

Before Reading

→ Preview the Book

Build Background

- Have students take a minute to think about what the word **mystery** means to them. Then pair students and have them discuss their ideas.
- Have the pairs share their ideas about mysteries. Ask students what modern-day mysteries they know about.

Apply Metacognitive Strategies

- Have students preview the cover of the book. Ask them what they think your questions about mysteries and their paired responses have to do with this book. Ask them to predict the connection. Then have them preview the table of contents and revise or confirm their predictions.
- Model making predictions.
Think-Aloud: Looking at the cover and table of contents of a book helps me make logical predictions about what I will read. I can predict that this book is going to discuss different types of mysteries, some of which I will know a little about. I don't know whether the book will provide the answers about the mysteries, but I want to read to find out.
- Preview the book with students, encouraging them to make predictions as they view the photos and artwork.

Preview Text Features

- Point out the columns headed *Let's Find Out* throughout the book, and tell students that these columns usually introduce each section with a question. Students can use these questions to predict the content of the section and possible answers.
- Point out the words in bold throughout the book, and show students how they can find these words in the glossary.

→ Introduce the Focus Vocabulary Skill: Adjectives

- Point out the word **mysterious** in the heading on page 11. Tell students that this is an adjective. Adjectives are descriptive words. Have students tell you what the word **mysterious** describes.
- Then point out the word **original** on page 13. Tell students that this is also an adjective like the word **mysterious**, but it provides factual information about the text. Ask students what **original** tells them about the bluestone.

→ Set the Purpose

Teacher Tip: This lesson pertains to pages 11–18 of *Mysteries*.

Summarise Information

- Tell students that they will be reading the section about ancient structures on pages 11–18. They will summarise the information when they have finished reading the section.

Make, Revise, Confirm Predictions

- Remind students to be active readers by revising, confirming, and making new predictions as they read. Tell them they can use the questions in the sidebars to help them make predictions.

Word Skills

- Remind students to be aware of the words the author uses to provide details about the structures.

During Reading

→ Focus the Reading

- Provide prompts every few pages and have students read silently to find the answers to your questions. Briefly discuss feedback before providing another prompt and having them continue reading.
Pages 11–13: Ask students who they think built Stonehenge. Have them predict whether the book will provide the answer to this mystery. Have them read the pages silently then share whether their predictions were correct.
- Model making predictions.
Think Aloud: I think that archaeologists know who built these statues, so I think the book is going to tell us who they were. I think that these huge stones were probably rolled to the site where they were carved, but I'm not sure exactly how.
Pages 14–15: Have students read the pages to find out how these statues were built. Have volunteers share what they find out.
Pages 16–18: Have students read these pages to find out why the pyramids were built. Ask volunteers to share what they find out.
- Have students reread pages 11–18, either silently or with a partner. Monitor their reading and provide support if you feel students are having difficulty. Have students place a sticky note next to any part of the text that contains a difficult word or that they have questions about.

After Reading

→ Reflect on Reading Strategies

- Ask students whether their predictions were correct or not, and what information they used to confirm or revise their predictions.
- Have students share any difficult words they found. Use this as an opportunity to teach word attack strategies using the words students list as models for instruction.

→ Introduce the Focus Comprehension Skill: Summarise Information

Model

- Use the section on Stonehenge to model making a summary. Make an overhead of the graphic organiser or draw it on the board. Demonstrate how to select the key information in the section. Point out information that is interesting but not crucial to the understanding of the text. Then paraphrase the information in your own words and write your summary on the graphic organiser.

Guided Practice

- Give students a copy of the graphic organiser. As a group, read through the section on Easter Island and discuss what information is relevant and should be included in a summary and what isn't relevant. Have students record the key details on the graphic organiser.
- Guide students to write a summary in their own words on the graphic organiser.

→ Independent Practice

- Have students complete the graphic organiser independently to summarise the section on the ancient pyramids. When they have finished, have them share their worksheets and justify their responses by referring to the text.

→ Vocabulary Skill: Adjectives

- Review with students that adjectives are words that describe people, places, things, feelings, etc.
- Discuss why writers use adjectives in fiction. Help them understand that this is the way the writer can develop characters and setting in the story and make it vivid to the reader.
- Discuss why writers would use adjectives in nonfiction text. Help them understand that adjectives can provide specific factual information about the topic, such as size, shape, colour, amount, etc.
- Tell students that this text uses different types of adjectives. Some of them provide details, and others help create visual pictures and develop the mood and tone of the writing. Talk about how both types of adjectives are appropriate in a book on the topic of mysteries.
- Have pairs of students find words they think develop the mood and words they think provide factual information. Have the pairs share the words they find.

→ Apply the Lesson

- Have students read the rest of the book independently. They can:
 - Use the graphic organiser to summarise other chapters.
 - Record good examples of adjectives they find.
- For students who need more support, guide them to read another section of the book, using this lesson as a model.