

# the into LESSON PLAN

Focus: Detective terminology, making observations, and making inferences

Time: 1 hour

Objective:

- Students will identify common terms used in the mystery genre
- Students will make close observations in reading and viewing
- Students will make inferences based on clues

Materials: To Print: **Instructions for Use; Evidence List; Evidence Teacher Answer Key; Letter from EB Investigations; Letter from Kathryn; Double wheel with letters; Playbill; School Newspaper clipping; Letter to the Editor clipping; Paper containing seemingly random letters; Email to Kathryn Bredt from Irena Glass; Email from Peter Soren to Kathryn Bredt; Email from Dana Clarke to Kathryn Bredt; Detective Décor; "Top Secret" Labels**  
 Other: **Large manila envelopes (one per group of 3-4 students)**

## OVERVIEW:

Ready to turn your students into super sleuths as they hone their observation, inferencing, reasoning, and justification skills? This is sure to be a lesson they won't forget, so let's get started!

1. First, familiarize yourself with the case. Read the **Letter from EB Investigations** and **Letter from Kathryn** and the following materials from the **Evidence List**. (Note: not every item on the list will be available to view or print. Some are just mentioned.) Additionally, there is a website given in the letterhead of the Letter from EB Investigations that you should explore, as well. Finally, read through the **Evidence Teacher Key**, which explains all the leads, clues, and red herrings that students will encounter as they attempt to solve the case!

### Materials List items to print:

- Double wheel with letters (follow the direction on the template to assemble)
- Playbill (use directions on the template to fold)
- School Newspaper clipping (cut this to look like it's been clipped out of a newspaper)
- Letter to the Editor clipping (cut this to look like it's been clipped out of a newspaper)
- Paper containing seemingly random letters (fold twice)
- Email to Kathryn Bredt from Irena Glass
- Email from Peter Soren to Kathryn Bredt
- Email from Dana Clarke to Kathryn Bredt

2. Print the two letters and all the above materials, enough for each group of 3-4 students.
3. Place these items in manila envelopes so that each envelope has a complete set of materials and the two letters. Each group should have an envelope. Place the **"Top Secret" Label** on each envelope. You can print these labels on sticker paper or just tape them on. Place the items in the same order that you see them in the Materials List. Transform your room into a detective agency by printing and displaying the **Detective Décor**.
4. This next part will really start the lesson off in an engaging way! Print one more copy of the **Letter from EB Investigations** and **Letter from Kathryn**. Give them to a colleague with a break during your class time and have them deliver it to you at the beginning of class as you are starting the class (taking attendance, doing your bell ringer, handing back papers – however you typically begin). Bonus points if you get an administrator to do it! They should say something like, "This just came for you. It looks important." Then read the letters to the class!  
 Note: Have an extra copy of each letter on hand, just in case your "delivery" doesn't happen. The school day is never predictable!
5. Pass out a Detective Dictionary Handout, one per student. It's important that you give this mini lesson first because once students get their envelopes, they will be too distracted by the contents to focus on the mini lesson! Review each term.
6. Next, place students in their groups and let them open their envelopes! In this first part of the lesson, students are simply familiarizing themselves with the case and the materials. If they would like to take notes, they may use their notebooks. Give students 20-30 minutes for this (they will have more time with these materials in the Through lesson).
7. Make sure students have computers, tablets, or at least their phones ready. Hopefully each group will notice there is a website on Kathryn's letterhead. This is a real website to explore! Additionally, students may want to research other elements (theater terms they're not familiar with, allusions in the materials, etc.).  
 Note: Although you arranged the materials in a specific order, students can look at the materials in any order they wish. Though you may need to use your knowledge of the Evidence Teacher Key to nudge groups that are way off course or missing vital leads, encourage independent exploration as much as possible.

## Common Core State Standards Addressed:

**RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**L.5.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

# the through LESSON PLAN

Focus: Making inferences, justifying arguments, identifying red herrings

Time: 1 to 2 hours

Objective:

- Students will identify a perpetrator by making inferences
- Students will justify their reasoning with evidence
- Students will identify red herrings in a mystery

Materials: **Detective Notebook; The manila folders and materials from the Intro lesson**

OVERVIEW:

Your job as a teacher will be pretty simple in this Through part of the lesson because you have already done most of the set-up by preparing the evidence and giving the Detective Dictionary mini lesson.

1. Print a copy of the **Detective Notebook**, one per student. Groups will fill them out together, but each student will need to fill in their own copy. (This is very important because students will use these organizers to prepare their Case Reports in the Beyond lesson, and these Case Reports will be written individually.)
2. Pass out the Detective Notebook to each student and read the student directions aloud. Then have students get back in their groups and pass out the manila envelopes once more.
3. Have students go through the materials again, but this time be more careful to write down notes in the first pages of their Detective Notebooks. Instruct students to work through the clues methodically, piece by piece, because there are clues everywhere! Encourage students to use the words from their Detective Dictionaries as they work.
4. Once students have determined who they believe are the four most likely suspects, have them fill out these pages of the Detective Notebooks, along with any red herrings they believe they have found.
5. When groups are finished, have each group circle the suspect in their Detective Notebooks that they believe is the perpetrator! Then instruct them to fill out the last page.
6. Once all groups are finished, ask each group to share out their determinations along with any clues/evidence they found to be important. Discuss any disagreements that students have about clues vs. red herrings.

## Common Core State Standards Addressed:

**RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

**RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

**RI.5.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

**SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- SL.5.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- SL.5.1.D Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

# The Beyond LESSON PLAN

Focus: Argumentative Writing

Time: 2 hours

Objective:

- Students will create an argumentative writing piece that identifies a perpetrator
- Students will make inferences and justify their reasoning with evidence

Materials: **Case Report**; **Confession**

OVERVIEW:

Now it is time for students to show off their skills in making and justifying an argument. In this case, their argument will be that their prime suspect is the perpetrator of the crime.

1. Print, copy, and pass out the **Case Report**, one per student.
2. Have students return to their individual seats.
3. Read the student directions from the Case Report Template aloud and review the Case Report Rubric, so students understand their expectations.
4. Read the Case Report Sample aloud. This sample is based on a different case, so students cannot copy any of its ideas for their own reports. This sample will show them how to reason and organize.
5. Have students fill out the Case Report Organizer. Once they are finished, they can write their Case Reports on the Case Report Template. *Note:* Make it clear to students that they will not be graded down for choosing the wrong suspect. Students will be graded on how well they create a strong claim and premises, use logical, well-justified evidence, organize their writing, and word their ideas.
6. When students are finished, ask for volunteers to share their reports.
7. Finally, once all your classes that have done this lesson are finished, pass the **Confession** out, one per student. Instruct students to read along as you play the **Confession Audio** for the class. You may also want to share your Evidence Teacher Key.
8. Discuss the lesson. What clues did students find to be the most helpful? Which red herrings were the most distracting or convincing? What did students learn about reading and solving mysteries?

## Common Core State Standards Addressed:

**W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- **W.5.1.A** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- **W.5.1.B** Provide logically ordered reasons that are supported by facts and details.
- **W.5.1.C** Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- **W.5.1.D** Provide a concluding statement or section related to the opinion presented.

**W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

# “BEYOND” Mystery of the Brannon Theater

## instructions for use

Now it is time for students to show off their skills in making and justifying an argument. In this case, their argument will be that their prime suspect is the perpetrator of the crime.

1. Print, copy, and pass out the **Case Report**, one per student.
2. Have students return to their individual seats.
3. Read the student directions from the Case Report Template aloud and review the Case Report Rubric, so students understand their expectations.
4. Read the Case Report Sample aloud. This sample is based on a different case, so students cannot copy any of its ideas for their own reports. This sample will show them how to reason and organize.
5. Have students fill out the Case Report Organizer. Once they are finished, they can write their Case Reports on the Case Report Template. *Note:* Make it clear to students that they will not be graded down for choosing the wrong suspect. Students will be graded on how well they create a strong claim and premises, use logical, well-justified evidence, organize their writing, and word their ideas.
6. When students are finished, ask for volunteers to share their reports.
7. Finally, once all your classes that have done this lesson are finished, pass out the **Confession**, one per student. Have students read along as you play the **Confession Audio** for the class to hear. You may also want to share your Teacher Evidence Key.
8. Discuss the lesson. What clues did students find to be the most helpful? Which red herrings were the most distracting or convincing? What did students learn about reading and solving mysteries?

Detective(s) \_\_\_\_\_

Date \_\_\_\_\_

# CASE REPORT



# Case Report

## organizer

**Student Directions:** Now that your group of detectives has decided who the perpetrator is, you are going to write a case report explaining why this person is guilty. You will use the following organization to fill out your case report. Before writing, you will use the Case Report Graphic Organizer to get your ideas in order.

### **INTRO PARAGRAPH:**

- Briefly summarize the case
- Give a claim that identifies one of the suspects as the perpetrator

### **FIRST BODY PARAGRAPH:**

- Give a premise. This is your first reason that you think your suspect is guilty.
- Provide evidence. This can be a short paraphrase or a direct quote.
- Provide justification. This explains why the evidence shows your suspect is guilty. One sentence will tie back to your premise, and the next sentence will tie back to your claim.

### **SECOND BODY PARAGRAPH:**

- Give a premise. This is your second reason that you think your suspect is guilty.
- Provide evidence. This can be a short paraphrase or a direct quote.
- Provide justification. This explains why the evidence shows your suspect is guilty. One sentence will tie back to your premise, and the next sentence will tie back to your claim.

### **THIRD BODY PARAGRAPH:**

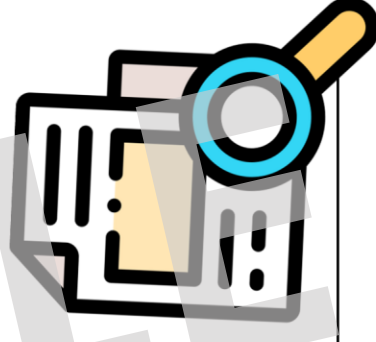
- Give a premise. This is the third reason that you think your suspect is guilty.
- Provide evidence. This can be a short paraphrase or a direct quote.
- Provide justification. This explains why the evidence shows your suspect is guilty. One sentence will tie back to your premise, and the next sentence will tie back to your claim.

### **CONCLUSION:**

- Briefly summarize your premises
- Restate your claim

### **SPECIAL NOTE:**

As you are writing, keep in mind that you may use personal pronouns (we, us, our) when referring to your group of detectives. This is in contrast to most argumentative writing, which does not usually contain personal pronouns.



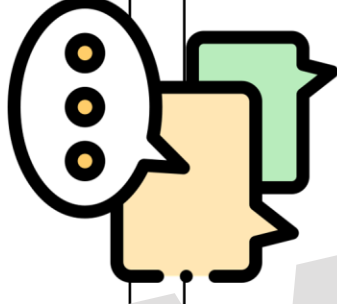
# Case Report

## organizer

**Student Directions:** Fill out this chart to organize your ideas before you write your final case report.

### **INTRO PARAGRAPH:**

- Briefly (2-3 sentences) summarize the case:
- Give a claim that identifies one of the suspects as the perpetrator:



### **FIRST BODY PARAGRAPH:**

- Give a premise (a reason you believe your suspect is guilty):
- Provide evidence (this can be a short paraphrase or a direct quote):
- Provide justification for premise (in 1-2 sentences, explain why the evidence supports your premise):
- Provide justification for claim (in 1-2 sentences, explain why the evidence supports your claim):

# Case Report

## organizer

**Student Directions:** Fill out this chart to organize your ideas before you write your final case report.

### SECOND BODY PARAGRAPH:

- Give another premise (a reason you believe your suspect is guilty):
- Provide evidence (this can be a short paraphrase or a direct quote):
- Provide justification for premise (in 1-2 sentences, explain why the evidence supports your premise):
- Provide justification for claim (in 1-2 sentences, explain why the evidence supports your claim):





# Case Report

## organizer

**Student Directions:** Fill out this chart to organize your ideas before you write your final case report.



### THIRD BODY PARAGRAPH:

- Give another premise (a reason you believe your suspect is guilty):
- Provide evidence (this can be a short paraphrase or a direct quote):
- Provide justification for premise (in 1-2 sentences, explain why the evidence supports your premise):
- Provide justification for claim (in 1-2 sentences, explain why the evidence supports your claim):

# Case Report

## organizer

**Student Directions:** Fill out this chart to organize your ideas before you write your final case report.

### CONCLUSION PARAGRAPH:

- Briefly (2 -3 sentences) summarize your premises:

- Restate your claim:



# Case Report

sample

**Student Directions:** Read the following case report to better understand the organizational elements that will go into your own. Note that this case report is based on a *different* case than the one you're working on, but it contains the same components (claim, premise, justification, etc.) that yours will. Also, note that, unlike most argumentative writing pieces, this case report contains personal pronouns ("we" and "our").

In February of 2020, EB Investigations was approached by Sara Quispe, whose beloved dog, Yappers, had been dognapped. Sara explained that she suspected several of her neighbors for various reasons. She also provided the agency with materials to consider. After reviewing the facts and materials, our detectives have determined that Reynold Burns most likely stole Sara's dog.

The first reason we believe Reynold is the perpetrator is that he has a strong motive. According to a complaint letter he wrote to Sara, Reynold stated, "Your dog is a terrible nuisance. I work nights and cannot sleep with its incessant yipping. If something is not done about this dog quickly, I may lose my job because I cannot function well on such little sleep." This note demonstrates that Reynold would benefit greatly from the dog's disappearance; if he moved the dog to another location, he could keep his job. This helped lead us to believe that he committed the crime.

Additionally, strong evidence points to Reynold as the thief. For example, the footprints leading to Sara's backdoor were determined to be from large, bare feet. In photographs of Reynold that were submitted to the agency, he has bare feet in each picture, unlike the other suspects, who each wore sandals or shoes. This means that the footprints likely belonged to Reynolds, as he is a very large man who is known to disdain footwear. This piece of evidence supports our thinking that he stole Yappers.

Another clue that implicates Reynold is the white dog fur that a witness, John Redstone, photographed in the seat of Reynold's car. Reynold has no pets and Yappers is a Japanese Spitz, a white breed of dog that is known to shed, so the fur was likely from Yappers. Therefore, Reynold is almost surely the criminal.

To conclude, EB Investigations believes that Reynold Burns stole Sara Quispe's dog. He has the strong motive of wanting to save his sleep and his job. Additionally, he is known to regularly go barefoot, which aligns with the footprints found at the scene of the crime, and otherwise unexplainable white fur was found in his car. For all these reasons, Reynold Burns should be prosecuted for the theft of Yappers.

# Case Report Rubric

| Performance                 |          | Inadequate 1                                                                                         | Developing 2                                                                                                            | Adequate 3                                                                                                                    | Accomplished 4                                                                                                                                         | Mastery 5                                                                                                                                                                                                                 |
|-----------------------------|----------|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Introduction and claim (x2) | _____/10 | Lacks an introduction and any organizing elements of an introduction; it fails to address the claim. | Undeveloped introduction with poor or insufficient overview of the case; weak or unfinished claim.                      | Simple or hackneyed overview of the case; introduction and summary of case is included; clear claim that addresses the topic. | Effective overview of the case; vibrant summary of the topic; rational claim that addresses the topic.                                                 | Innovative, appealing overview of the case; convincing summary of topic; well written, detailed, and engaging claim that addresses the topic.                                                                             |
| Evidence (x3)               | _____/15 | Evidence is not present in the essay                                                                 | Evidence is broad and may not focus on the claim and premise(s)                                                         | Precise evidence included that addresses either claim or premise(s); occasional gaps in focus                                 | Substantial and precise evidence (ties into claim and premise(s)); any quotes or paraphrasing is unified within the body paragraphs                    | Captivating and evocative evidence that is tightly focused on the claim and premise(s); evidence is effortlessly combined with the justification                                                                          |
| Justification (x3)          | _____/15 | No justification of evidence; pure summary of evidence                                               | Little or insufficient discussion of or connection to claim and premise(s)                                              | Establishes ability to justify and connect evidence, but evidence is petty, banal, or vague                                   | Provides thoughtful, strong justification of evidence with occasional lapses                                                                           | Provides sharp justification that explores profounder meaning between all components (claims and premise(s))                                                                                                              |
| Organization (x1)           | _____/5  | No organizational elements of an essay exist; premises missing                                       | Inadequate organization; illogical paragraph division; premises missing                                                 | Somewhat clear organization and premises, but body paragraphs and transitions are irregular; conclusion may be missing        | Clear premises, organization, and logic; decent transitions; nominal irregularity in paragraph focus and structure; conclusion exists, but it is basic | Flawless, rational, engaging premises and organization with methodical development of ideas; sophisticated, lucid transitions; well-structured, concentrated paragraphs; conclusion displays clever synthesis of thoughts |
| Mechanics and Format (x1)   | _____/5  | Elements of spelling, grammar, and punctuation are misunderstood                                     | Substantial and confusing spelling, grammar, or punctuation errors that sometimes hinder ideas; constant error patterns | Errors in spelling, grammar, or punctuation, but basic ideas are clear; may have one error in formatting                      | Infrequent, trivial errors in spelling, grammar, or punctuation, but ideas are unblemished; observes the formatting guidelines                         | Few or no errors in spelling, grammar, or punctuation; varied array of sentence construction and vocabulary; observes the formatting guidelines                                                                           |

Teacher Comments:



## EB INVESTIGATIONS

*The following is a transcript of a statement given by Irena Glass to the Hillsborough, Arizona Police Department on Tuesday, June 1, 2021.*

**Officer Johnson:** Please give us your statement now. Take your time and speak clearly. Start with your full name.

**Irena Glass:** I, Irena Glass, of my own free will, am confessing to attempting to sabotage the Alvarado Middle School theater department. I'm turning myself in because the detectives working with EB Investigations are hot on my trail, and I'm tired of trying to cover up my actions.

My crimes were not only of jealousy, but also desperation. While Kathryn Bredt has struggled to keep her theater running this year, I have struggled every year. How is my little middle school supposed to compete with an institution that dates back to the 1850s and even has a historic theater? Sure, we get district funding, but building enthusiasm for ticket sales and fundraising is nearly impossible under the shadow of the Brannon Theater.

Of course, in order to carry out my tricks, I needed the help of an insider. For \$1,000, I convinced Ryder Dermot to transfer schools and carry out my plans. His parents suspected nothing because Ryder gave the very realistic excuse that he wanted to go to Alvarado in order to take advantage of a stronger theater program. Ryder and his brother Sean are both aspiring actors, and I think his little brother was happy not to have to compete with Ryder for roles this year.

**Officer Johnson:** So, Ryder Dermot was also involved in these actions against Ms. Bredt and her department?

**Irena Glass:** Well, to a degree. But before you persecute Ryder, please know that he played only a small part in my plans. He changed the cues in scripts under my direction, messed with a few costumes during performances, and put the theater in darkness from the control room. His other job was to keep doors open for me, so I could come in the night to lay small traps in the theater. You see, as a Hillsborough Schools staff member, my staff key card gets me into the building. The doors *inside* the ancient Brannon Theater, though, have manual locks, so I needed him to prop them ajar. However, I think he soon knew that this plot was more than he had bargained for.

**Officer Johnson:** Can you explain what you mean?

**Irena Glass:** For example, he caught the damaged harness and reported it before it could do its job. I didn't want to severely hurt Bianca, but I was hoping to keep her out of the play. He may have written that and the trap door off as accidents, but I believe Booker McBride's injury was the last straw for him. After this, Ryder ceased our coded communications. It's also clear that he dropped clues for Kathryn and the detectives to find. He may not have wanted to directly rat me out, but he was certainly hoping that someone would catch on to what I was doing. If you need evidence of this, simply note that he never used the \$1,000 that I gave him. I suspect he thought of it as tainted money.

So, it seems I have been thwarted by a middle school student and a young group of clever detectives. I sincerely hope this does not mean the end of the Blakesley theater department and its wonderful productions. Go grizzlies!

End of Transcript