

The Colors and Shapes of Language 2

Unit 6

Mysteries

Activity 1 – Naming

- a. The teacher says, **“Let’s name things a mystery should include.”** [Students name.]
- b. The teacher says, **“Let’s name mysteries on TV, in books, or movies.”** [Students name.]
- c. The teacher says, **“Let’s name things that make a mystery suspenseful.”** [Students name.]
- d. The teacher says, **“Let’s name reasons why you like mysteries.”** [Students name.]

[The teacher needs a picture of a flashlight, a magnifying glass, a tablet and a pen.]

Activity 2 – Describing

- a. The teacher shows a picture of a flashlight and says, **“I want you to describe this object. Tell me the name of this object.”** [Students respond.]
“Tell me some categories or groups that flashlights fit into.” [Students respond.]
“Tell me the function of flashlights. What are they for or how do you use them?” [Students respond.]
“Tell me the color of this flashlight.” [Students respond.]
“Tell me its shape.” [Students respond.]
 The teacher shows a picture of a magnifying glass and says, **“Compare this flashlight to this magnifying glass. Let’s compare the colors, sizes, shapes, and functions of these two objects.”** [Students respond.]
- b. The teacher shows a picture of a tablet and says, **“I want you to describe this object. Tell me the name of this object.”** [Students respond.]
“Tell me some categories or groups that a tablet would fit into.” [Students respond.]
“Tell me the function of a tablet. What is it for or how do you use it?” [Students respond.]
“Tell me the color of this tablet.” [Students respond.]
“Tell me its shape.” [Students respond.]
 The teacher shows a pen and says, **“Compare this pen to this tablet. Let’s compare the colors, sizes, shapes, and functions of these two objects.”** [Students respond.]

Activity 3 – Listening to a Story

The teacher reads this story.



The ATM Machine

"I loved that show last night about cats," Christopher said as he kept pace with his brother Luke while they walked home from school. (Teacher draws picture of a cat.)

"Cats are certainly funny animals with all the tricks they do," Luke said.

They were just passing the ATM machine at the convenience store near their house when they heard a thumping coming from the machine. (Teacher draws ATM machine)

"Did you hear that?" Luke asked as both brothers stared at the machine. This time they heard a muffled cry.

"What do you think we should do?" asked Christopher.

"I think we should run." But as they turned to run away, the machine thumped again and this time they could hear what sounded like a soft whine.

"Maybe we need to get someone." Christopher said as they hurried into the convenience store. (Teacher draws a convenience store.)

"There's something in your ATM machine," Luke said. The man behind the counter shrugged and continued counting gum to place in a holder.

The boys went back out to the machine and this time they heard a scratching. They looked at each other and ran back into the store.

"There's definitely something in your machine," they said.

Just then an armored truck drove up next to the ATM machine and two armed guards got out and started to unlock the side panel. The boys stared as the men opened the panel and out jumped a..... (Teacher draws an armored truck.)

- b. The teacher asks the following questions after reading the story:
 - i. What do you think jumped out of the machine?
 - ii. What clues did you read in the story?
 - iii. Why didn't the author tell you what jumped out?
 - iv. What do you get from an ATM machine?
 - v. What would you do if you heard something in a strange place?

Activity 4 – Thinking about the Story

The teacher gives each student five index cards. Students write *who* on one card, *what* on a second card, *when* on a third card, *where* on a fourth card, and *why* on a fifth card.

Students work in pairs. Each student in the pair lays out the cards in a column, down the left-hand side of their desks. They lay the cards out in this order: *who*, *what*, *when*, *where*, *why*.

Students think about these questions of the story.

Who (Who is the story about?)

What (What happened and what is the most important event?)

When (Time of day, year...)

Where (Setting)

Why (Why did the most important event happen?)



Students share their answers. When they think they know the answer to a question, they each move that card to the other side of their desks.

When all of the cards have been moved, they rearrange their cards: *who, when, where, what, why*.

Students summarize the story in three sentences:

The story is about (who).

It takes place (when and where).

(What happens) because (why).

Activity 5 – Writing

- a. Students write a mystery paragraph using this prompt: One day I heard a noise coming from ...
- b. Students use the following outline to write the paragraph.
Sentence 1 – State event.
Sentence 2 – State what happened first.
Sentence 3 – State what happened next.
Sentence 4 – State what happened then.
Sentence 5 – State what happened finally.
Sentence 6 – Restate event.

Activity 6 – Editing

- a. Students edit paragraphs using the outline.
- b. Students share their paragraphs.

