



About the Book

Text Type: Fiction/Mystery Page Count: 24 Word Count: 2,400

Book Summary

In *The Mystery of Granville Library*, three friends discover mysterious clues in a library book. The boys put their heads together to solve the mystery, and in the end they discover a very special place.

About the Lesson

Targeted Reading Strategy

- Retell

Objectives

- Retell to understand the text
- Identify elements of the mystery genre
- Identify names of people as proper nouns
- Identify and create similes

Materials

Green text indicates resources available on the website

- Book—*The Mystery of Granville Library* (copy for each student)
- Chalkboard or dry-erase board
- Retell, proper nouns: names of people, and similes 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: **dead end** (n.), **discovered** (n.), **mysteries** (n.), **riddle** (n.), **secrets** (n.), **treasure** (n.)

Enrichment: **acrostics** (n.), **binding** (n.), **catalog** (n.), **copyright** (n.), **decades** (n.),

Middle Ages (n.), **pattern** (n.), **scanning** (v.)

Before Reading

Build Background

- Ask students what genres, or types, of books they usually check out of the library. Discuss what students know about mysteries. Ask what mystery TV shows and movies they may have seen. (As an example, discuss the Scooby-Doo mysteries and how the characters solve cases.) To encourage discussion, list on the board the mysteries that students name.

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. Ask students what they expect the book to be about, based on the chapter titles in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy: **Retell**

- Explain to students that good readers stop every now and then to retell in their mind what is happening in a book. This helps them understand and remember what they read.
- Remind students that when someone retells something, he or she tells the most important details of a story or event. It is common for people to retell what they did over the weekend when they return to work or school on Monday. It is also common for people to tell someone about a movie, television show, or sporting event they watched or attended. Ask students to offer suggestions of times when they have either heard or given a retelling of something.
- Model retelling by telling about a recent weekend.
Think-aloud: *Last weekend, I had family visit from out of town. I took them to the art museum on Friday night. On Saturday, we visited the zoo and had lunch at my favorite restaurant. On Sunday, we had a picnic at the park.* Explain to students that the retelling included the most important details needed for them to know what happened over the weekend.
- Explain to students that as they read *The Mystery of Granville Library*, they will better understand and follow the main idea of the story if they stop as they read to retell in their mind what is happening.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Identify elements of the mystery genre**

- Ask students why they think readers might choose to read mysteries and what makes a good mystery. Review or explain that mysteries inspire the imagination by presenting readers with a puzzle and clues. Discuss how characters in books and movies solve mysteries.
- **Introduce the skill:** Ask students how they can tell when the story they are reading is a mystery. Explain that most mystery stories have certain elements in common. List the basic elements of the mystery genre on the board: (1) an event happens that no one can explain; (2) someone, such as a detective, is asked to solve the mystery; (3) the detective attempts to make sense of the mystery; (4) suspects are identified; (5) the mystery is solved.
- Model identifying elements of the mystery genre.
Think-aloud: *I know that mystery stories usually begin with a mysterious event or message, followed by series of clues that someone tries to understand. As I read, I will compare the events in the story with the list of basic elements of the mystery genre. I will note which genre elements are included in the story and which ones are not.*

Introduce the Vocabulary

- As you preview the book, invite students to talk about what they see in the illustrations. Reinforce the vocabulary words they will encounter in the text.
- Write the following words on the board: *mysteries, riddle, secrets, treasure.*
- Give each student a piece of paper and ask them to fold the paper into four sections. Have students write one vocabulary word in each section on their paper. Ask students to draw or write what they know about the word. Create a definition for each word using students' prior knowledge.

Lesson Plan *(continued)*

The Mystery of Granville Library

- Review or explain that students will encounter bold-faced words, like those listed on the board, throughout the text. Explain that these words and their definitions can be found in the glossary.
- Model how students can use the glossary to find a word's meaning. Have students locate the glossary in the back of the text. Invite a volunteer to read the definition for *mysteries* in the glossary. Have students compare the definition with their prior knowledge of the word. Then have them follow along on page 4 as you read the sentence in which the word *mysteries* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.

Set the Purpose

- Have students read to find out the mystery at Granville Library. Remind them to stop every now and then to retell in their mind what has happened so far in the story.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 7. Encourage those who finish before others to go back and reread the text.
- Discuss mysteries. Explain to students that mysteries can be traced back to ancient Greece, when Sophocles and Euripides wrote plays that contained mystery elements.
- Ask students if they've read Nancy Drew, Hardy Boys, or Harry Potter books, and discuss what they liked about these books. Discuss how the characters solved mysteries in the books.
- Explain to students that *The Mystery of Granville Library* is organized into chapters. Have students locate and read the title of the first chapter, "King Arthur's Clue." Explain to students that stopping at the end of each chapter to retell the events of a story is a helpful way to check in and be sure they are understanding the text.
- Model retelling the main event of the first chapter.
Think-aloud: *The beginning of the story introduces three boys who are good friends and all share a love of reading. One day when the boys are at the school library Daniel comes across a strange note written in a book he is reading. Daniel notices something interesting about this note; the first letter of each word in the sentence spells out his name. As Daniel looks through the book, he discovers another message. I wonder what these messages mean.*
- **Check for understanding:** Have students share some of the things they thought about as they read the information on the pages so far. Select volunteers to share how they retold this chapter of the story to themselves.
- **Independent practice:** Introduce and explain the [retell worksheet](#). Have students identify and record the main events of the first chapter. Invite students to share their responses.
- Have students read the remainder of the book. Encourage them to stop after each chapter to retell in their mind what they've read. Remind them that after each chapter, they should skim it again and add main events or details to their retell worksheet to record the sequence of events that took place.



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

- Have students share how they used the strategy of retelling while reading. Reinforce that retelling in their mind as they read keeps them actively involved in the reading process and helps them understand and remember what they have read.

Lesson Plan *(continued)*

The Mystery of Granville Library

- Check student understanding by inviting them to share places in the text where they stopped and how they retold the information to themselves.

Reflect on the Comprehension Skill

- **Discussion:** Ask students what elements of a mystery they noticed in *The Mystery of Granville Library*. Discuss how this mystery compared to other mysteries that they have read.
- **Check for understanding:** Have students identify the five elements of a mystery in *The Mystery of Granville Library*. First, ask students to tell the mystery in the book that no one can explain (Daniel finds writing near the binding of a book Yuri's mother recommended he read). Next, ask who volunteers to solve the problem (Daniel). Ask how Daniel goes about trying to make sense of the mystery (He uses his experience with solving word games). Then, ask if there are any suspects in this mystery (Discuss whether Daniel's grandfather could be considered a suspect). Finally, review all of the steps involved in solving the mystery and discuss the solution.
- **Enduring understanding:** *Having read The Mystery of the Granville Library, do you think the characters would have solved the mystery had they not been such avid readers? Why or why not? What does this book make you think about your own reading adventures?*

Build Skills

Grammar and Mechanics: Proper nouns: Names of people

- Review or explain that a *noun* is a *person, place, or thing*. Ask students to turn to page 5 and give examples of nouns from the text (*knights, book, library*, and so on).
- Review or explain that a *proper noun* is the name of a specific person, place, or thing. A proper noun always begins with a capital letter. Explain to students that in this lesson they will focus on the names of people. Write examples of the proper nouns, names of people, from page 5 on the board (*Daniel, King Arthur, Yuri, Bennett*).
- Remind students not to confuse a proper noun with the capital letter used at the beginning of a sentence or the title of a chapter. Point out instances in the book where capitals are used but a proper noun is not present.
- **Check for understanding:** Write the following nouns in a column on the board: *boy, librarian, friend, king*. Ask volunteers to give examples of proper nouns or names of people for each, and write them on the board to the right of each common noun (*Daniel, Mrs. Montoya*, and so on).
- **Independent practice:** Introduce, explain, and have students complete the **proper nouns: names-of-people worksheet**. If time allows, discuss their responses.

Word Work: Similes

- Review or explain that a *simile* makes a comparison by using the word *like* or *as*. Write the words *like* and *as* on the board. Explain to students that these words often signal a simile. Say: *For example, when I say the library is as quiet as a tomb, I am comparing the quietness of both places.*
- **Check for understanding:** Say: *Using your detective skills, find the first simile in this book* (first paragraph on page 6). *Remember to look for the clue words.* Ask what things are being compared (the smells of the book are compared to a closet full of old newspapers). Have students create original similes comparing smells to items (the shirt smelled like a rose, the jacket smelled like an old shoe, and so on).
- **Independent practice:** Introduce, explain, and have students complete the **similes worksheet**. If time allows, discuss their answers.

Build Fluency

Independent Reading

- Invite students to read their book independently. Additionally, invite 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. Have students practice analyzing the problem and solution, and identifying mystery genre elements while reading with someone at home.

Extend the Reading

Writing and Art Connection

Have pairs of students write and illustrate a mystery, remembering to include the five parts of a mystery, as outlined in Introduce the Comprehension Skill section. Have students make sure that the character(s) in the mystery apply their problem-solving skills. Finally, invite students to read their finished mystery to the group.

Social Studies Connection

Provide print and Internet resources for small groups of students to research the history of mysteries. Assign groups various periods in history, from ancient Greece to the present. Have them prepare posters and oral presentations that provide information about mystery writers. Display the posters along a mystery timeline.

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.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently retell to understand text during discussion and on a worksheet
- identify and understand the mystery genre during discussion
- correctly identify and capitalize names of people during discussion and on a worksheet
- accurately identify similes in text during discussion and on a worksheet

Comprehension Checks

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