre, and ask students to think about what mystery there might be in this story.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to 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 type of book it is (genre, text type, fiction or nonfiction, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, based on what they see in the table of contents. (Accept all answers that students can justify.)

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

- Explain to students that good readers often make predictions, or guesses, about what will happen in a book, based on the series of events and what the characters say, do, and think in the story. As they read the story, readers make, revise, or confirm predictions based on what they learn from reading. Before reading a book, readers can use the title and illustrations as the basis for making predictions.
- Model using the title, front cover illustration, and title page illustration to make a prediction. *Think-aloud: To make my first prediction, I think about the title of the story, The St. Patrick's Day Mystery. I wonder what the mystery could be. When I look at the front cover illustration, I see someone reading a book. From the way she's holding the book, she looks as though she might be reading the book to someone. I wonder what the book is about that she is reading. On the title page, I see a classroom. It looks as though it is decorated for St. Patrick's Day. Maybe the book is a clue to solving the mystery that takes place in a classroom. I'll have to read the book to find out.*
- Introduce and explain the [prediction worksheet](#). Create a similar chart on the board. In the *Make* column, model writing a prediction, such as: *The book is a clue to solving the mystery.* Invite students to make a prediction based on the cover illustrations, and write it on their worksheet in the *Make* column. Share and discuss the predictions as a group.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Sequence events**

- Review or explain that knowing the order in which events happen in a text helps readers understand and retell the story to others. Explain that readers can look for signal words such as *next*, *then*, *first*, and *after*, or time clues such as dates, that can help them understand the order of the events.
- Model using signal words to describe the sequence of an average day in your life. *Think-aloud: I know that my mornings usually follow a pattern or sequence of events. First, I wake up and turn off my alarm clock. Next, I take a shower and get dressed. Then, I eat breakfast and brush my teeth. Last, I get in the car and drive to school.*
- Ask students to share their morning routine. After volunteers have shared, ask students to recall what signal words the speaker used to tell the sequence of his or her morning routine.
- Tell students that the book *The St. Patrick's Day Mystery* follows a sequence about a mystery. Tell students that they will be using a graphic organizer to help them recall the sequence of events in the text.

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, prefixes, and suffixes. They can use the context to work out meanings of unfamiliar words.
- Model how to apply context-clue strategies. Turn to the glossary on page 16. Read the words and discuss their meanings aloud. Say: *If I didn't know the meaning of the word abuzz, I could*

Lesson Plan *(continued)*

The St. Patrick's Day Mystery

read the definition in the glossary, but I could also turn to the page where it's found and read the words and sentences around it. When I read the sentences before and after the word abuzz on pages 5 and 6, I can see that the word means "busy with talk or excitement" because the students are all excited and talking about how the classroom is decorated and who did the decorating. Have students follow along as you read the sentences on the pages to confirm the meaning of the word.

Set the Purpose

- Have students read to find out more about St. Patrick's Day and the mystery. Remind them to make, revise, and confirm predictions as they read. Have them think about the events that happened *first*, *next*, and so on.

During Reading


Student Reading

- **Guide the reading:** Have students read to the end of page 6. Encourage those who finish early to go back and reread. Ask students to stop and think about the events that have happened so far in the story.
- **Model making a prediction.**
Think-aloud: Before reading, I predicted that the book was a clue to solving the mystery, but they have not yet read a book. I will have to wait until they read the book to know if it is a clue or not. After reading pages 4 and 5, I know now that when the students entered the classroom, it was completely decorated, but the teacher said she didn't do it. I will write this information in the Actual column on the chart next to my original prediction. On page 6, I read that the students were very excited, and Ms. McBride called them to the story rug to tell them the truth about leprechauns. I predict that next I will read about what Ms. McBride tells the students about leprechauns. I think she will tell them that leprechauns decorated the classroom. I will write this new prediction on my chart in the Make column.
- Have students review the prediction they made before reading. Have them write a revised prediction next to the first prediction on their worksheet or place a check mark in the *Confirm* box if their prediction was correct. If they confirmed their prediction, have them make a new prediction and write it on their worksheet in the *Make* column.
- Write the following events on the board: *Aja and the other students line up and enter the classroom; the classroom is completely decorated for St. Patrick's Day; Sammy says the room looks awesome; Ms. McBride says it must have been leprechauns; Ms. McBride calls the students to the story rug.*
- Discuss and circle the events that are the most important to correctly tell the story (The classroom is completely decorated for St. Patrick's Day; Ms. McBride says it must have been leprechauns.) Point out that the other information is details that make the story interesting but are not essential or important events.
- Introduce and explain the **sequence events worksheet**. Have students write the two important events from the discussion on their worksheet.
- **Check for understanding:** Have students read to the end of page 9. Remind them to use the illustrations, sentences, and what they already know to make predictions as they read. When they have finished reading, have them make, revise, and/or confirm their predictions on their worksheet. Discuss whether their predictions turned out to be true or whether they needed to be revised. Reassure students that predicting correctly is not the purpose of this reading strategy.
- Ask students to write additional important events in order on their sequence events worksheet. Discuss the important events as a class and write them on the board in order (Ms. McBride tells the students details about leprechauns; Aja tells Sammy that there is no such thing as leprechauns; the fire bell goes off). Allow students to record information or make corrections to their worksheet.

Lesson Plan *(continued)*

The St. Patrick's Day Mystery

- Have students read the remainder of the book. Encourage them to continue to make, revise, and confirm predictions as they read 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.

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 predicted that Ms. McBride would tell the students that leprechauns were responsible for the decorations in their classroom. This prediction was correct, even though Aja didn't believe her at first. I will put a check mark in the Confirm column next to this prediction.*
- **Independent practice:** Have students complete their prediction worksheet. Ask them to explain other predictions they made while reading. Invite students to discuss whether their predictions turned out to be true or whether they needed to be revised. If time allows, ask students to explain how making, revising, and confirming predictions helped them understand and enjoy the story.

Reflect on the Comprehension Skill

- **Discussion:** Review with students the sequence of events on their worksheet using sequencing words (*first, next, then, after that*, and so on). Point out how they used their own words to write each event.
- **Independent practice:** Have students complete the sequence events worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this story, a girl is suspicious of whether leprechauns are real or not. But events in the story make her believe they are. Now that you have read the story, what do you think?

Build Skills

Phonics: **R-controlled vowels**

- Write the word *her* on the board. Have students find the word in the second sentence on page 3.
- Explain to students that, in some words, when the letter *r* comes after a vowel, it can affect the sound of the vowel. For example, the *e* in the word *her* is not making its short or long sound, but rather an /er/ sound.
- Create a four-column chart on the board and explain to students that the most common spellings/groupings for words in which the vowel may be affected by the letter *r* include (write as column headings on the chart):
 - *er, ir, ur* (as in *her, first, turn*)
 - *or, ore,*(as in *for, more, before*)
 - *ar* (as in *start*).
- **Check for understanding:** Have students brainstorm other examples that belong in each category. Record their responses in the correct columns.
- **Independent practice:** Assign the pages of the story to pairs of students to have them locate further examples of *r*-controlled vowel sounds. Have student pairs record their examples under the appropriate spelling patterns on the board.
- Review the chart on the board as a group when finished. Emphasize spelling patterns for *r*-controlled words that students may encounter repeatedly.

Grammar and Mechanics: Possessive nouns

- Write the following sentence on the board: *The walls were decorated for St. Patrick's Day.* Read the sentence aloud, pointing to the word *Day*. Ask a volunteer to explain whose day the sentence is referring to (St. Patrick's). Explain that the word *Patrick's* shows that the day belongs to St. Patrick.
- Review or explain to students that words like *Patrick's* are called *possessive nouns*. A possessive noun is formed by adding an apostrophe and an *s* to the end of a word to show ownership, or possession.
- Direct students to page 10. Have them find a possessive noun on the page (*Aja's*). Ask a volunteer to read aloud the sentence containing the possessive noun *Aja's*. Ask another volunteer to explain what belongs to Aja (the class).
- Remind students that a contraction using *'s* is not the same as a possessive. For example, *it's* is a contraction for *it is* and does not show ownership.



Check for understanding: Have students circle the possessive nouns in the book and underline the item that each one owns.

- **Independent practice:** Introduce, explain, and have students complete the [possessive nouns worksheet](#). If time allows, discuss their responses.

Word Work: Suffix -ed

- Write the following sentences on the board:
Luis will pull the wagon.
Luis pulls the wagon.
Luis pulled the wagon.
- Ask students what is different about the sentences (the verb endings).
- Explain or review with students that adding a suffix to a verb can change the tense, or the time when the action is occurring. No suffix or an *-s* shows that the action is happening in the present, and the suffix *-ed* shows that the action happened in the past, or before now.
- Write simple sentences on the board and ask students to identify whether the action is happening in the present or in the past. For example: *Sam and Tina picked flowers for their mother* (past); *Sara and Bill race to the corner* (present); *Jenny used all of the milk* (past).
- Explain to students that in most cases, the *-ed* suffix is just added to the end of a base word, but there are three occasions when the base word needs to be changed before the *-ed* suffix can be added:
 - If the word ends in a silent *e*, drop the *e* before adding *-ed* (as in *arrived*).
 - If the word ends in a consonant followed by a *y*, change the *y* to *i*, and then add *-ed* (as in *carried*).
 - If the word ends with a short vowel followed by a consonant, double the consonant before adding *-ed* (as in *stopped*).



Check for understanding: Ask student pairs to find and circle any past-tense verbs in the book. Discuss with them whether or not the base word was changed.

- **Independent practice:** Introduce, explain, and have students complete the suffix *-ed* worksheet. Discuss their answers aloud after they are finished.

Build Fluency
Independent Reading

- Allow students to read their book independently. Additionally, partners can 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. Have students practice retelling events from the story in the correct order.

Extend the Reading

Mystery Writing and Art Connection

Have students draw a picture of a face that shows a feeling. Under the picture, have students write one sentence telling about their picture. Remind students to use capital letters and periods.

Social Studies Connection

Supply books and links to Internet websites for students to learn more about the history of St. Patrick's Day. Have small groups each research different aspects of the holiday, for example, who Saint Patrick was, how St. Patrick's Day is celebrated in Ireland, the legend of the leprechaun, the legend of the shamrock, and so on. Give students index cards and instruct them to write these facts on the cards, along with any other interesting information they discover. Lead a roundtable discussion in which students share their findings.

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:

- consistently use the strategy of making, revising, and confirming predictions to comprehend the text during discussion and on a worksheet
- accurately sequence events from the text during discussion and on a worksheet
- read and categorize *r*-controlled vowel words from the text and during discussion recognize and use possessive nouns during discussion and on a worksheet
- correctly apply the suffix *-ed* to base words in discussion and on a worksheet

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**