

**MISD Supplemental Education Program In Language Arts**  
**Grade 7 Lesson Plans**  
**Introduction**

The lesson plans that follow for Mystery at Round Island Light by Robert Lytle are designed to be a framework for discussing the book and will help teachers model for students how to think about, discuss, and write effective answers to constructed response or open-ended literature questions. Students will also be taught strategies that will improve their word study abilities, reading comprehension, and writing skills. By using these comprehension strategies, models, and discussion questions, teachers will be teaching to the Michigan English Language Arts Standards, the new Grade Level Expectations (March, 2004) and helping students prepare for success on Parts 1 and 2 of the ELA MEAP. The best reason to use these methods, models, and materials is that doing so will facilitate students' delving more deeply into text. It will make text more interesting and challenging to students, as well as, improve their skills and strategies.

Many beginning (and experienced) teachers do a great deal of assigning and not enough teaching. They assume that if students have read or listened carefully to a story or book they would be able to write effective and complete answers to questions. This is simply not the case. Students need to be explicitly taught to answer response to literature (open-ended, constructed response) questions.

Nancy C. Boyles in her book, Teaching Written Response to Text (Maupin, 2001) points out that students need explicit teaching. Her framework goes like this:

“Explicit instruction:

- begins with setting the stage for **learning**,
- followed by a clear **explanation** of what to do (telling),
- followed by **modeling** of the process (**To:** showing),
- followed by multiple opportunities for **practice** (**With:** guiding)

until independence is attained.” (**By:** independence)

The answer format in her book has been adapted to provide the model in this unit of Focus Question, Answer Plan, and Possible Answer for teachers and students to use.

So what does this mean for discussing, teaching and assessing of this this exciting mystery about five friends who take on the challenge of solving a mystery that draws them into life-or-death danger. The questions, modeled answers, and formats (not worksheets) can be used to set up discussion about and learning from the book toward a deeper understanding of the issues and content of the book and of narrative text and author's craft. If students are guided through this book, they will be more ready to

have the discussions and write answers to similar questions on other novels (especially mysteries).

Students also need to be explicitly taught comprehension strategies. Therefore, these lessons for Mystery at Round Island Light also make use of Strategies That Work from the book of the same name by Stephanie Harvey and Anne Goudvis (2000). These strategies were compiled in a ground-breaking article in 1992 by David Pearson, Laura Roehler, Jan Dole, and Gerry Duffy – “Developing Expertise in Reading Comprehension: What Should Be Taught and How It Should Be Taught.” This article points out that teachers should show and model what proficient readers do and teach students how to use these strategies explicitly in literature-rich learning communities where peers and teachers discuss and collaborate. The list of strategies include:

- making connections
- asking questions
- determining importance
- inferring
- synthesizing
- visualizing.

# MISD Supplemental Education Program In Language Arts

## Grade 7 Lesson Plans

### Day 1

<p><b>Reading</b> (25 minutes)</p>	<p>Introduce this unit by telling students that together you will be talking, reading and writing about characters in a novel whose lives seem to be controlled by destiny or fate. Tell them that they will start out by thinking, talking, and writing about how their lives or the life of someone they know seems to have been controlled by fate.</p> <p>Spend some time discussing the meaning of “destiny” and “fate”. Webster’s dictionary defines “destiny” as “the seemingly inevitable or necessary succession of events” or “ what will necessarily happen to any person or thing.” Webster’s dictionary defines “fate” as referring “...to the inevitability of a course of events as supposedly predetermined...[and] beyond human control.”</p> <p>Brain storm how students or someone they know might have been influenced by “destiny” or “fate”. Use the ideas in the writing prompt (Appendix A) to aid in the discussion (see next page):</p> <p>Remind students that when we write we go through steps known as the writing process:</p> <p><b><u>Brainstorming</u></b> Thinking and talking about the topic or theme of the writing and relating it to your own personal life. Brainstorming is asking questions like: “What challenges have I faced in my life? Which one could I write about? What interesting details can I choose to tell about a challenge I have faced? How should I organize my writing? (outline, list, graphic organizer, etc)?.</p> <p><b><u>Drafting</u></b> Getting ideas down on paper, trying to organize as the writer is drafting. Drafting is asking questions like: “How will I start my writing to get my reader to want to read it? What details, examples, anecdotes, and/or explanations should I write to show my reader about the challenge I have faced? How shall I end my writing?”</p> <p><b><u>Revising</u></b> The real work of writing when the writer makes sure that the writing has everything it should have, that it will appeal to the reader (audience) and tell or prove what it is supposed to do (accomplish the purpose). Revising is asking questions like: “Will my reader (audience) know what my point (purpose) is? Is my point or central idea clear and connected to the theme or topic? Have I given important and relevant details, examples, and/or anecdotes to support my point? Is my writing</p>
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well organized with a beginning that makes my audience want to read on, a middle that makes and supports my point, and an end that satisfies my audience? Have I used interesting words and a variety of sentence lengths and types to engage my reader?"

**Proofreading and Editing**

Making sure that the audience can read and understand the words and the point. Proofreading and editing involves asking questions like: “Have I checked and corrected my spelling, punctuation, and capitalization to help my audience understand what I have written? Have I read my work to a friend or myself to make sure it sounds good? Have I looked my writing over to make sure that it’s neat and it invites my audience to read it?”

**Publishing**

Putting writing in its final form for an audience. Publishing involves asking: “Is my final copy just the way I want my audience to see it?”

As you guide students through each step of the writing process, remind them of the steps and the questions to ask.

If time permits in this session and students have had enough brainstorming time, have students begin their drafts. Go over the writing prompt emphasizing the introduction and emphasizing that after brainstorming, students should choose one part of the prompt to write to. Encourage students to make notes on the prompt page and circle or underline the part of the prompt they have chosen. Students will continue drafting during writing time.

<b>Word Study</b> (15 minutes)	Administer the appropriate spelling inventory from <u>Words Their Way</u> .
<b>Writing</b> (20 minutes)	<p>Have students’ continue drafting their “facing a challenge” papers.</p> <p>Encourage students to work on creating interesting leads and endings.</p> <p>Circulate and encourage students as they draft.</p>

## Grade 7 Lesson Plans

### Day 2

<p><b>Reading</b> (25 minutes)</p>	<p>Give students the opportunity to peer-edit their “facing a challenge” papers with a partner. Set this activity up by briefly modeling with a student a procedure for peer-editing: Each partner will read aloud this/her draft to the other who will listen carefully thinking of the following questions:</p> <ul style="list-style-type: none"><li>❖ Is the central idea point of the writing clear?</li><li>❖ Is the central idea or point supported by important and relevant details, examples, and/or anecdotes?</li><li>❖ Does the writing begin with an interesting and engaging lead, continue with a middle that supports and develops the point, and an end that summarizes the point?</li><li>❖ Is the writing interesting with engaging words and different sentence lengths and types?</li><li>❖ What do I as the listener, think is good about the writing?</li><li>❖ Do I have questions and/or suggestions for the writer?</li></ul> <p>Have the student read aloud his/her draft, then model posing the above questions and answering them with the student. Then tell students that the other student will read his/her writing aloud and the process will repeat. Give students the opportunity to peer-edit in partners for the remainder of the time. Tell them they will have more time in the next session.</p>
<p><b>Word Study</b> (15 minutes)</p>	<p>Once you have used the spelling inventory in <u>Words Their Way</u> to assess your students, create activities for students to do during this 15 minute period each day. It is important that games &amp; activities are designed to match the instructional level of your students. Use <u>Words Their Way</u> as a resource.</p>
<p><b>Writing</b> (20 minutes)</p>	<p>Students who have successfully finished peer-editing, should make revision changes to drafts and edit and proofread. Have students use the checklist: “Review of Writing: Publishing Final Copy” on the next page.</p> <p>During this session students should make a final copy and proofread again using the “Review of Writing” Checklist.</p>

## Grade 7 Lesson Plans

### Day 3

#### Reading (25 minutes)

Introduce the rest of the unit by saying something like, “You have just written about how you or someone you know has faced a challenge. The four main characters in the mystery novel we are going to read started out with the small challenge of finding out more about an island with only a decommissioned lighthouse on it and ended up with the more dangerous challenge of apprehending three criminals.

Let’s first discuss the setting and plot of the mystery novel, Mystery at Round Island Light. To get a quick ideas of what the book will be about, it’s a good idea to read the blurb or promotional description usually found on the back cover. Blurbs are useful to the reader and have a number of features; they may:

- hint about the plot (teenager following the lead of their curiosity)
- give some indication of setting (Mackinac Island), characters (four teenagers), and form of book or genre (mystery)
- may include reviews or recommendations, and
- may refer the reader to other books by the same author.

(This blurb does all of the above, and so it is a good model for teaching about blurbs and their use.)

What do we learn from the blurb?

- Who - characters (Pete Jenkins and three friends)
- Where – setting (Round Island, Lake Huron, Mackinac Island)
- What – problem (It hints that the kid’s curiosity puts them in danger)

We could also predict from the maps found at the beginning of the book – Mackinac and Round Islands have locations indicated on them. (Ask student to predict why – These will probably be locations important to the mystery. Also, the Great Lakes map shows the routes of two boats/ships. (Have students predict why.)

For the rest of the Reading time, brainstorm and discuss what students know and have experienced about Mackinac Island. To better understand the book, it would be important that students bring out the following information:

- no cars – only bikes and horses
- can only get there by boat (or airplane)
- most of the people are tourists, there for the scenery, going back in time and the fudge
- big hotel – the Grand Hotel
- big old mansions on the bluff
- a fort

<p><b>Word Study</b> (15 minutes)</p>	<p>Have students work in small groups, with a partner or independently on activities/games geared to their specific stage of learning.</p>
<p><b>Writing</b> (20 minutes)</p>	<p>Tell students that to understand this book better it's a good idea to spend some time talking about what a mystery is. Tell students that a mystery is most often a story in which the chief element is usually a crime around which the plot is built. The mystery (dictionary: "something unexplained, unknown, or kept secret") is usually solve (like on t.v.) by a detective or detectives who collect and figure out (logically interpret) evidence or clues. Usually the author of a mystery will create a mysterious mood or atmosphere and even suggest there is danger involved. The author will also build suspense by suggesting danger and only letting the reader in on the details little by little. In a mystery the good guys, sometimes known as protagonists, or heroes are easily distinguished from the bad guys, sometimes know as antagonist or villains.</p> <p>Tell students that figuring out a mystery will require the use of comprehension strategies (the use of which will make all reading more understandable. You might say something like,</p> <p>"reading a mystery is all about:</p> <ul style="list-style-type: none"> <li>• <u>making connections</u> – finding clues and connecting them, but you also have to</li> <li>• <u>ask questions</u> as you go to make sense of the information the author is giving.</li> <li>• <u>Determine importance</u> – What are the most important details or clues?,</li> <li>• <u>Infer</u> or read between the lines to figure things out,</li> <li>• <u>Synthesize</u> or put the information together creatively, and</li> <li>• Visualize or make pictures in your mind to make sense of what is going on.</li> </ul> <p>Review strategies with students or, as necessary, teach students about the above strategies using Strategy Posters, ideas from <u>Strategies That Work</u> by Stephanie Harvey and Anne Goudvis and/or from in-service Comprehension Strategy workshops.</p>

## Grade 7 Lesson Plans

### Day 4

<p><b>Reading</b> (25 minutes)</p>	<p>Before reading aloud the first two chapters, remind students that in the beginning of a narrative or story, the author usually introduces the <u>main characters</u> (who), the <u>setting</u> (where and when), and hints at the <u>problem</u> or goal (what). Also, since this is a mystery, the author will begin to build suspense by suggesting danger and only giving a few details so that the reader will want to read on to find more. Ask students to try to identify these elements of the story, <u>character</u>, <u>setting</u>, and <u>problem</u> or goal, as well as, features of mystery, <u>mood</u> and <u>building of suspense</u> as you read the first two chapters to them. Read aloud stopping to point out elements of the story and features of mystery:</p> <ul style="list-style-type: none"><li>• <b>Characters:</b> Pete Jenkins – son of a Michigan teacher and not as well-off as Dan Hinken – son of a wealthy doctor staying in a thirty room mansion (p. 1), Eddie Terkel – also wealthy and a good sailor (pp. 60-7), Kaet Kinken – Dan’s twin sister.</li><li>• <b>Setting:</b> Mackinac Island – in a thirty-room mansion up on a bluff over the water (p.1).</li><li>• <b>Problem/Goal:</b> Possibly finding out more about Round Island and the mysterious former lighthouse keeper.</li><li>• <b>Mood:</b> <u>Mystery</u> over lighthouse keeper who didn’t like visitors (p. 2)</li><li>• <b>Suspense:</b> Danger suggested<ul style="list-style-type: none"><li>– Scattergun (p.2)</li><li>– “What was he trying to hide? – or protect? (p.5)</li><li>– lamp flickering but supposedly no one there (p. 9)</li><li>– “...getting shot at.” (p. 10)</li></ul></li></ul> <p>Suggest that students continue to look for examples of <u>building suspense</u> and the <u>mood</u> of <u>mystery</u>. Also suggest that students should note and remember details that may become <u>clues</u> that will need to be <u>connected</u> to unravel the mystery. Remind them also to <u>ask questions</u>, <u>infer</u>, <u>visualize</u>, <u>determine importance</u> and <u>synthesize</u> to understand as expert readers do.</p>
<p><b>Word Study</b> (15 minutes)</p>	<p>Have students work in small groups, with a partner or independently on activities/games geared to their specific stage of learning.</p>
<p><b>Writing</b> (20 minutes)</p>	<p>Using information gained from the Reading session model (do a think aloud), the answer to Focus Question #1 using the Answer Plan and the Possible Answer.</p> <p><b>Focus Question #1</b> (Appendix D)</p> <p><b>What does the reader learn about the characters, setting and goal of <u>Mystery at Round Island Light</u> from the first two chapters?</b></p>



**Answer Plan: What to do?**

1. Write a sentence restating the question.
2. Write several sentences with details about the introduction of characters, setting and goal.
3. Conclude with a sentence predicting what you think will happen next.

**Possible Answer**

- (1) In the first few chapters of Mystery at Round Island Light, the author, Robert Lytle introduces readers to the characters and the setting of the story and suggests that there may be some danger and mystery involved. (2) The characters, twins, Dan and Kate Hinken, Edie Terkel, and Pete Jenkins are staying with Dan and Kate's relatives in a thirty-room mansion on Mackinac Island overlooking the water. From the conversations and the visit to Mr. Dufina, it sounds like the four friends want to find out more about Round Island and the mysterious former lighthouse keeper, Jesse Muldoon. (3) The warning that Mr. Dufina gives them suggests that the four will go to Round Island and there will be danger involved.

## Grade 7 Lesson Plans

### Day 5

<b>Reading</b> (25 minutes)	Have students read Chapters 3-5 looking for how the author builds the mood of mystery, danger and suspense.  Have students work with partners to identify examples of the building of the mood of mystery, danger, and suspense in order to plan the answer to Focus Question #2.
<b>Word Study</b> (15 minutes)	Have students work in small groups, with a partner or independently on activities/games geared to their specific stage of learning.
<b>Writing</b> (20 minutes)	Have students work in partners to gather examples to answer Focus Question #2.  <b>Focus Question #2</b> (Appendix E)  <b>How does the author, Robert Lytle, build the mood of mystery, danger and suspense in Chapters 3, 4 and 5?</b>  Have students share their lists/plans. Respond for the group as students share. Lists should include some or all of the following: <ul style="list-style-type: none"><li>• Eddie’s wondering how they’ll get across the shipping channel (p. 12)</li><li>• Pete’s wishing he hadn’t brought the island up (p. 12)</li><li>• dory (boat) is too small (p. 14) and may sink</li><li>• “It was a disaster waiting to happen” (p. 15)</li><li>• “I don’t like what the current is doing, Eddie said.” (p.16)</li><li>• “Churning straight for their bow, the first Arnold Line Ferry of the day bore down on them.” (p. 17)</li><li>• “We’ll never make it!” (Katie, p. 17)</li><li>• “I Hope it won’t take another miracle to get us back.” (Eddie, p. 18)</li><li>• the twins have the same scary dream of those men sitting in the shadows (pp. 21-22)</li><li>• strange or weird that it was just like the dream ( p. 23)</li><li>• the note warning them to get of the island (p. 25)</li><li>• someone watching them from the lighthouse (p. 26)</li><li>• “...and Pete had a dreadful feeling it would come to no good.” (p. 28)</li></ul> Briefly discuss as many as possible of the above examples of the author’s building the mood.

## Grade 7 Lesson Plans

### Day 6

<p><b>Reading</b> (25 minutes)</p>	<p>Explain to students that they will be reading those chapters in which the author uses the literary technique of flashback. Authors use flashback as an interesting way to explain things or introduce a sub plot.</p> <p>A flashback is an incident or scene that interrupts the present action of a story to show an earlier event. As students read, tell them to be careful to notice how the author flashes back to nine months earlier, then flashes back to the youth of the three men, then again to nine months earlier.</p> <p>Ask students to read Chapters 6, 7 and 8 thinking about what they are learning through flashbacks about three new characters.</p>
<p><b>Word Study</b> (15 minutes)</p>	<p>Have students work in small groups, with a partner or independently on activities/games geared to their specific stage of learning.</p>
<p><b>Writing</b> (20 minutes)</p>	<p>Have students write answers to Focus Question #3 on their own using the Answer Plan.</p> <p><b>Focus Questions #3</b> (Appendix F)</p> <p><b>What does the author tell us through flashbacks about three more characters in the mystery?</b></p> <p><b>Answer Plan – What to do:</b></p> <ol style="list-style-type: none"><li>1. Write a sentence restating the question.</li><li>2. Write sentences about each of the three new characters introduced giving the <u>most important</u> information about each.</li><li>3. Conclude with a sentence suggesting a connection between these three new characters and the four friends.</li></ol> <p><b>Possible Answer</b></p> <p>(1) The author, Robert Lytle, introduces those more interesting but seemingly dangerous characters through a series of flashbacks. (2) When we meet Muck Meesley, Hermann Le Roux, and Sam Moilanen, they seem down on their luck. Through a flashback that goes back to their youth we learn ore about the personalities of the three: they all grew up poor in Michigan’s Upper Peninsula; Hermann was French and Native American and loved to hunt especially with knives. Sam wasn’t very smart and he wanted to be a sailor; Buck had a bad temper, and he loved to fight. The last flashback lets us know that, Buck, in a way, is stealing the boat he inherited from his father and making a career change to make “...a pile of money.” (3) It’s logical that they will be connected in some way to the four friends.</p> <p>Have students share their answers using the Possible Answer in the discussion.</p>

## Grade 7 Lesson Plans

### Day 7

<b>Reading</b> (25 minutes)	Remind students that solving mysteries involves gather clues ( <u>asking questions</u> , <u>infering</u> , <u>determining inportance</u> , <u>visualizing</u> ) and <u>making connections</u> between and among the clues (synthesizing). Tell them to read Cahpters 9 and 10 gathering clues and <u>making connections</u> .  Have a brief sharing and discussion of what students have learned from the chapters.
<b>Word Study</b> (15 minutes)	Have students work in small groups, with a partner or independently on activities/games geared to their specific stage of learning.
<b>Writing</b> (20 minutes)	Have students answer Focus Question #4 individually using the Answer Plan and information from reading and discussion.  <b>Focus Questions #4</b> (Appendix G)  <b>What clues do the friends get from their discussions with Ginny and Mr. Dennis? How might these clues be connected?</b>  <b>Answer Plan: What to do:</b> <ol style="list-style-type: none"><li>1. Write a sentence restating the question.</li><li>2. Write a few sentences about what the friends learn from Ginny.</li><li>3. Write a sentence or two about what they learned from Mr. Dennis.</li><li>4. Conclude with a sentence that suggest some connections.</li></ol> <b>Possible Answer</b> <p>(1)The four friends collect clues from their conversations with Kate’s friend, Ginny and Mr. Dennis, at the golf course. (2)When asked about Jesse Muldoon, Ginny reports that someone was recently seen moving “...like a ghost...” in the moonlight on Round Island. Ginny also revealed that there was a vagrant on the island show was suddenly flashing money around. This vagrant, Hermann Le Roux, had been seen at 3:00 a.m. rowing toward Round Island. (3) Mr. Dennis at the golf course warned the four to stay away from a barn near the seventh hole because a short-tempered, nasty-looking hobo was reported to be living in the barn. (4) In all probability Hermann Le Roux and the hobo may be the same person. The reader ( not the four friends) knows that one of the three characters in the flashback was Herman Le Roux.</p> Have students share their answers or drafts (if that is all time will permit) using the Possible Answer as a model or have students check their own answers using the Possible Answer, then make revisions.

## Grade 7 Lesson Plans

### Day 8

<b>Reading</b> (25 minutes)	Have students read Chapters 11 and 12 paying attention to the clues the friends find in the barn and the connections they make.  Have a brief discussion of what the students have learned.
<b>Word Study</b> (15 minutes)	Have students work in small groups, with a partner or independently on activities/games geared to their specific stage of learning.
<b>Writing</b> (20 minutes)	Have students write on draft (as time permits) answers to Focus Question #5 with partners or individually.  <b>Focus Question #5</b> (Appendix H)  <b>What connections do the four friends make from the clues they find in the barn?</b>  <b>Answer Plan: What to do:</b> <ol style="list-style-type: none"><li>1. Write a sentence restating the question.</li><li>2. Write a sentence or two telling what clues they find in the barn.</li><li>3. Write a sentence about what they do because of these clues.</li><li>4. Conclude with a sentence what roles they think they should now play.</li></ol> <b>Possible Answer</b> <ol style="list-style-type: none"><li>(1) After hitting stray golf balls against an old barn, the four friends search the barn for clues. (2) Kate finds a green metal container that contains a hand-drawn map of Mackinac Island with x's and o's along the East and West Bluffs, a wad of money and a Great Lakes shipping schedule with two ship names underlined. (3) Because of these clues, the friends go to the Coast Grand Station to check out the ships. They find out that one is a freighter and the other is a charter boat, the Quince, owned by Buck Meesley. (4) Because the only policeman is in jail, the four friends decide to appoint themselves detectives and "Keepers of Justice" because there is a mystery to be solved.</li></ol> Have the students work in partners to compose and construct their answers or drafts also using the Possible Answer.

## Grade 7 Lesson Plans

### Day 9

<b>Reading</b> (25 minutes)	Have students read Chapters 13 and 14 continuing to collect clues and <u>make connections</u> .  Have a brief discussion of what the friend learn:  Chapter 13      • From Mr. Colesmith at the Windsor Hotel, Dan learns that Hermann Le Roux likes to sharpen and throw daggers and that he takes orders from non other than Buck.  Chapter 14      • We're reminded that Buck Meesely owns the Quince. • They try to make the connection between the Quince and the V. A. Frazier.
<b>Word Study</b> (15 minutes)	Have students work in small groups, with a partner or independently on activities/games geared to their specific stage of learning.
<b>Writing</b> (20 minutes)	Have a group discussion answering Focus Question #6.  <b>Focus Question #6</b> (Appendix I)  <b>What is Pete trying to get across when he says, "Haven't you three heard enough?" Pete asked. "They guy we're scared of seeing face to face <sup>3</sup>/<sub>4</sub> a man who plays with knives, fire and for some bizarre reason known only to himself, chicken blood <sup>3</sup>/<sub>4</sub> turns out to be under the thumb of an even scarier guy who might be working for someone else <sup>3</sup>/<sub>4</sub> - maybe aboard the V. A. Frazier. Whatever their game is, I doubt if it's nearly as much fun as, say, tiddlywinks."?</b>  Cite and discuss all of the previous instances in which Pete has tried to warn the others of the danger they are in. Ask (and discuss) if you think this will convince the others to give up the challenge of solving the mystery.

## Grade 7 Lesson Plans

### Day 10

<b>Reading</b> (25 minutes)	<p>Have students read Chapters 15 and 16 thinking about the relationship between Pete and Kate or how Pete feels about Kate.</p> <p>If time permits, have a brief discussion.</p>
<b>Word Study</b> (15 minutes)	<p>Have students work in small groups, with a partner or independently on activities/games geared to their specific stage of learning.</p>
<b>Writing</b> (20 minutes)	<p>Have students answer Focus Question #7 individually.</p> <p><b>Focus Question #7</b> (Appendix J)</p> <p><b>How does Pete feel about Kate? What effect does this have on what Pete does?</b></p> <p><b>Possible Answer</b> Pete has been interested in Kate since the beginning and it has made him do things he wouldn't ordinarily do. In the beginning of the novel he knew they shouldn't try crossing the shipping channel in a little dinghy, but he went because he wanted to be near her. In Chapter 15 he wakes up thinking of her fondly and only later remembers his reluctance to get anymore involved with the "...Hermann-and-Buck deal." He'll probably continue to go along to be near her.</p>

## Grade 7 Lesson Plans

### Day 11

<b>Reading</b> (25 minutes)	Have students read Chapters 17 and 18 looking for more clues and <u>making connections</u> . Students should be <u>asking questions</u> about the theories the friends are coming up with.  If time permits have a brief discussion about:  Chapter 17      •      Pete’s heroism (hurling himself at Hermann) Chapter 18      •      the friends theory (a smuggling ring) •      Ginny’s reports of missing jewelry
<b>Word Study</b> (15 minutes)	Have students work in small groups, with a partner or independently on activities/games geared to their specific stage of learning.
<b>Writing</b> (20 minutes)	Have students answer Focus Question #8 independently.  <b>Focus Question #8</b> (Appendix K)  <b>What theory have the four friends come up with to explain Hermann’s growing stack of money?</b>  <b>Possible Answer</b> (1)When the friend visits Ginny at the <u>Town Crier</u> office, Kate reveals that they think Hermann Le Roux is involved in a smuggling ring. They don’t know what he’s smuggling, but he all of a sudden has four thousand more dollars. Ginny adds to the smuggling theory by telling them about a number of jewelry thefts that have been reported. Finally, the five of them (Ginny included) connect the initials on Hermann’s list to one of the thefts and then connect the thick pencil lead that the note on Round Island was written in to the pencil marks crossing out the initials of the theft victim.  Have students discuss their answers with partners and use the Possible Answer as a guide for revision.



## Grade 7 Lesson Plans

### Day 12

<b>Reading</b> (25 minutes)	Have students read Chapters 19 and 20 to see how things are coming together.								
<b>Word Study</b> (15 minutes)	Have students work in small groups, with a partner or independently on activities/games geared to their specific stage of learning.								
<b>Writing</b> (20 minutes)	<p>Have students with partners gather information in answers to Focus Question #9 but just take notes or build a chart (graphic organizer) with the information.</p> <p><b>Focus Question #9</b> (Appendix L)</p> <p><b>What did Hermann mean when he said “All your planning, all the jobs I pulled, all Sam’s dealin’ with the guy in Chicago <sup>3</sup>/<sub>4</sub> all lost because of them golf-playin’ rich kids?” (p. 99)</b></p> <p>Students charts/information might include the following:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-right: 20px;">“All your planning,“</td> <td>probably refers to Buck’s masterminding the jewelry stealing/smuggling scheme.</td> </tr> <tr> <td>“...all the jobs I pulled,”</td> <td>probably refers to Hermann’s stealing the jewelry from Mackinac Island homes</td> </tr> <tr> <td>“..all Sam’s dealin’ With the guy in Chicago”</td> <td>may refer to fencing the stolen jewelry.</td> </tr> <tr> <td>“...all lost on account of of them golf-playin’ rich kids.”</td> <td>probably refers to the five friends snooping where they didn’t belong and finding out about the scheme.</td> </tr> </table> <p>Have students share the information they have gathered. Discuss how it matches with the model above? Compare and contrast.</p>	“All your planning,“	probably refers to Buck’s masterminding the jewelry stealing/smuggling scheme.	“...all the jobs I pulled,”	probably refers to Hermann’s stealing the jewelry from Mackinac Island homes	“..all Sam’s dealin’ With the guy in Chicago”	may refer to fencing the stolen jewelry.	“...all lost on account of of them golf-playin’ rich kids.”	probably refers to the five friends snooping where they didn’t belong and finding out about the scheme.
“All your planning,“	probably refers to Buck’s masterminding the jewelry stealing/smuggling scheme.								
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“..all Sam’s dealin’ With the guy in Chicago”	may refer to fencing the stolen jewelry.								
“...all lost on account of of them golf-playin’ rich kids.”	probably refers to the five friends snooping where they didn’t belong and finding out about the scheme.								

## Grade 7 Lesson Plans

### Day 13

<b>Reading</b> (25 minutes)	Have students read Chapters 21 and 22 trying to put more pieces together or even solve the mystery.
<b>Word Study</b> (15 minutes)	Have students work in small groups, with a partner or independently on activities/games geared to their specific stage of learning.
<b>Writing</b> (20 minutes)	<p>Have students answer Focus Question #10 independently.</p> <p><b>Focus Question #10</b> (Appendix M)</p> <p><b>It seems like the mystery surrounding Buck and Hermann has been solved. Explain what has happened?</b></p> <p><b>Possible Answer:</b> Using the list that Pete memorized from Hermann's box, the five friends connected the crossed off initials to cottagers who had responded missing jewelry. The initials not crossed off were neighbors of the twin's uncle and aunt, and the circled initials were those of the twin's uncle. Even with this evidence, the police could not charge Buck and Hermann. Then Ginny revealed that two men had been arrested in Illinois and no more robberies had taken place. That seemed to have closed the case, and the five friends decided to camp out on Round Island.</p> <p>Have students share their answers. If appropriate, use the Possible Answer in the discussion.</p>

## Grade 7 Lesson Plans

### Day 14

<b>Reading</b> (25 minutes)	<p>Have students read Chapters 23 and 24 thinking about what information can be learned especially from another flashback.</p> <p>Discuss what students have learned from these two chapters especially “the plan” revealed in the flashback:</p> <ul style="list-style-type: none"><li>• Buck would trade his boat for a boat they could fit out and charter.</li><li>• Sam will be a deck hand on a freighter so he can fence stolen goods in Chicago.</li><li>• Hermann will “...sneak into those ritzy cottages on Mackinac, swipe a few knicknacks from each one and get out without no on the wiser for it.”</li><li>• After they “...lighten the loads of rich folks.”, they’ll go south and live like kings.</li></ul> <p>Also discuss the jewel heist at the Anderson’s (where the four friends have been staying).</p>
<b>Word Study</b> (15 minutes)	Have students work in small groups, with a partner or independently on activities/games geared to their specific stage of learning.
<b>Writing</b> (20 minutes)	<p>Have students works with partners to gather and record information to answer Focus Question #11.</p> <p><b>Focus Question #11</b> (Appendix N)</p> <p><b>Give the details of the plan that is revealed in the flashback in Chapter 23.</b></p> <p>Have students share the information they have gathered. Record information as it is shared. (See Reading session for Day 14 for information that should be included).</p>

## Grade 7 Lesson Plans

### Day 15

<b>Reading</b> (25 minutes)	Have students read Chapters 25 and 26 to see if there is a <u>connection</u> between Buck and Hermann's heist and the camp-out.  Discuss the two chapters. Discussion might include:  Chapter 25      •      Why does the author have the five friends scaring each other with ghost stories?  Chapter 26      •      Why does the author switch back and forth between the five camping on Round Island and Buck and Hermann?
<b>Word Study</b> (15 minutes)	Have students work in small groups, with a partner or independently on activities/games geared to their specific stage of learning.
<b>Writing</b> (20 minutes)	Have students answer Focus Question #12 independently.  <b>Focus Question #12</b> (Appendix O)  <b>How does the author, Robert Lytle, build suspense in Chapters 25 and 26?</b>  <b>Possible Answer:</b> Toward the end of <u>Mystery at Round Island Light</u> in Chapter 25 and 26, the author builds even more suspense. He has the five friends, who are camping on a mysterious island, scaring each other with ghost stories. Then in Chapter 26, the author switches back and forth between the camp out and Buck and Hermann. Buck and Hermann have to hurry to be sure to make the rendezvous with Sam. A terrible rainstorm interrupts the camp out on the beach. Buck and Hermann make it to Round Island and break into the lighthouse. The five friends hear the door slamming; Pete goes to investigate and is almost discovered by Buck and Hermann. Buck and Hermann go up to light the signal for Sam, Discover the campers and decide to set a fire. As the author goes back and forth, the suspense builds.  Discuss student's shared answers using the Possible Answer as appropriate.

## Grade 7 Lesson Plans

### Day 16

<b>Reading</b> (25 minutes)	Have students read Chapters 27 and 28 to find out how Pete tries to save this friends.  Discuss the two chapters with the students including some or all of the following:  Chapter 27 <ul style="list-style-type: none"><li>• Pete escaped and switched the loot in the bags for rocks.</li><li>• Hermann and Buck discovers that one of the kids may have escaped and try to find Pete.</li></ul> Chapter 28 <ul style="list-style-type: none"><li>• Pete manages somehow to put out the fire and save his friends. It seems like he has the help of Jesse Muldoon.</li><li>• Dan is able to signal the captain of the V. A. Frazier that burglars are aboard.</li></ul> Chapter 29 <ul style="list-style-type: none"><li>• The evidence is now good enough to arrest Buck, Hermann and Sam because the stolen jewelry that Pete was able to save would have fingerprints on it.</li></ul>
<b>Word Study</b> (15 minutes)	Have students work in small groups, with a partner or independently on activities/games geared to their specific stage of learning.
<b>Writing</b> (20 minutes)	Have students work in partners to discuss how they might answer Focus Question #13.  <b>Focus Question #13</b> (Appendix P)  <b>As you have read this novel, you have been encouraged to use comprehension strategies to help you understand and figure out the story. One strategy that has just been mentioned is <u>visualization</u> on making pictures in your mind. <u>Visualizing</u> will help you understand the scene in the lighthouse when Pete is trying to put out the fire. What do you see as you <u>visualize</u> this scene?</b>  Included in students' shared <u>visualization</u> should be some on all of the following: <ul style="list-style-type: none"><li>• Pete ran into the lake to get his clothes wet and wrapped his wet T-shirt around his head and mouth.</li><li>• Continue with the details given on page 138 through the top of 141.</li></ul>

## Grade 7 Lesson Plans

### Day 17

<b>Reading</b> (25 minutes)	Have students read Chapter 30 to find out how the final pieces of the mystery fit together.  Have a brief discussion that includes referring back to the text. Answer the question, “Has the author tied everything together? Is the ending a good one?” Explain.
<b>Word Study</b> (15 minutes)	Administer the spelling inventory again.
<b>Writing</b> (20 minutes)	<ul style="list-style-type: none"><li>• Have students answer Focus Question #14 independently.</li></ul> <b>Focus Question #14</b> (Appendix Q)  <b>What evidence points to Jesse Muldoon’s not really being there helping Pete put out the fire?</b>  An answer should include the following points: <ul style="list-style-type: none"><li>• The door to the boat launch room had been boarded up for six years.</li><li>• There were only two pails, not four.</li><li>• The signal from the lighthouse that Mr. Dufina told the friends about was probably Jesse Muldoon’s “...life flicking out.” (p. 150)</li></ul>

## Grade 7 Lesson Plans

### Day 18, 19 and 20

<p><b>Reading</b> (25 minutes)</p>	<p>Use these three days for any final discussion of the novel and of the features of a mystery and choose one of the two following summary activities:</p> <p>1) Students could answer the following Response to Literature question (Focus Question #15) independently for credit.</p> <p><b>Focus Question #15</b> (Appendix R)</p> <p><b>Some people would say that in the novel, <u>Mystery at Round Island Light</u>, the main characters Kate and Dan Hinken, Pete Jenkins, Eddie Terkel, and Ginny Lind, take on and meet the challenge of solving a mystery filed with danger. Do you agree? Yes or No?</b></p> <p>Explain your answer using specific details and examples from <u>Mystery at Round Island Light</u> to support your position.</p> <p>Use the checklist (below) as you write and review your response.</p> <p>CHECKLIST FOR REVISION:</p> <p>_____ Do I take a position and clearly answer the question I was asked?</p> <p>_____ Do I support my answer with example and detail from BOTH reading selections?</p> <p>_____ Do I show how the two reading selections are connected?</p> <p>_____ Is my writing organized and complete?</p> <p>2) After reviewing together what makes a mystery, and possibly sharing another mystery on two students may be familiar with, give students the opportunity to plan and/or draft their own mysteries or plan and draft a mystery as a group activity.</p> <p>Features of mysteries (for review):</p> <ul style="list-style-type: none"><li>• Definition of the work, “mystery” — something unexplained, unknown or kept secret.</li><li>• Chief element is usually a crime.</li><li>• The plot revolves around solving the crime (mystery).</li><li>• The crime is often solved by characters acting like detectives, collecting and connecting clues.</li><li>• The good guys (protagonists) and bad guys (antagonists) are obvious.</li></ul>
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	<ul style="list-style-type: none"> <li>• The mood or atmosphere is often dark and mysterious.</li> <li>• Suspense is built and “clues” are revealed only a little at a time.</li> <li>•</li> </ul>
<b>Word Study</b> (15 minutes)	Administer the same Spelling Inventory from <u>Words Their Way</u> that you chose at the beginning of the program. Analyze the assessment for student improvement.
<b>Writing</b> (20 minutes)	Have students reflect upon themselves as readers and writers. Ask them to write about what strategies they know good readers use and what strategies they know they can use as a writer.



**MISD Supplemental Education Program In Language Arts**  
**Grade 7 Lesson Plans**  
**Introduction**

The lesson plans that follow for Mystery at Round Island Light by Robert Lytle are designed to be a framework for discussing the book and will help teachers model for students how to think about, discuss, and write effective answers to constructed response or open-ended literature questions. Students will also be taught strategies that will improve their word study abilities, reading comprehension, and writing skills. By using these comprehension strategies, models, and discussion questions, teachers will be teaching to the Michigan English Language Arts Standards, the new Grade Level Expectations (March, 2004) and helping students prepare for success on Parts 1 and 2 of the ELA MEAP. The best reason to use these methods, models, and materials is that doing so will facilitate students' delving more deeply into text. It will make text more interesting and challenging to students, as well as, improve their skills and strategies.

Many beginning (and experienced) teachers do a great deal of assigning and not enough teaching. They assume that if students have read or listened carefully to a story or book they would be able to write effective and complete answers to questions. This is simply not the case. Students need to be explicitly taught to answer response to literature (open-ended, constructed response) questions.

Nancy C. Boyles in her book, Teaching Written Response to Text (Maupin, 2001) points out that students need explicit teaching. Her framework goes like this:

“Explicit instruction:

- begins with setting the stage for **learning**,
- followed by a clear **explanation** of what to do (telling),
- followed by **modeling** of the process (**To:** showing),
- followed by multiple opportunities for **practice** (**With:** guiding)

until independence is attained.” (**By:** independence)

The answer format in her book has been adapted to provide the model in this unit of Focus Question, Answer Plan, and Possible Answer for teachers and students to use.

So what does this mean for discussing, teaching and assessing of this this exciting mystery about five friends who take on the challenge of solving a mystery that draws them into life-or-death danger. The questions, modeled answers, and formats (not worksheets) can be used to set up discussion about and learning from the book toward a deeper understanding of the issues and content of the book and of narrative text and author's craft. If students are guided through this book, they will be more ready to

have the discussions and write answers to similar questions on other novels (especially mysteries).

Students also need to be explicitly taught comprehension strategies. Therefore, these lessons for Mystery at Round Island Light also make use of Strategies That Work from the book of the same name by Stephanie Harvey and Anne Goudvis (2000). These strategies were compiled in a ground-breaking article in 1992 by David Pearson, Laura Roehler, Jan Dole, and Gerry Duffy – “Developing Expertise in Reading Comprehension: What Should Be Taught and How It Should Be Taught.” This article points out that teachers should show and model what proficient readers do and teach students how to use these strategies explicitly in literature-rich learning communities where peers and teachers discuss and collaborate. The list of strategies include:

- making connections
- asking questions
- determining importance
- inferring
- synthesizing
- visualizing.

# MISD Supplemental Education Program In Language Arts

## Grade 7 Lesson Plans

### Day 1

<p><b>Reading</b> (25 minutes)</p>	<p>Introduce this unit by telling students that together you will be talking, reading and writing about characters in a novel whose lives seem to be controlled by destiny or fate. Tell them that they will start out by thinking, talking, and writing about how their lives or the life of someone they know seems to have been controlled by fate.</p> <p>Spend some time discussing the meaning of “destiny” and “fate”. Webster’s dictionary defines “destiny” as “the seemingly inevitable or necessary succession of events” or “ what will necessarily happen to any person or thing.” Webster’s dictionary defines “fate” as referring “...to the inevitability of a course of events as supposedly predetermined...[and] beyond human control.”</p> <p>Brain storm how students or someone they know might have been influenced by “destiny” or “fate”. Use the ideas in the writing prompt (Appendix A) to aid in the discussion (see next page):</p> <p>Remind students that when we write we go through steps known as the writing process:</p> <p><b><u>Brainstorming</u></b></p> <p>Thinking and talking about the topic or theme of the writing and relating it to your own personal life. Brainstorming is asking questions like: “What challenges have I faced in my life? Which one could I write about? What interesting details can I choose to tell about a challenge I have faced? How should I organize my writing? (outline, list, graphic organizer, etc)?.</p> <p><b><u>Drafting</u></b></p> <p>Getting ideas down on paper, trying to organize as the writer is drafting. Drafting is asking questions like: “How will I start my writing to get my reader to want to read it? What details, examples, anecdotes, and/or explanations should I write to show my reader about the challenge I have faced? How shall I end my writing?”</p> <p><b><u>Revising</u></b></p> <p>The real work of writing when the writer makes sure that the writing has everything it should have, that it will appeal to the reader (audience) and tell or prove what it is supposed to do (accomplish the purpose). Revising is asking questions like: “Will my reader (audience) know what my point (purpose) is? Is my point or central idea clear and connected to the theme or topic? Have I given important and relevant details, examples, and/or anecdotes to support my point? Is my writing</p>
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well organized with a beginning that makes my audience want to read on, a middle that makes and supports my point, and an end that satisfies my audience? Have I used interesting words and a variety of sentence lengths and types to engage my reader?"

### **Proofreading and Editing**

Making sure that the audience can read and understand the words and the point. Proofreading and editing involves asking questions like: “Have I checked and corrected my spelling, punctuation, and capitalization to help my audience understand what I have written? Have I read my work to a friend or myself to make sure it sounds good? Have I looked my writing over to make sure that it’s neat and it invites my audience to read it?”

### **Publishing**

Putting writing in its final form for an audience. Publishing involves asking: “Is my final copy just the way I want my audience to see it?”

As you guide students through each step of the writing process, remind them of the steps and the questions to ask.

If time permits in this session and students have had enough brainstorming time, have students begin their drafts. Go over the writing prompt emphasizing the introduction and emphasizing that after brainstorming, students should choose one part of the prompt to write to. Encourage students to make notes on the prompt page and circle or underline the part of the prompt they have chosen. Students will continue drafting during writing time.

**Word Study**  
(15 minutes)

Administer the appropriate spelling inventory from Words Their Way.

**Writing**  
(20 minutes)

Have students’ continue drafting their “facing a challenge” papers.

Encourage students to work on creating interesting leads and endings.

Circulate and encourage students as they draft.

## Grade 7 Lesson Plans

### Day 2

<p><b>Reading</b> (25 minutes)</p>	<p>Give students the opportunity to peer-edit their “facing a challenge” papers with a partner. Set this activity up by briefly modeling with a student a procedure for peer-editing: Each partner will read aloud this/her draft to the other who will listen carefully thinking of the following questions:</p> <ul style="list-style-type: none"><li>❖ Is the central idea point of the writing clear?</li><li>❖ Is the central idea or point supported by important and relevant details, examples, and/or anecdotes?</li><li>❖ Does the writing begin with an interesting and engaging lead, continue with a middle that supports and develops the point, and an end that summarizes the point?</li><li>❖ Is the writing interesting with engaging words and different sentence lengths and types?</li><li>❖ What do I as the listener, think is good about the writing?</li><li>❖ Do I have questions and/or suggestions for the writer?</li></ul> <p>Have the student read aloud his/her draft, then model posing the above questions and answering them with the student. Then tell students that the other student will read his/her writing aloud and the process will repeat. Give students the opportunity to peer-edit in partners for the remainder of the time. Tell them they will have more time in the next session.</p>
<p><b>Word Study</b> (15 minutes)</p>	<p>Once you have used the spelling inventory in <u>Words Their Way</u> to assess your students, create activities for students to do during this 15 minute period each day. It is important that games &amp; activities are designed to match the instructional level of your students. Use <u>Words Their Way</u> as a resource.</p>
<p><b>Writing</b> (20 minutes)</p>	<p>Students who have successfully finished peer-editing, should make revision changes to drafts and edit and proofread. Have students use the checklist: “Review of Writing: Publishing Final Copy” on the next page.</p> <p>During this session students should make a final copy and proofread again using the “Review of Writing” Checklist.</p>

## Grade 7 Lesson Plans

### Day 3

<p><b>Reading</b> (25 minutes)</p>	<p>Introduce the rest of the unit by saying something like, “You have just written about how you or someone you know has faced a challenge. The four main characters in the mystery novel we are going to read started out with the small challenge of finding out more about an island with only a decommissioned lighthouse on it and ended up with the more dangerous challenge of apprehending three criminals.</p> <p>Let’s first discuss the setting and plot of the mystery novel, <u>Mystery at Round Island Light</u>. To get a quick ideas of what the book will be about, it’s a good idea to read the blurb or promotional description usually found on the back cover. Blurbs are useful to the reader and have a number of features; they may:</p> <ul style="list-style-type: none"><li>• hint about the plot (teenager following the lead of their curiosity)</li><li>• give some indication of setting (Mackinac Island), characters (four teenagers), and form of book or genre (mystery)</li><li>• may include reviews or recommendations, and</li><li>• may refer the reader to other books by the same author.</li></ul> <p>(This blurb does all of the above, and so it is a good model for teaching about blurbs and their use.)</p> <p>What do we learn from the blurb?</p> <ul style="list-style-type: none"><li>• Who - characters (Pete Jenkins and three friends)</li><li>• Where – setting (Round Island, Lake Huron, Mackinac Island)</li><li>• What – problem (It hints that the kid’s curiosity puts them in danger)</li></ul> <p>We could also predict from the maps found at the beginning of the book – Mackinac and Round Islands have locations indicated on them. (Ask student to predict why – These will probably be locations important to the mystery. Also, the Great Lakes map shows the routes of two boats/ships. (Have students predict why.)</p> <p>For the rest of the Reading time, brainstorm and discuss what students know and have experienced about Mackinac Island. To better understand the book, it would be important that students bring out the following information:</p> <ul style="list-style-type: none"><li>• no cars – only bikes and horses</li><li>• can only get there by boat (or airplane)</li><li>• most of the people are tourists, there for the scenery, going back in time and the fudge</li><li>• big hotel – the Grand Hotel</li><li>• big old mansions on the bluff</li><li>• a fort</li></ul>
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<p><b>Word Study</b> (15 minutes)</p>	<p>Have students work in small groups, with a partner or independently on activities/games geared to their specific stage of learning.</p>
<p><b>Writing</b> (20 minutes)</p>	<p>Tell students that to understand this book better it's a good idea to spend some time talking about what a mystery is. Tell students that a mystery is most often a story in which the chief element is usually a crime around which the plot is built. The mystery (dictionary: "something unexplained, unknown, or kept secret") is usually solve (like on t.v.) by a detective or detectives who collect and figure out (logically interpret) evidence or clues. Usually the author of a mystery will create a mysterious mood or atmosphere and even suggest there is danger involved. The author will also build suspense by suggesting danger and only letting the reader in on the details little by little. In a mystery the good guys, sometimes known as protagonists, or heroes are easily distinguished from the bad guys, sometimes know as antagonist or villains.</p> <p>Tell students that figuring out a mystery will require the use of comprehension strategies (the use of which will make all reading more understandable. You might say something like,</p> <p>"reading a mystery is all about:</p> <ul style="list-style-type: none"> <li>• <u>making connections</u> – finding clues and connecting them, but you also have to</li> <li>• <u>ask questions</u> as you go to make sense of the information the author is giving.</li> <li>• <u>Determine importance</u> – What are the most important details or clues?,</li> <li>• <u>Infer</u> or read between the lines to figure things out,</li> <li>• <u>Synthesize</u> or put the information together creatively, and</li> <li>• Visualize or make pictures in your mind to make sense of what is going on.</li> </ul> <p>Review strategies with students or, as necessary, teach students about the above strategies using Strategy Posters, ideas from <u>Strategies That Work</u> by Stephanie Harvey and Anne Goudvis and/or from in-service Comprehension Strategy workshops.</p>

## Grade 7 Lesson Plans

### Day 4

<b>Reading</b> (25 minutes)	<p>Before reading aloud the first two chapters, remind students that in the beginning of a narrative or story, the author usually introduces the <u>main characters</u> (who), the <u>setting</u> (where and when), and hints at the <u>problem</u> or goal (what). Also, since this is a mystery, the author will begin to build suspense by suggesting danger and only giving a few details so that the reader will want to read on to find more. Ask students to try to identify these elements of the story, <u>character</u>, <u>setting</u>, and <u>problem</u> or goal, as well as, features of mystery, <u>mood</u> and <u>building of suspense</u> as you read the first two chapters to them. Read aloud stopping to point out elements of the story and features of mystery:</p> <ul style="list-style-type: none"><li>• <b>Characters:</b> Pete Jenkins – son of a Michigan teacher and not as well-off as Dan Hinken – son of a wealthy doctor staying in a thirty room mansion (p. 1), Eddie Terkel – also wealthy and a good sailor (pp. 60-7), Kaet Kinken – Dan’s twin sister.</li><li>• <b>Setting:</b> Mackinac Island – in a thirty-room mansion up on a bluff over the water (p.1).</li><li>• <b>Problem/Goal:</b> Possibly finding out more about Round Island and the mysterious former lighthouse keeper.</li><li>• <b>Mood:</b> <u>Mystery</u> over lighthouse keeper who didn’t like visitors (p. 2)</li><li>• <b>Suspense:</b> Danger suggested<ul style="list-style-type: none"><li>– Scattergun (p.2)</li><li>– “What was he trying to hide? – or protect? (p.5)</li><li>– lamp flickering but supposedly no one there (p. 9)</li><li>– “...getting shot at.” (p. 10)</li></ul></li></ul> <p>Suggest that students continue to look for examples of <u>building suspense</u> and the <u>mood</u> of <u>mystery</u>. Also suggest that students should note and remember details that may become <u>clues</u> that will need to be <u>connected</u> to unravel the mystery. Remind them also to <u>ask questions</u>, <u>infer</u>, <u>visualize</u>, <u>determine importance</u> and <u>synthesize</u> to understand as expert readers do.</p>
<b>Word Study</b> (15 minutes)	Have students work in small groups, with a partner or independently on activities/games geared to their specific stage of learning.
<b>Writing</b> (20 minutes)	<p>Using information gained from the Reading session model (do a think aloud), the answer to Focus Question #1 using the Answer Plan and the Possible Answer.</p> <p><b>Focus Question #1</b> (Appendix D)</p> <p><b>What does the reader learn about the characters, setting and goal of <u>Mystery at Round Island Light</u> from the first two chapters?</b></p>



**Answer Plan: What to do?**

1. Write a sentence restating the question.
2. Write several sentences with details about the introduction of characters, setting and goal.
3. Conclude with a sentence predicting what you think will happen next.

**Possible Answer**

- (1) In the first few chapters of Mystery at Round Island Light, the author, Robert Lytle introduces readers to the characters and the setting of the story and suggests that there may be some danger and mystery involved. (2) The characters, twins, Dan and Kate Hinken, Edie Terkel, and Pete Jenkins are staying with Dan and Kate's relatives in a thirty-room mansion on Mackinac Island overlooking the water. From the conversations and the visit to Mr. Dufina, it sounds like the four friends want to find out more about Round Island and the mysterious former lighthouse keeper, Jesse Muldoon. (3) The warning that Mr. Dufina gives them suggests that the four will go to Round Island and there will be danger involved.

## Grade 7 Lesson Plans

### Day 5

<b>Reading</b> (25 minutes)	Have students read Chapters 3-5 looking for how the author builds the mood of mystery, danger and suspense.  Have students work with partners to identify examples of the building of the mood of mystery, danger, and suspense in order to plan the answer to Focus Question #2.
<b>Word Study</b> (15 minutes)	Have students work in small groups, with a partner or independently on activities/games geared to their specific stage of learning.
<b>Writing</b> (20 minutes)	Have students work in partners to gather examples to answer Focus Question #2.  <b>Focus Question #2</b> (Appendix E)  <b>How does the author, Robert Lytle, build the mood of mystery, danger and suspense in Chapters 3, 4 and 5?</b>  Have students share their lists/plans. Respond for the group as students share. Lists should include some or all of the following: <ul style="list-style-type: none"><li>• Eddie’s wondering how they’ll get across the shipping channel (p. 12)</li><li>• Pete’s wishing he hadn’t brought the island up (p. 12)</li><li>• dory (boat) is too small (p. 14) and may sink</li><li>• “It was a disaster waiting to happen” (p. 15)</li><li>• “I don’t like what the current is doing, Eddie said.” (p.16)</li><li>• “Churning straight for their bow, the first Arnold Line Ferry of the day bore down on them.” (p. 17)</li><li>• “We’ll never make it!” (Katie, p. 17)</li><li>• “I Hope it won’t take another miracle to get us back.” (Eddie, p. 18)</li><li>• the twins have the same scary dream of those men sitting in the shadows (pp. 21-22)</li><li>• strange or weird that it was just like the dream ( p. 23)</li><li>• the note warning them to get of the island (p. 25)</li><li>• someone watching them from the lighthouse (p. 26)</li><li>• “...and Pete had a dreadful feeling it would come to no good.” (p. 28)</li></ul> Briefly discuss as many as possible of the above examples of the author’s building the mood.

## Grade 7 Lesson Plans

### Day 6

<b>Reading</b> (25 minutes)	<p>Explain to students that they will be reading those chapters in which the author uses the literary technique of flashback. Authors use flashback as an interesting way to explain things or introduce a sub plot.</p> <p>A flashback is an incident or scene that interrupts the present action of a story to show an earlier event. As students read, tell them to be careful to notice how the author flashes back to nine months earlier, then flashes back to the youth of the three men, then again to nine months earlier.</p> <p>Ask students to read Chapters 6, 7 and 8 thinking about what they are learning through flashbacks about three new characters.</p>
<b>Word Study</b> (15 minutes)	Have students work in small groups, with a partner or independently on activities/games geared to their specific stage of learning.
<b>Writing</b> (20 minutes)	<p>Have students write answers to Focus Question #3 on their own using the Answer Plan.</p> <p><b>Focus Questions #3</b> (Appendix F)</p> <p><b>What does the author tell us through flashbacks about three more characters in the mystery?</b></p> <p><b>Answer Plan – What to do:</b></p> <ol style="list-style-type: none"><li>1. Write a sentence restating the question.</li><li>2. Write sentences about each of the three new characters introduced giving the <u>most important</u> information about each.</li><li>3. Conclude with a sentence suggesting a connection between these three new characters and the four friends.</li></ol> <p><b>Possible Answer</b></p> <p>(1) The author, Robert Lytle, introduces those more interesting but seemingly dangerous characters through a series of flashbacks. (2) When we meet Muck Meesley, Hermann Le Roux, and Sam Moilanen, they seem down on their luck. Through a flashback that goes back to their youth we learn ore about the personalities of the three: they all grew up poor in Michigan’s Upper Peninsula; Hermann was French and Native American and loved to hunt especially with knives. Sam wasn’t very smart and he wanted to be a sailor; Buck had a bad temper, and he loved to fight. The last flashback lets us know that, Buck, in a way, is stealing the boat he inherited from his father and making a career change to make “...a pile of money.” (3) It’s logical that they will be connected in some way to the four friends.</p> <p>Have students share their answers using the <u>Possible Answer</u> in the discussion.</p>

## Grade 7 Lesson Plans

### Day 7

<b>Reading</b> (25 minutes)	Remind students that solving mysteries involves gather clues ( <u>asking questions</u> , <u>infering</u> , <u>determining inportance</u> , <u>visualizing</u> ) and <u>making connections</u> between and among the clues (synthesizing). Tell them to read Cahpters 9 and 10 gathering clues and <u>making connections</u> .  Have a brief sharing and discussion of what students have learned from the chapters.
<b>Word Study</b> (15 minutes)	Have students work in small groups, with a partner or independently on activities/games geared to their specific stage of learning.
<b>Writing</b> (20 minutes)	Have students answer Focus Question #4 individually using the Answer Plan and information from reading and discussion.  <b>Focus Questions #4</b> (Appendix G)  <b>What clues do the friends get from their discussions with Ginny and Mr. Dennis? How might these clues be connected?</b>  <b>Answer Plan: What to do:</b> <ol style="list-style-type: none"><li>1. Write a sentence restating the question.</li><li>2. Write a few sentences about what the friends learn from Ginny.</li><li>3. Write a sentence or two about what they learned from Mr. Dennis.</li><li>4. Conclude with a sentence that suggest some connections.</li></ol> <b>Possible Answer</b> <p>(1)The four friends collect clues from their conversations with Kate’s friend, Ginny and Mr. Dennis, at the golf course. (2)When asked about Jesse Muldoon, Ginny reports that someone was recently seen moving “...like a ghost...” in the moonlight on Round Island. Ginny also revealed that there was a vagrant on the island show was suddenly flashing money around. This vagrant, Hermann Le Roux, had been seen at 3:00 a.m. rowing toward Round Island. (3) Mr. Dennis at the golf course warned the four to stay away from a barn near the seventh hole because a short-tempered, nasty-looking hobo was reported to be living in the barn. (4) In all probability Hermann Le Roux and the hobo may be the same person. The reader ( not the four friends) knows that one of the three characters in the flashback was Herman Le Roux.</p> Have students share their answers or drafts (if that is all time will permit) using the Possible Answer as a model or have students check their own answers using the Possible Answer, then make revisions.

## Grade 7 Lesson Plans

### Day 8

<b>Reading</b> (25 minutes)	Have students read Chapters 11 and 12 paying attention to the clues the friends find in the barn and the connections they make.  Have a brief discussion of what the students have learned.
<b>Word Study</b> (15 minutes)	Have students work in small groups, with a partner or independently on activities/games geared to their specific stage of learning.
<b>Writing</b> (20 minutes)	Have students write on draft (as time permits) answers to Focus Question #5 with partners or individually.  <b>Focus Question #5</b> (Appendix H)  <b>What connections do the four friends make from the clues they find in the barn?</b>  <b>Answer Plan: What to do:</b> <ol style="list-style-type: none"><li>1. Write a sentence restating the question.</li><li>2. Write a sentence or two telling what clues they find in the barn.</li><li>3. Write a sentence about what they do because of these clues.</li><li>4. Conclude with a sentence what roles they think they should now play.</li></ol> <b>Possible Answer</b> <ol style="list-style-type: none"><li>(1) After hitting stray golf balls against an old barn, the four friends search the barn for clues. (2) Kate finds a green metal container that contains a hand-drawn map of Mackinac Island with x's and o's along the East and West Bluffs, a wad of money and a Great Lakes shipping schedule with two ship names underlined. (3) Because of these clues, the friends go to the Coast Grand Station to check out the ships. They find out that one is a freighter and the other is a charter boat, the Quince, owned by Buck Meesley. (4) Because the only policeman is in jail, the four friends decide to appoint themselves detectives and "Keepers of Justice" because there is a mystery to be solved.</li></ol> Have the students work in partners to compose and construct their answers or drafts also using the Possible Answer.

## Grade 7 Lesson Plans

### Day 9

<b>Reading</b> (25 minutes)	Have students read Chapters 13 and 14 continuing to collect clues and <u>make connections</u> .  Have a brief discussion of what the friend learn:  Chapter 13      • From Mr. Colesmith at the Windsor Hotel, Dan learns that Hermann Le Roux likes to sharpen and throw daggers and that he takes orders from non other than Buck.  Chapter 14      • We're reminded that Buck Meesely owns the Quince. • They try to make the connection between the Quince and the V. A. Frazier.
<b>Word Study</b> (15 minutes)	Have students work in small groups, with a partner or independently on activities/games geared to their specific stage of learning.
<b>Writing</b> (20 minutes)	Have a group discussion answering Focus Question #6.  <b>Focus Question #6</b> (Appendix I)  <b>What is Pete trying to get across when he says, "Haven't you three heard enough?" Pete asked. "They guy we're scared of seeing face to face — a man who plays with knives, fire and for some bizarre reason known only to himself, chicken blood — turns out to be under the thumb of an even scarier guy who might be working for someone else — - maybe aboard the V. A. Frazier. Whatever their game is, I doubt if it's nearly as much fun as, say, tiddlywinks."?</b>  Cite and discuss all of the previous instances in which Pete has tried to warn the others of the danger they are in. Ask (and discuss) if you think this will convince the others to give up the challenge of solving the mystery.

## Grade 7 Lesson Plans

### Day 10

<b>Reading</b> (25 minutes)	Have students read Chapters 15 and 16 thinking about the relationship between Pete and Kate or how Pete feels about Kate.  If time permits, have a brief discussion.
<b>Word Study</b> (15 minutes)	Have students work in small groups, with a partner or independently on activities/games geared to their specific stage of learning.
<b>Writing</b> (20 minutes)	Have students answer Focus Question #7 individually.  <b>Focus Question #7</b> (Appendix J)  <b>How does Pete feel about Kate? What effect does this have on what Pete does?</b>  <b>Possible Answer</b> Pete has been interested in Kate since the beginning and it has made him do things he wouldn't ordinarily do. In the beginning of the novel he knew they shouldn't try crossing the shipping channel in a little dinghy, but he went because he wanted to be near her. In Chapter 15 he wakes up thinking of her fondly and only later remembers his reluctance to get anymore involved with the "...Hermann-and-Buck deal." He'll probably continue to go along to be near her.

## Grade 7 Lesson Plans

### Day 11

<b>Reading</b> (25 minutes)	Have students read Chapters 17 and 18 looking for more clues and <u>making connections</u> . Students should be <u>asking questions</u> about the theories the friends are coming up with.  If time permits have a brief discussion about:  Chapter 17      •      Pete’s heroism (hurling himself at Hermann) Chapter 18      •      the friends theory (a smuggling ring) •      Ginny’s reports of missing jewelry
<b>Word Study</b> (15 minutes)	Have students work in small groups, with a partner or independently on activities/games geared to their specific stage of learning.
<b>Writing</b> (20 minutes)	Have students answer Focus Question #8 independently.  <b>Focus Question #8</b> (Appendix K)  <b>What theory have the four friends come up with to explain Hermann’s growing stack of money?</b>  <b>Possible Answer</b> (1)When the friend visits Ginny at the <u>Town Crier</u> office, Kate reveals that they think Hermann Le Roux is involved in a smuggling ring. They don’t know what he’s smuggling, but he all of a sudden has four thousand more dollars. Ginny adds to the smuggling theory by telling them about a number of jewelry thefts that have been reported. Finally, the five of them (Ginny included) connect the initials on Hermann’s list to one of the thefts and then connect the thick pencil lead that the note on Round Island was written in to the pencil marks crossing out the initials of the theft victim.  Have students discuss their answers with partners and use the Possible Answer as a guide for revision.



## Grade 7 Lesson Plans

### Day 12

<p><b>Reading</b> (25 minutes)</p>	<p>Have students read Chapters 19 and 20 to see how things are coming together.</p>								
<p><b>Word Study</b> (15 minutes)</p>	<p>Have students work in small groups, with a partner or independently on activities/games geared to their specific stage of learning.</p>								
<p><b>Writing</b> (20 minutes)</p>	<p>Have students with partners gather information in answers to Focus Question #9 but just take notes or build a chart (graphic organizer) with the information.</p> <p><b>Focus Question #9</b> (Appendix L)</p> <p><b>What did Hermann mean when he said “All your planning, all the jobs I pulled, all Sam’s dealin’ with the guy in Chicago — all lost because of them golf-playin’ rich kids?” (p. 99)</b></p> <p>Students charts/information might include the following:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>“All your planning,”</p> </td> <td style="width: 50%; vertical-align: top;"> <p>probably refers to Buck’s masterminding the jewelry stealing/smuggling scheme.</p> </td> </tr> <tr> <td style="vertical-align: top;"> <p>“...all the jobs I pulled,”</p> </td> <td style="vertical-align: top;"> <p>probably refers to Hermann’s stealing the jewelry from Mackinac Island homes</p> </td> </tr> <tr> <td style="vertical-align: top;"> <p>“..all Sam’s dealin’ With the guy in Chicago”</p> </td> <td style="vertical-align: top;"> <p>may refer to fencing the stolen jewelry.</p> </td> </tr> <tr> <td style="vertical-align: top;"> <p>“...all lost on account of of them golf-playin’ rich kids.”</p> </td> <td style="vertical-align: top;"> <p>probably refers to the five friends snooping where they didn’t belong and finding out about the scheme.</p> </td> </tr> </table> <p>Have students share the information they have gathered. Discuss how it matches with the model above? Compare and contrast.</p>	<p>“All your planning,”</p>	<p>probably refers to Buck’s masterminding the jewelry stealing/smuggling scheme.</p>	<p>“...all the jobs I pulled,”</p>	<p>probably refers to Hermann’s stealing the jewelry from Mackinac Island homes</p>	<p>“..all Sam’s dealin’ With the guy in Chicago”</p>	<p>may refer to fencing the stolen jewelry.</p>	<p>“...all lost on account of of them golf-playin’ rich kids.”</p>	<p>probably refers to the five friends snooping where they didn’t belong and finding out about the scheme.</p>
<p>“All your planning,”</p>	<p>probably refers to Buck’s masterminding the jewelry stealing/smuggling scheme.</p>								
<p>“...all the jobs I pulled,”</p>	<p>probably refers to Hermann’s stealing the jewelry from Mackinac Island homes</p>								
<p>“..all Sam’s dealin’ With the guy in Chicago”</p>	<p>may refer to fencing the stolen jewelry.</p>								
<p>“...all lost on account of of them golf-playin’ rich kids.”</p>	<p>probably refers to the five friends snooping where they didn’t belong and finding out about the scheme.</p>								

## Grade 7 Lesson Plans

### Day 13

<b>Reading</b> (25 minutes)	Have students read Chapters 21 and 22 trying to put more pieces together or even solve the mystery.
<b>Word Study</b> (15 minutes)	Have students work in small groups, with a partner or independently on activities/games geared to their specific stage of learning.
<b>Writing</b> (20 minutes)	<p>Have students answer Focus Question #10 independently.</p> <p><b>Focus Question #10</b> (Appendix M)</p> <p><b>It seems like the mystery surrounding Buck and Hermann has been solved. Explain what has happened?</b></p> <p><b>Possible Answer:</b> Using the list that Pete memorized from Hermann's box, the five friends connected the crossed off initials to cottagers who had responded missing jewelry. The initials not crossed off were neighbors of the twin's uncle and aunt, and the circled initials were those of the twin's uncle. Even with this evidence, the police could not charge Buck and Hermann. Then Ginny revealed that two men had been arrested in Illinois and no more robberies had taken place. That seemed to have closed the case, and the five friends decided to camp out on Round Island.</p> <p>Have students share their answers. If appropriate, use the Possible Answer in the discussion.</p>

## Grade 7 Lesson Plans

### Day 14

<p><b>Reading</b> (25 minutes)</p>	<p>Have students read Chapters 23 and 24 thinking about what information can be learned especially from another flashback.</p> <p>Discuss what students have learned from these two chapters especially “the plan” revealed in the flashback:</p> <ul style="list-style-type: none"><li>• Buck would trade his boat for a boat they could fit out and charter.</li><li>• Sam will be a deck hand on a freighter so he can fence stolen goods in Chicago.</li><li>• Hermann will “...sneak into those ritzy cottages on Mackinac, swipe a few knickknacks from each one and get out without no on the wiser for it.”</li><li>• After they “...lighten the loads of rich folks.”, they’ll go south and live like kings.</li></ul> <p>Also discuss the jewel heist at the Anderson’s (where the four friends have been staying).</p>
<p><b>Word Study</b> (15 minutes)</p>	<p>Have students work in small groups, with a partner or independently on activities/games geared to their specific stage of learning.</p>
<p><b>Writing</b> (20 minutes)</p>	<p>Have students works with partners to gather and record information to answer Focus Question #11.</p> <p><b>Focus Question #11</b> (Appendix N)</p> <p><b>Give the details of the plan that is revealed in the flashback in Chapter 23.</b></p> <p>Have students share the information they have gathered. Record information as it is shared. (See Reading session for Day 14 for information that should be included).</p>

## Grade 7 Lesson Plans

### Day 15

<b>Reading</b> (25 minutes)	Have students read Chapters 25 and 26 to see if there is a <u>connection</u> between Buck and Hermann's heist and the camp-out.  Discuss the two chapters. Discussion might include:  Chapter 25      •      Why does the author have the five friends scaring each other with ghost stories?  Chapter 26      •      Why does the author switch back and forth between the five camping on Round Island and Buck and Hermann?
<b>Word Study</b> (15 minutes)	Have students work in small groups, with a partner or independently on activities/games geared to their specific stage of learning.
<b>Writing</b> (20 minutes)	Have students answer Focus Question #12 independently.  <b>Focus Question #12</b> (Appendix O)  <b>How does the author, Robert Lytle, build suspense in Chapters 25 and 26?</b>  <b>Possible Answer:</b> Toward the end of <u>Mystery at Round Island Light</u> in Chapter 25 and 26, the author builds even more suspense. He has the five friends, who are camping on a mysterious island, scaring each other with ghost stories. Then in Chapter 26, the author switches back and forth between the camp out and Buck and Hermann. Buck and Hermann have to hurry to be sure to make the rendezvous with Sam. A terrible rainstorm interrupts the camp out on the beach. Buck and Hermann make it to Round Island and break into the lighthouse. The five friends hear the door slamming; Pete goes to investigate and is almost discovered by Buck and Hermann. Buck and Hermann go up to light the signal for Sam, Discover the campers and decide to set a fire. As the author goes back and forth, the suspense builds.  Discuss student's shared answers using the Possible Answer as appropriate.

## Grade 7 Lesson Plans

### Day 16

<b>Reading</b> (25 minutes)	Have students read Chapters 27 and 28 to find out how Pete tries to save this friends.  Discuss the two chapters with the students including some or all of the following:  Chapter 27 <ul style="list-style-type: none"><li>• Pete escaped and switched the loot in the bags for rocks.</li><li>• Hermann and Buck discovers that one of the kids may have escaped and try to find Pete.</li></ul> Chapter 28 <ul style="list-style-type: none"><li>• Pete manages somehow to put out the fire and save his friends. It seems like he has the help of Jesse Muldoon.</li><li>• Dan is able to signal the captain of the V. A. Frazier that burglars are aboard.</li></ul> Chapter 29 <ul style="list-style-type: none"><li>• The evidence is now good enough to arrest Buck, Hermann and Sam because the stolen jewelry that Pete was able to save would have fingerprints on it.</li></ul>
<b>Word Study</b> (15 minutes)	Have students work in small groups, with a partner or independently on activities/games geared to their specific stage of learning.
<b>Writing</b> (20 minutes)	Have students work in partners to discuss how they might answer Focus Question #13.  <b>Focus Question #13</b> (Appendix P)  <b>As you have read this novel, you have been encouraged to use comprehension strategies to help you understand and figure out the story. One strategy that has just been mentioned is <u>visualization</u> on making pictures in your mind. <u>Visualizing</u> will help you understand the scene in the lighthouse when Pete is trying to put out the fire. What do you see as you <u>visualize</u> this scene?</b>  Included in students' shared <u>visualization</u> should be some on all of the following: <ul style="list-style-type: none"><li>• Pete ran into the lake to get his clothes wet and wrapped his wet T-shirt around his head and mouth.</li><li>• Continue with the details given on page 138 through the top of 141.</li></ul>

## Grade 7 Lesson Plans

### Day 17

<b>Reading</b> (25 minutes)	Have students read Chapter 30 to find out how the final pieces of the mystery fit together.  Have a brief discussion that includes referring back to the text. Answer the question, “Has the author tied everything together? Is the ending a good one?” Explain.
<b>Word Study</b> (15 minutes)	Administer the spelling inventory again.
<b>Writing</b> (20 minutes)	<ul style="list-style-type: none"><li>• Have students answer Focus Question #14 independently.</li></ul> <b>Focus Question #14</b> (Appendix Q)  <b>What evidence points to Jesse Muldoon’s not really being there helping Pete put out the fire?</b>  An answer should include the following points: <ul style="list-style-type: none"><li>• The door to the boat launch room had been boarded up for six years.</li><li>• There were only two pails, not four.</li><li>• The signal from the lighthouse that Mr. Dufina told the friends about was probably Jesse Muldoon’s “...life flicking out.” (p. 150)</li></ul>

## Grade 7 Lesson Plans

### Day 18, 19 and 20

<p><b>Reading</b> (25 minutes)</p>	<p>Use these three days for any final discussion of the novel and of the features of a mystery and choose one of the two following summary activities:</p> <p>1) Students could answer the following Response to Literature question (Focus Question #15) independently for credit.</p> <p><b>Focus Question #15</b> (Appendix R)</p> <p><b>Some people would say that in the novel, <u>Mystery at Round Island Light</u>, the main characters Kate and Dan Hinken, Pete Jenkins, Eddie Terkel, and Ginny Lind, take on and meet the challenge of solving a mystery filed with danger. Do you agree? Yes or No?</b></p> <p>Explain your answer using specific details and examples from <u>Mystery at Round Island Light</u> to support your position.</p> <p>Use the checklist (below) as you write and review your response.</p> <p>CHECKLIST FOR REVISION:</p> <p>_____ Do I take a position and clearly answer the question I was asked?</p> <p>_____ Do I support my answer with example and detail from BOTH reading selections?</p> <p>_____ Do I show how the two reading selections are connected?</p> <p>_____ Is my writing organized and complete?</p> <p>2) After reviewing together what makes a mystery, and possibly sharing another mystery on two students may be familiar with, give students the opportunity to plan and/or draft their own mysteries or plan and draft a mystery as a group activity.</p> <p>Features of mysteries (for review):</p> <ul style="list-style-type: none"><li>• Definition of the work, “mystery” — something unexplained, unknown or kept secret.</li><li>• Chief element is usually a crime.</li><li>• The plot revolves around solving the crime (mystery).</li><li>• The crime is often solved by characters acting like detectives, collecting and connecting clues.</li><li>• The good guys (protagonists) and bad guys (antagonists) are obvious.</li></ul>
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	<ul style="list-style-type: none"><li>• The mood or atmosphere is often dark and mysterious.</li><li>• Suspense is built and “clues” are revealed only a little at a time.</li><li>•</li></ul>
<b>Word Study</b> (15 minutes)	Administer the same Spelling Inventory from <u>Words Their Way</u> that you chose at the beginning of the program. Analyze the assessment for student improvement.
<b>Writing</b> (20 minutes)	Have students reflect upon themselves as readers and writers. Ask them to write about what strategies they know good readers use and what strategies they know they can use as a writer.



## Appendix A

### **DIRECTIONS**

What we do when we face difficult problems in life or when we face things we're afraid of is called facing a challenge. Challenges might include: overcoming fear of lightning storms, heights, etc., preparing to win a competition, making an important but difficult decision, or solving a mystery at all costs.

### **Write about the theme: facing a challenge**

Do **one** of the following:

- Write about a time you successfully faced something you were afraid to do.

**OR**

- Tell about a time you successfully used your brains and determination to accomplish an important goal.

**OR**

- Discuss what a person can learn from facing a challenge.

**OR**

- Describe how a person you admire has faced a challenge.

**OR**

- Write about the theme in your own way.

You may use examples from real life, from what you read or watch, or from your imagination. Your writing will be read by interested adults.

Use the paper provided for notes, freewriting, outlining, clustering, or writing your rough draft, but only your "final copy" will be scored. If you need to make a correction, cross out the error and write the correction above or next to it.

You should give careful thought to revision (rethinking ideas) and proofreading (correcting spelling, capitalization, and punctuation). Use the checklist in Session 2 to help improve your writing.

You may use a dictionary, thesaurus, spelling book and/or grammar book.

## Appendix B

DDRAFT 2/28/02

### Rubric Writing from Knowledge and Experience

Characteristics	6	5	4	3	2	1
Content and Ideas	The writing is exceptionally engaging, clear, and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate.	The writing is engaging, clear, and focused. Ideas and content are well developed with relevant details and examples where appropriate.	The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness.	The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details.	The writing is only occasionally clear and focused. Ideas and content are underdeveloped.	The writing is generally unclear and unfocused. Ideas and content are not developed or connected.
Organization	The writer's control over organization and the connections between ideas move the reader smoothly and naturally through the text.	The writer's control over organization and the connections between ideas effectively move the reader through the text.	The response is generally coherent, and its organization is functional.	There may be evidence of an organizational structure, but it may be artificial or ineffective.	There may be little evidence of organizational structure.	There may be no noticeable organizational structure.
Style and Voice	The writer shows a mature command of language including precise word choice that results in a compelling piece of writing.	The writer shows a command of language including precise word choice.	The writer's command of language, including word choice, supports meaning.	Vocabulary may be basic.	Vocabulary may be limited.	
Conventions	Tight control over language use and mastery of writing conventions contribute to the effect of the response.	The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.	Lapses in writing conventions are not distracting.	Incomplete mastery of over writing conventions and language use may interfere with meaning some of the time.	Limited control over writing conventions may make the writing difficult to understand.	Lack of control over writing conventions may make the writing difficult to understand.

Not ratable if:

- A off topic
- B illegible
- C written in a language other than English
- D blank/refused to respond

## Appendix C

### REVIEW OF WRITING: PUBLISHING FINAL COPY

#### DIRECTIONS:

Now you will be doing three things: revising your paper (which means to rethink your ideas); polishing your paper (which means to edit and proofread); and recopying your paper as neatly as possible.

Use the following checklist as you revise and edit the writing that you have done. When you are finished revising, you must make a final copy of your paper. Then, proofread your final copy to make sure that all of your revisions have been made.

#### CHECKLIST FOR REVISION:

1. Do I have a clear central idea that connects to the topic?
2. Do I stay focused on my central idea?
3. Do I support my central ideas with important and relevant details/examples?
4. Do I need to take out details/examples that DO NOT support my central idea?
5. Is my writing organized and complete, with a clear beginning, middle, and end?
6. Do I use a variety of interesting words, phrases, and/or sentences?

#### CHECKLIST FOR EDITING

7. Have I checked and corrected my spelling to help readers understand my writing?
8. Have I checked and corrected my punctuation and capitalization to help readers understand my writing?

#### CHECKLIST FOR PROOFREADING:

9. Is everything in my final copy just the way I want it?

Reread your writing. You should cross out or erase any errors you make. You will have as much time as you need.

## Appendix D

### Focus Question #1

**What does the reader learn about the characters, setting and goal of Mystery at Round Island Light from the first two chapters?**

#### **Answer Plan: What to do?**

1. Write a sentence restating the question.
2. Write several sentences with details about the introduction of characters, setting and goal.
3. Conclude with a sentence predicting what you think will happen next.

#### **Possible Answer**

- (1) In the first few chapters of Mystery at Round Island Light, the author, Robert Lytle introduces readers to the characters and the setting of the story and suggests that there may be some danger and mystery involved. (2) The characters, twins, Dan and Kate Hinken, Edie Terkel, and Pete Jenkins are staying with Dan and Kate's relatives in a thirty-room mansion on Mackinac Island overlooking the water. From the conversations and the visit to Mr. Dufina, it sounds like the four friends want to find out more about Round Island and the mysterious former lighthouse keeper, Jesse Muldoon. (3) The warning that Mr. Dufina gives them suggests that the four will go to Round Island and there will be danger involved.

## Appendix E

### Focus Question #2

**How does the author, Robert Lytle, build the mood of mystery, danger and suspense in Chapters 3, 4 and 5?**

Have students share their lists/plans. Respond for the group as students share. Lists should include some or all of the following:

- Eddie's wondering how they'll get across the shipping channel (p. 12)
- Pete's wishing he hadn't brought the island up (p. 12)
- dory (boat) is too small (p. 14) and may sink
- "It was a disaster waiting to happen" (p. 15)
- "I don't like what the current is doing, Eddie said." (p.16)
- "Churning straight for their bow, the first Arnold Line Ferry of the day bore down on them." (p. 17)
- "We'll never make it!" (Katie, p. 17)
- "I Hope it won't take another miracle to get us back." (Eddie, p. 18)
- the twins have the same scary dream of those men sitting in the shadows (pp. 21-22)
- strange or weird that it was just like the dream ( p. 23)
- the note warning them to get off the island (p. 25)
- someone watching them from the lighthouse (p. 26)
- "...and Pete had a dreadful feeling it would come to no good." (p. 28)

Briefly discuss as many as possible of the above examples of the author's building the mood.

## Appendix F

### Focus Questions #3

**What does the author tell us through flashbacks about three more characters in the mystery?**

#### **Answer Plan – What to do:**

1. Write a sentence restating the question.
2. Write sentences about each of the three new characters introduced giving the most important information about each.
3. Conclude with a sentence suggesting a connection between these three new characters and the four friends.

#### **Possible Answer**

(1) The author, Robert Lytle, introduces those more interesting but seemingly dangerous characters through a series of flashbacks. (2) When we meet Muck Meesley, Hermann Le Roux, and Sam Moilanen, they seem down on their luck. Through a flashback that goes back to their youth we learn ore about the personalities of the three: they all grew up poor in Michigan’s Upper Peninsula; Hermann was French and Native American and loved to hunt especially with knives. Sam wasn’t very smart and he wanted to be a sailor; Buck had a bad temper, and he loved to fight. The last flashback lets us know that, Buck, in a way, is stealing the boat he inherited from his father and making a career change to make “...a pile of money.” (3) It’s logical that they will be connected in some way to the four friends.

Have students share their answers using the Possible Answer in the discussion

## Appendix G

### Focus Questions #4

**What clues do the friends get from their discussions with Ginny and Mr. Dennis? How might these clues be connected?**

#### **Answer Plan: What to do:**

1. Write a sentence restating the question.
2. Write a few sentences about what the friends learn from Ginny.
3. Write a sentence or two about what they learned from Mr. Dennis.
4. Conclude with a sentence that suggest some connections.

#### **Possible Answer**

(1)The four friends collect clues from their conversations with Kate’s friend, Ginny and Mr. Dennis, at the golf course. (2)When asked about Jesse Muldoon, Ginny reports that someone was recently seen moving “...like a ghost...” in the moonlight on Round Island. Ginny also revealed that there was a vagrant on the island show was suddenly flashing money around. This vagrant, Hermann Le Roux, had been seen at 3:00 a.m. rowing toward Round Island. (3) Mr. Dennis at the golf course warned the four to stay away from a barn near the seventh hole because a short-tempered, nasty-looking hobo was reported to be living in the barn. (4) In all probability Hermann Le Roux and the hobo may be the same person. The reader ( not the four friends) knows that one of the three characters in the flashback was Herman Le Roux.

Have students share their answers or drafts (if that is all time will permit) using the Possible Answer as a model or have students check their own answers using the Possible Answer, then make revisions.

## Appendix H

### Focus Question #5

**What connections do the four friends make from the clues they find in the bark?**

#### **Answer Plan: What to do:**

1. Write a sentence restating the question.
2. Write a sentence or two telling what clues they find in the barn.
3. Write a sentence about what they do because of these clues.
4. Conclude with a sentence what roles they think they should now play.

#### **Possible Answer**

(1) After hitting stray golf balls against an old barn, the four friends search the barn for clues. (2) Kate finds a green metal container that contains a hand-drawn map of Mackinac Island with x's and o's along the East and West Bluffs, a wad of money and a Great Lakes shipping schedule with two ship names underlined. (3) Because of these clues, the friends go to the Coast Grand Station to check out the ships. They find out that one is a freighter and the other is a charter boat, the Quince, owned by Buck Meesley. (4) Because the only policeman is in jail, the four friends decide to appoint themselves detectives and "Keepers of Justice" because there is a mystery to be solved.

Have the students work in partners to compose and construct their answers or drafts also using the Possible Answer.



## Appendix I

### Focus Question #6

**What is Pete trying to get across when he says, “Haven’t you three heard enough?” Pete asked. “They guy we’re scared of seeing face to face  $\frac{3}{4}$  a man who plays with knives, fire and for some bizarre reason known only to himself, chicken blood  $\frac{3}{4}$  turns out to be under the thumb of an even scarier guy who might be working for someone else  $\frac{3}{4}$  - maybe aboard the *V. A. Frazier*. Whatever their game is, I doubt if it’s nearly as much fun as, say, tiddlywinks.”?**

Cite and discuss all of the previous instances in which Pete has tried to warn the others of the danger they are in. Ask (and discuss) if you think this will convince the others to give up the challenge of solving the mystery.

## Appendix J

### Focus Question #7

**How does Pete feel about Kate? What effect does this have on what Pete does?**

### Possible Answer

Pete has been interested in Kate since the beginning and it has made him do things he wouldn't ordinarily do. In the beginning of the novel he knew they shouldn't try crossing the shipping channel in a little dinghy, but he went because he wanted to be near her. In Chapter 15 he wakes up thinking of her fondly and only later remembers his reluctance to get anymore involved with the "...Hermann-and-Buck deal." He'll probably continue to go along to be near her.

## Appendix K

### Focus Question #8

**What theory have the four friends come up with to explain Hermann's growing stack of money?**

### Possible Answer

(1)When the friend visits Ginny at the Town Crier office, Kate reveals that they think Hermann Le Roux is involved in a smuggling ring. They don't know what he's smuggling, but he all of a sudden has four thousand more dollars. Ginny adds to the smuggling theory by telling them about a number of jewelry thefts that have been reported. Finally, the five of them (Ginny included) connect the initials on Hermann's list to one of the thefts and then connect the thick pencil lead that the note on Round Island was written in to the pencil marks crossing out the initials of the theft victim.

Have students discuss their answers with partners and use the Possible Answer as a guide for revision.

## Appendix L

### Focus Question #9

**What did Hermann mean when he said “All your planning, all the jobs I pulled, all Sam’s dealin’ with the guy in Chicago  $\frac{3}{4}$  all lost because of them golf-playin’ rich kids?” (p. 99)**

Students charts/information might include the following:

“All your planning,” probably refers to Buck’s masterminding the jewelry stealing/smuggling scheme.

“...all the jobs I pulled,” probably refers to Hermann’s stealing the jewelry from Mackinac Island homes

“..all Sam’s dealin’ may refer to fencing the stolen jewelry.  
With the guy in Chicago”

“...all lost on account of probably refers to the five friends snooping  
of them golf-playin’ rich where they didn’t belong and finding out  
about  
kids.” the scheme.

Have students share the information they have gathered. Discuss how it matches with the model above? Compare and contrast.

## Appendix M

### Focus Question #10

**It seems like the mystery surrounding Buck and Hermann has been solved. Explain what has happened?**

#### **Possible Answer:**

Using the list that Pete memorized from Hermann's box, the five friends connected the crossed off initials to cottagers who had responded missing jewelry. The initials not crossed off were neighbors of the twin's uncle and aunt, and the circled initials were those of the twin's uncle. Even with this evidence, the police could not charge Buck and Hermann. Then Ginny revealed that two men had been arrested in Illinois and no more robberies had taken place. That seemed to have closed the case, and the five friends decided to camp out on Round Island.

Have students share their answers. If appropriate, use the Possible Answer I the discussion.

## Appendix N

### Focus Question #11

**Give the details of the plan that is revealed in the flashback in Chapter 23.**

Have students share the information they have gathered. Record information as it is shared. (See Reading session for Day 14 for information that should be included).

## Appendix O

### Focus Question #12

**How does the author, Robert Lytle, build suspense in Chapters 25 and 26?**

#### **Possible Answer:**

Toward the end of Mystery at Round Island Light in Chapter 25 and 26, the author builds even more suspense. He has the five friends, who are camping on a mysterious island, scaring each other with ghost stories. Then in Chapter 26, the author switches back and forth between the camp out and Buck and Hermann. Buck and Hermann have to hurry to be sure to make the rendezvous with Sam. A terrible rainstorm interrupts the camp out on the beach. Buck and Hermann make it to Round Island and break into the lighthouse. The five friends hear the door slamming; Pete goes to investigate and is almost discovered by Buck and Hermann. Buck and Hermann go up to light the signal for Sam, Discover the campers and decide to set a fire. As the author goes back and forth, the suspense builds.

Discuss student's shared answers using the Possible Answer as appropriate

## Appendix P

### Focus Question #13

**As you have read this novel, you have been encouraged to use comprehension strategies to help you understand and figure out the story. One strategy that has just been mentioned is visualization on making pictures in your mind. Visualizing will help you understand the scene in the lighthouse when Pete is trying to put out the fire. What do you see as you visualize this scene?**

Included in students' shared visualization should be some on all of the following:

- Pete ran into the lake to get his clothes wet and wrapped his wet T-shirt around his head and mouth.

Continue with the details given on page 138 through the top of 141.



## Appendix Q

### Focus Question #14

**What evidence points to Jesse Muldoon's not really being there helping Pete put out the fire?**

An answer should include the following points:

- The door to the boat launch room had been boarded up for six years.
- There were only two pails, not four.
- The signal from the lighthouse that Mr. Dufina told the friends about was probably Jesse Muldoon's "...life flicking out." (p. 150)

## Appendix R

### Focus Question #15

**Some people would say that in the novel, Mystery at Round Island Light, the main characters **Kate and Dan Hinken, Pete Jenkins, Eddie Terkel, and Ginny Lind**, take on and meet the challenge of solving a myster filed with danger. Do you agree? Yes or No?**

Explain your answer using specific details and examples from Mystery at Round Island Light to support your position.

Use the checklist (below) as you write and review your response.

#### CHECKLIST FOR REVISION:

\_\_\_\_\_ Do I take a position and clearly answer the question I was asked?

\_\_\_\_\_ Do I support my answer with example and detail from BOTH reading selections?

\_\_\_\_\_ Do I show how the two reading selections are connected?

\_\_\_\_\_ Is my writing organized and complete?