The Westing Game
Book Unit

Created by Gay Miller
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Gay Miller

This packet contains graphic organizers for an interactive notebook and game activities covering vocabulary, constructed response writing, and skill practice. I hope your students enjoy a book study using the engaging method of using interactive notebooks.

The Westing Game
by Ellen Raskin

Genre ~ Classics, Mystery and Suspense
Interest Level ~ Grades 6 – 8
Grade level Equivalent: 6.1
Lexile Measure®: 750L
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Materials

The following materials are needed to make the organizers:

- **spiral bound notebooks** (Although composition notebooks have great bounded edges, they are smaller in size and some of the organizers will not easily fit onto the pages.)

- **duct tape** (Wrapping the spiral wires keeps them from being snagged and pulled. The duct tape also keeps the front and back covers attached to the notebooks. Once students lose a cover more and more pages seem to come loose. Using duct tape can be fun. Camouflage, college logos, neon colors are just some of the varieties that are available.)

- **colored copier paper** (Although this is not a must, using color is one strategy for enhancing memory. I like to use colored paper and encourage students to use color pencils/crayons when creating their organizers for this reason.)

- **cardstock or construction paper** (Some organizers will work best if created with heavier weight cardstock. If your copier has no problem with construction paper, it can be used. Construction paper is cheaper and works equally well.)

- **colored pencils, crayons, highlighters** (I prefer students don’t use magic markers as the ink often soaks through onto the next page. Using highlighters is a great compromise.)

  **white glue** (Although many students prefer glue sticks, I have found the pieces begin coming loose after a month or so. Just a little white glue holds pieces more securely.)
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<td>Vocabulary Test</td>
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~ Page 6 © Gay Miller ~
Chapter 1

tenants (noun) - a person, business, group, etc., that pays to use another person's property: someone who rents or leases a house, apartment, etc., from a landlord

synonyms: occupants, renters, residents, lodgers, boarders, leaseholders, occupiers

Then one day (it happened to be the Fourth of July), a most uncommon-looking delivery boy rode around town slipping letters under the doors of the chosen tenants-to-be.

Chapter 2

grapple (verb) - to try to solve a problem: to deal with a problem

synonyms: contend, deal, cope, face, handle, tackle, struggle

“Good evening” or a friendly smile, and grappled with small problems behind closed doors.

Chapter 3

putrid (adjective) - decayed with usually a very bad or disgusting smell

synonyms: rotten, decomposed, rancid, bad, moldy, tainted, fetid, rank

Theo leaned closer. “And high above the putrid corpse a crystal chandelier is tinkling. It tinkles and twinkles, but not one breath of air stirs in that gloomy tomb of a room.”

Chapter 4

meager (adjective) - not having enough of something (such as money or food) for comfort or happiness

synonyms: insufficient, inadequate, paltry, skimpy, measly, small, insubstantial, bitty

The only child of immigrant parents, orphaned at the age of twelve, self-educated, hard-working Samuel Westing saved his laborer’s wages and bought a small paper mill. From these meager beginnings he built the giant Westing Paper Products Corporation and founded the city of Westingtown to house his thousands of workers and their families.
Chapters 1-2 [tenants and grapple]

1. Circle six words in the box that are synonyms of tenants.

<table>
<thead>
<tr>
<th>occupants</th>
<th>administrators</th>
<th>proprietors</th>
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<td>innkeepers</td>
<td>lodgers</td>
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<td>renters</td>
<td>boarders</td>
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<td>officer</td>
<td>residents</td>
<td>leaseholders</td>
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Read the definitions of grapple. Write a or b to show which definition is used in each sentence.

a) to hold and fight with another person
b) to try to solve a problem: to deal with a problem

2. _____ The company is grappled with several issues.
3. _____ The wrestlers grappled during the match.
4. _____ The policeman and the robber grappled for the fallen knife.
5. _____ The politicians are grappling with inflation.

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

5. Which word does not belong?

contend, grapple, deal, surrender, cope, face, handle

Page 1
Chapters 1-2 [tenants and grapple]

1. Circle six words in the box that are synonyms of tenants.

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3. ______ The policeman and the robber grappled for the fallen knife.
4. ______ The politicians are grappling with inflation.

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5. Which word does not belong?

contend, grapple, deal, surrender, cope, face, handle
Chapters 29-30 [distribute and ornithology]

Matching - Write a, b, c, or d in each blank to match the best word to its definition.

1. ___b___ resignation  a) dole out
2. ___d___ ornithology  b) notification
3. ___a___ distribute  c) restore
4. ___b___ renovate  d) study of birds

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

Fill in each blank using a form of one of the vocabulary word from the box above.

5. Susan is going to college to study ___b___ ornithology___.
6. I had to put in my ___b___ resignation____ because my family is moving to California.
7. I am looking forward to taking this old home and doing a complete ___a___ renovation____ to make it look modern.
8. Please ___b___ distribute____ these flyers to each member of the team.

9. Fill in the word web with synonyms for distribute.

   allocate
   divide among members of a group
   hand out
   dispense

Chapters 1-2 [tenants and grapple]

1. Circle six words in the box that are synonyms of tenants.

occupants administrators proprietors
land owners innkeepers lodgers
managers renters boarders
officer residents leaseholders

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Read the definitions of grapple. Write a or b to show which definition is used in each sentence.

a) to hold and fight with another person
b) to try to solve a problem: to deal with a problem

2. ___a___ The company is grappling___ with several issues.
3. ___a___ The wrestlers grappled___ during the match.
4. ___a___ The policeman and the robber grappled___ for the fallen knife.
5. ___b___ The politicians are grappling___ with inflation.

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

6. Which word does not belong?
contend, grapple, deal, surrender, cope, face, handle
Option 1

Have students use the graphic organizer for notes. Notice the notes are not in complete sentences. Glue the organizer to the left side of the notebook page. On the right side of the notebook, students use the notes to write the details in paragraph form.

Option 2

Students fill in the organizers only.
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~ Page 13 © Gay Miller ~
# Common Core State Standards Reading: Literature

## 6th Grade

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<td>Character’s Actions</td>
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<td>Plot Development Roller Coaster Diagram</td>
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<td>Comparing the Book to the Movie</td>
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* Indicates standard is covered.
The Westing Game ~ Chapters 1-2

1. Which word best describes the mood of Chapters 1-2
   a. joyful
   b. sentimental
   c. sorrowful
   d. suspenseful

2. Chapter 1 is told from which point of view?
   a. 1st through Turtle
   b. 3rd person omniscient narrator
   c. 3rd person limited to Turtle
   d. 3rd person switching from the perspective of one character to another

3. What is the biggest factor Barney Northrup uses to get everyone to move into Sunset Towers in the apartments he wants them to live?
   a. He uses the location of the building as a strong motivator.
   b. He applies pressure to get them to buy.
   c. He has learned what each set of characters needs and tells them Sunset Tower will provide this.
   d. He lets the characters know they will be getting many extra services.

4. Based on the details in Chapter 2, how is Chris different from most 15 year old boys?

5. Underline the idiom in this passage.
   "One fella ran out crazy-like, screaming his head off. He never stopped screaming 'til he hit the rocks at the bottom of the cliff.
   What does this idiom mean?

6. Name three things the author does to make the reader uneasy about the Westing estate.
   #1 ~ __________________________________
   #2 ~ __________________________________
   #3 ~ __________________________________

7. Which genre is The Westing Game?
   a. drama
   b. historical fiction
   c. adventure
   d. mystery
   Explain why you selected this answer.

8. Read this line from the end of Chapter 2.
   They faced north, gaping like statues cast in the moment of discovery, until Turtle Wexler, her kite tail of a braid flying behind her, raced her bicycle into the driveway.
   Which types of figurative language does this line contain?
   ____ personification  ____ hyperbole
   ____ simile  ____ alliteration
   ____ metaphor  ____ repetition
   Explain why you selected this answer.
The Westing Game ~ Chapters 1-2

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   c. He has learned what each set of characters needs and tells them Sunset Tower will provide this.
   d. He lets the characters know they will be getting many extra services.

4. Based on the details in Chapter 2, how is Chris different from most 15 year old boys?
   It sounds like he doesn’t leave the apartment.
   Clues
   - He must wait for Theo to bring his dinner.
   - He knows how many windows are in the Westing House; he’s counted them many times.
   - He has spasms and must convince himself to relax.

5. Underline the idiom in this passage.
   “One fella ran out crazy-like, screaming his head off. He never stopped screaming ’til he hit the rocks at the bottom of the cliff.
   What does this idiom mean?
   to shout or scream as loud as someone possibly can

6. Name three things the author does to make the reader uneasy about the Westing estate.
   #1 ~ Chapter 2 is titled “Ghosts or Worse.”
   #2 ~ A wire fence is erected between the estate and the apartment building with a “No Trespassing” sign.
   #3 ~ Smoke is coming from the home after Chris sees a limper going in.
   #4 ~ Stories of people who went into the estate are told.

7. Which genre is The Westing Game?
   a. drama
   b. historical fiction
   c. adventure
   d. mystery

   Explain why you selected this answer.
   The book begins with messages being sent to a cast of characters. They all move into an apartment building. The reader doesn’t know why. This sounds like the beginnings of a mystery that is going to unfold. To top this off, smoke is now coming from the Westing home, a spooky place with an unsettling history.

8. Read this line from the end of Chapter 2.
   They faced north, gaping like statues cast in the moment of discovery, until Turtle Wexler, her kite tail of a braid flying behind her, raced her bicycle into the driveway.

   Which types of figurative language does this line contain?
   □ personification  □ hyperbole
   □ simile          □ alliteration
   □ metaphor       □ repetition

   Explain why you selected this answer.
   Theo, Doug, Otis, and Sandy are compared to statues using like.
   Turtle’s braid is compared to a kite string without using like or as.
On the next page is a picture of Sunset Towers. Students can begin adding information on the graphic organizer after reading Chapters 1-2 and can add additional information as the story is read.

**Tasks:**

1. Use the first window of each apartment to name which family lives there.

   5th Floor
   4C
   4D
   3C
   3D
   2C
   2D

2. Use the second window in each row to sort out occupations. Here is the quote from Chapter 1 to get you started.

   They were mothers and fathers and children. A dressmaker, a secretary, an inventor, a doctor, a judge. And, oh yes, one was a bookie, one was a burglar, one was a bomber, and one was a mistake.
In Chapter 10, you learn that Ford’s apartment is a one bedroom (much smaller than the Wexlers one floor below. In Chapter 17, you learn that Crow lives the maid’s apartment between 4C and 4D.
### Constructed Response - Setting

<table>
<thead>
<tr>
<th>Place Where the Story Takes Place</th>
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<tbody>
<tr>
<td>Wisconsin</td>
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<tr>
<td><strong>Sunset Towers</strong> (a luxury apartment building)</td>
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<tr>
<td>The apartment building has two restaurants inside: Shin Hoo’s Restaurant, specializing in authentic Chinese cuisine and Theodorakis Coffee Shop which busily serving breakfast, lunch, and dinner to tenants.</td>
</tr>
<tr>
<td>The apartment also has six apartments.</td>
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<tr>
<td>Dr. Wexler's office is in the lobby.</td>
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<tr>
<td><strong>Westing Estate</strong> (a creepy rundown house with 17 shuttered windows, French doors and a smoking chimney)</td>
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</table>

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<thead>
<tr>
<th>Time the Story Takes Place</th>
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### Importance of the Setting

The families are purposely brought to the apartment building. The reader does not know why, but guesses it has to do with the Westing estate.

### Mood - Atmosphere of the Setting

The story begins by asking questions that can't be answered. Mysterious

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**CCSS.ELA-Literacy.RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

**CCSS.ELA-Literacy.RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**CCSS.ELA-Literacy.RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<table>
<thead>
<tr>
<th>Common Core Standards for Narrative Writing</th>
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<tbody>
<tr>
<td><strong>4th Grade</strong></td>
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<tr>
<td>CCSS.ELA-LITERACY.W.4.3  Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</td>
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<tr>
<td><strong>5th Grade</strong></td>
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<tr>
<td>CCSS.ELA-LITERACY.W.5.3  Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</td>
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<tr>
<td><strong>6th Grade</strong></td>
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<tr>
<td>CCSS.ELA-LITERACY.W.6.3  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.W.4.3.A  Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</td>
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<tr>
<td>CCSS.ELA-LITERACY.W.5.3.A  Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.W.6.3.A  Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</td>
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<tr>
<td>CCSS.ELA-LITERACY.W.4.3.B  Use dialogue and description to develop experiences and events or show the responses of characters to situations.</td>
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<tr>
<td>CCSS.ELA-LITERACY.W.5.3.B  Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</td>
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<tr>
<td>CCSS.ELA-LITERACY.W.6.3.B  Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.W.4.3.C  Use a variety of transitional words and phrases to manage the sequence of events.</td>
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<tr>
<td>CCSS.ELA-LITERACY.W.5.3.C  Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</td>
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<tr>
<td>CCSS.ELA-LITERACY.W.6.3.C  Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</td>
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<tr>
<td>CCSS.ELA-LITERACY.W.4.3.D  Use concrete words and phrases and sensory details to convey experiences and events precisely.</td>
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<tr>
<td>CCSS.ELA-LITERACY.W.5.3.D  Use concrete words and phrases and sensory details to convey experiences and events precisely.</td>
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<tr>
<td>CCSS.ELA-LITERACY.W.6.3.D  Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</td>
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<td>CCSS.ELA-LITERACY.W.4.3.E  Provide a conclusion that follows from the narrated experiences or events.</td>
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<td>CCSS.ELA-LITERACY.W.5.3.E  Provide a conclusion that follows from the narrated experiences or events.</td>
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<td>CCSS.ELA-LITERACY.W.6.3.E  Provide a conclusion that follows from the narrated experiences or events.</td>
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<tr>
<td>CCSS.ELA-LITERACY.W.4.4  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.W.5.4  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</td>
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<td>CCSS.ELA-LITERACY.W.6.4  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</td>
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<tr>
<td>CCSS.ELA-LITERACY.W.4.5  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 <a href="#">here</a>.)</td>
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<tr>
<td>CCSS.ELA-LITERACY.W.5.5  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 <a href="#">here</a>.)</td>
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<tr>
<td>CCSS.ELA-LITERACY.W.6.5  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 <a href="#">here</a>.)</td>
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<td>CCSS.ELA-LITERACY.W.4.6</td>
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<td>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</td>
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<thead>
<tr>
<th>CCSS.ELA-LITERACY.W.4.8</th>
<th>CCSS.ELA-LITERACY.W.5.8</th>
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<tr>
<td>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</td>
<td>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</td>
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**Range of Writing:**

**CCSS.ELA-LITERACY.W.4.10**
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CCSS.ELA-LITERACY.W.5.10**
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CCSS.ELA-LITERACY.W.6.10**
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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**Common Core Standards for Language Arts**

Grammar skills are not included below, but can be easily covered when editing and proofreading stories.

<table>
<thead>
<tr>
<th>CCSS.ELA-LITERACY.L.4.1.F</th>
<th>CCSS.ELA-LITERACY.L.5.2.E</th>
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<tbody>
<tr>
<td>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</td>
<td>Spell grade-appropriate words correctly, consulting references as needed.</td>
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<td>Correctly use frequently confused words (e.g., to, too, two; there, their).*</td>
<td>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</td>
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<td>Use correct capitalization.</td>
<td>Spell correctly.</td>
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<thead>
<tr>
<th>CCSS.ELA-LITERACY.L.4.2.B</th>
<th>CCSS.ELA-LITERACY.L.6.3.A</th>
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<tbody>
<tr>
<td>Use commas and quotation marks to mark direct speech and quotations from a text.</td>
<td>Vary sentence patterns for meaning, reader/listener interest, and style.*</td>
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</table>

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<thead>
<tr>
<th>CCSS.ELA-LITERACY.L.4.3.A</th>
<th>CCSS.ELA-LITERACY.L.6.3.B</th>
</tr>
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<tr>
<td>Choose words and phrases to convey ideas precisely.*</td>
<td>Maintain consistency in style and tone.*</td>
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</table>

<p>| CCSS.ELA-LITERACY.L.4.3.B | |
|---------------------------| |
| Choose punctuation for effect.* | |</p>
<table>
<thead>
<tr>
<th>Similes</th>
<th>Metaphors</th>
<th>Figurative Language</th>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
<th>6th Grade</th>
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<tbody>
<tr>
<td><strong>CCSS.ELA-LITERACY.L.3.5.A</strong></td>
<td>Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <em>take steps</em>).</td>
<td><strong>CCSS.ELA-LITERACY.L.4.5</strong></td>
<td>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
<td><strong>CCSS.ELA-LITERACY.L.5.4</strong></td>
<td>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</td>
<td><strong>CCSS.ELA-LITERACY.L.6.5</strong></td>
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<tr>
<td><strong>CCSS.ELA-LITERACY.L.4.5.A</strong></td>
<td>Explain the meaning of simple similes and metaphors (e.g., <em>as pretty as a picture</em>) in context.</td>
<td><strong>CCSS.ELA-LITERACY.L.5.5a</strong></td>
<td>Interpret figurative language, including similes and metaphors, in context.</td>
<td><strong>CCSS.ELA-LITERACY.L.6.5.A</strong></td>
<td>Interpret figures of speech (e.g., personification) in context.</td>
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<tr>
<td><strong>CCSS.ELA-LITERACY.L.4.5.B</strong></td>
<td>Recognize and explain the meaning of common idioms, adages, and proverbs.</td>
<td><strong>CCSS.ELA-LITERACY.L.5.5.b</strong></td>
<td>Recognize and explain the meaning of common idioms, adages, and proverbs.</td>
<td><strong>CCSS.ELA-LITERACY.L.6.5.A</strong></td>
<td>Recognize and explain the meaning of common idioms, adages, and proverbs.</td>
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</table>
Lesson #1 ~ What is a Mystery?

While researching information for this unit I ran across this free item on Amazon.

**The Mystery of the Missing Money** (FREE Adventure Book For Middle Grade Children Ages 9-12) (The Mystery Series, Short Story) Kindle Edition by Paul Moxham

I have not read this short story (22 pages); however, the reviews were very good. It is definitely worth looking into.

The organizers come in three versions:

- The first has lines where students write definitions.
- The second copy of the organizer contains the definitions with key words missing for students to add.
- The third copy is completed. It may be used as an answer key, as a sample for students to follow, for differentiated instructions, or for students who were absent.

**Instructions for Making the Organizer**

1) Print the organizer on colored paper.
2) Have students trim around the four sides of the organizer on the bold lines.
3) Fold on the dotted line and cut on the solid line to form two flaps.
4) Complete the missing information and label the outside of each flap.
Mysteries

• Mysteries begin with a _______________ which is often a _______________.

• The main character _______________ _______________ who committed the crime and is trying to figure out _______________ _______________.

• Mysteries are often written in _______________ person point of view through the _______________ character.

• Mysteries have _______________ characters. This gives the reader something to _______________ as the reader tries to solve the crime as details _______________.

Thriller

• Thrillers begin with a situation that leads to a _______________ _______________ or _______________. This could be a bank _______________, nuclear _______________, assassination.

• In a thriller the main character is trying to _______________ the catastrophe from occurring.

• Thrillers are often written in _______________ person point of view.

• Thrillers often have a lot of _______________ as the main character races to prevent the _______________ event from occurring.
Mysteries

- Mysteries begin with a crime which is often a murder.
- The main character does not know who committed the crime and is trying to figure out who did it.
- Mysteries are often written in first person point of view through the main character.
- Mysteries have well-rounded characters. This gives the reader something to contemplate as the reader tries to solve the crime as details unfold.

Thriller

- Thrillers begin with a situation that leads to a major disaster or tragedy. This could be a bank robbery, nuclear explosion, assassination.
- In a thriller the main character is trying to prevent the catastrophe from occurring.
- Thrillers are often written in third person point of view.
- Thrillers often have a lot of action as the main character races to prevent the disastrous event from occurring.
Lesson #2 ~ Planning a Narrative ~ Mystery

Page #1 ~ This graphic organizer helps students plan their main character. It includes both physical descriptions and character traits with the “Likes and Dislikes” section. Encourage students to narrow down their ideas to information that will be relevant to the story they are writing.

For example: If the character does not like broccoli, and the story never encounters a situation where s/he must eat broccoli then it should not be listed. However, if the character is claustrophobic and s/he must hide in a small closet to spy, then this is important and should be listed.

Page #2 ~ Mysteries usually have many characters that the main character encounters throughout the story. These are often suspects. As the main character meets a suspect, s/he can point the reader in the wrong direction to build suspense. To limit the length of the suspects (as well as how long the story will become), the printable has room for outlining four characters/suspects.

Page #3 ~ Have students write a plot overview using this printable. The page has room for four major encounters/cliffhangers. Have students really think through the answers on this page as it will guide them through the writing of the story.
Lesson #3 ~ The Hook

The organizers come in three versions:

- The first has lines where students write definitions and sample sentences.
- The second copy of the organizer contains the definitions for the different types of point of view with key words missing for students to add. Students must also write sample sentences.
- The third copy is completed. It may be used as an answer key, as a sample for students to follow, for differentiated instructions, or for students who were absent.

Instructions for Making the Organizer

1) Print the organizer on colored paper.
2) Have students trim around the four sides of the organizer on the bold lines.
3) Fold on the dotted lines and cut on the solid lines to form six flaps.
4) Complete the missing information and label the outside of each flap.

Activity

Twenty story beginnings are provided. (After reading well over 100 mystery beginnings, I selected stories based on the types of beginning as well as the popularity of the books. I was unable to find a mystery that begins with a question or a sound effect.

These cards can be printed and laminated for repeated use, or you may place the story beginnings one at a time on a SmartBoard or similar device.

These cards are used in Lesson #3 to determine the type of hook that is used and again in Lesson #5 to determine the point of view.

Following the cards is a printable for students to record their answers for the type of hook used in the story beginnings.
Lesson #5 ~ Point of View Organizers

The organizers come in three versions:

- The first has lines where students write definitions and sample sentences.
- The second copy of the organizer contains the definitions for the different types of point of view with key words missing for students to add. Students must also write sample sentences.
- The third copy is completed. It may be used as an answer key, as a sample for students to follow, for differentiated instructions, or for students who were absent.

Instructions for Making the Organizer

1) Print the organizer on colored paper.
2) Have students trim around the four sides of the organizer on the bold lines.
3) Fold on the dotted lines and cut on the solid lines to form three flaps.
4) Complete the missing information inside the organizer and label the flaps.

Note:

The Westing Game is definitely written in third person omniscient point of view; however, I used small snippets of the book as examples of the three different third person points of view in the second organizer.

Activity

Following the organizer is a printable to use with the story beginnings from Lesson #3. Have students determine if the story beginnings are written in first, second, or third person point of view.

For additional practice with point of view, you may like to take a look at this free item on Teachers Pay Teacher Point of View Activity using Advertising Slogans
Quotation Organizer

Instructions for Completing the Organizer:

• Print the organizer on colored paper.

• Cut out rectangles.

• Begin with the bottom page in the stack. Turn the page on its back and place a thin line of glue across the top of the page only. Glue it towards the bottom of the organizer notebook or lap book.

• On the back of the next page, place a thin line of glue along the top.

• Glue this page directly onto the organizer page moving it up approximately one-fourth of an inch higher than the first page.

• Continue to add pages until all are glued down.

• The pages should lift up so that students can read the information.
Lesson #7 Figurative Language

Three Door Flip

- Print the organizer onto colored paper.
- Students will fill in the missing information in the blank spaces.
- To make the organizer, trim around the four edges on the lines indicated. Fold the page in half vertically on the dotted lines. Cut on the lines indicated on the inside of the organizer, up to the fold so that the organizer opens with three flaps.
Lesson #8 ~ Writing the Story

The organizer comes in three versions:

- The first has lines where students write the steps for writing a narrative.
- The second copy of the organizer contains the steps with key words missing for students to add.
- The third copy is completed. It may be used as an answer key, as a sample for students to follow, for differentiated instructions, or for students who were absent.

Instructions for Making the Organizer

1) Print the organizer on colored paper.
2) Have students trim around the four sides of the organizer on the bold lines.
3) Fold on the dotted lines and cut on the solid lines to form four flaps.
4) Complete the missing information inside the organizer and label the flaps.
Lesson #9 ~ Transition Words

The organizer comes in two versions:

× The first has lines where students write their own transition words.
× The third copy is completed. It may be used as an answer key, as a sample for students to follow, for differentiated instructions, or for students who were absent.

Instructions for Making the Organizer

1) Print the organizer on colored paper.
2) Have students trim around the four sides of the organizer on the bold lines.
3) Cut on the heavy solid lines between the sections.
4) Fold each flap in half so the title “Transition Words” shows.
5) Complete the missing information inside the organizer and label the flaps.
Lesson #10 ~ Conclusion - Writing a Plot Twist

The organizer comes in three versions:

- The first has lines where students write the steps for writing a plot twist.
- The second copy of the organizer contains the steps with key words missing for students to add.
- The third copy is completed. It may be used as an answer key, as a sample for students to follow, for differentiated instructions, or for students who were absent.

Instructions:

- Simply copy the first page of the organizer onto colored paper.

- Copy the next page onto white copier paper.

- Trim the outer edges so the organizer will fit into interactive notebooks.

- The first colored page should be cut on the lines between the four flaps up to the dotted fold line, so that it will open one flap at a time.

- Students will complete the organizer by filling in the missing information.

- Glue the top page to the bottom page in the area indicated, so the organizer will open
Craftivity

A printable is provided for students to write their completed mysteries.

The first page has two options: a girl or a boy detective. Students can use as many of the middle pages as needed depending on the length of their stories. A final ending page is also provided.

**Instructions for Assembly**

1) Print the pages on colored paper.
2) Cut out the pages being sure not to cut off the tabs.
3) Glue the pages together on the tabbed area.
4) Fold on the dotted lines to create a fan fold.
**Context Clues Common Core Alignment**

<table>
<thead>
<tr>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
<th>6th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CCSS.ELA-LITERACY.L.3.4.A</strong> Use sentence-level context as a clue to the meaning of a word or phrase.</td>
<td><strong>CCSS.ELA-LITERACY.L.4.4.A</strong> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</td>
<td><strong>CCSS.ELA-LITERACY.L.5.4.a</strong> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</td>
<td><strong>CCSS.ELA-LITERACY.L.6.4.a</strong> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</td>
</tr>
<tr>
<td><strong>CCSS.ELA-LITERACY.L.5.5.c</strong> Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</td>
<td><strong>CCSS.ELA-LITERACY.L.6.4.d</strong> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Context Clues Organizers

Three organizers are offered. The first contains 4 context clue types, the second contains 6 context clue types, and the third contains 8 context clues types.

The organizers come in three versions:

- The first has lines where students write definitions and sample sentences.
- The second copy of the organizer includes the definitions with key words missing for students to fill in. Students must also write definitions and sample sentences.
- The third copy is completed. It may be used as an answer key, as a sample for students to follow, for differentiated instructions, or for students who were absent.

Instructions for Making the Organizer

6) Print the organizer on colored paper.
7) Have students trim around the four sides of the organizer on the bold lines.
8) Fold on the dotted lines and cut on the solid lines to form six flaps.
9) After discussing the types of context clues, have students write a definition and a sample sentence for each type on the lines provided.
If you like this unit, you might also like some on the following book units found at Teachers Pay Teachers:
Credits

Microsoft Office Clipart Gallery

I used Clip Art by Dandy Doodles. Check out their TpT Store!

Nikki

Kate Hadfield Designs

Charlotte's Clips

Graphics from the pond