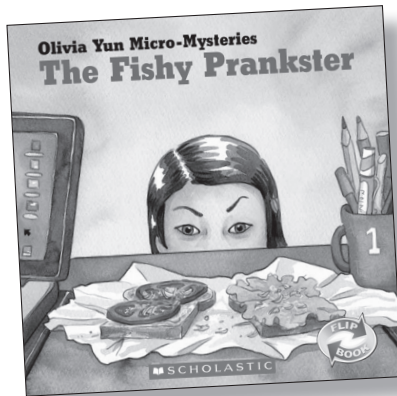


# Olivia Yun Micro-Mysteries

## The Fishy Prankster



Written by Lauren Tarshis  
 Illustrated by Leanne Franson

**Text Type:** Fiction: Narrative — Mystery Stories

**Guided Reading Level:** M

### Text Features

- ▶ concluding question in enlarged print and colour
- ▶ clues upside down at end of story
- ▶ flip format—two mysteries in one text

### Visual Literacy

- ▶ coloured initial capital letter
- ▶ bold, red type
- ▶ colourful, detailed illustrations

**Summary:** Oliva Yun is a young girl with a natural curiosity. So when items go missing in class one day, Olivia is able to piece clues together to solve the mystery.

### Text Supports

- ▶ paragraph change for each speaker
- ▶ well-spaced print
- ▶ use of colour

### Possible Text Challenges

- ▶ verbs: *peering, strained, craned, lurked, gasped, glared*
- ▶ collecting clues while reading
- ▶ second mystery at the end in “flip” format

### Reading Strategies

#### Comprehension

- ▶ evaluating
- ▶ analyzing

#### Working with Words

- ▶ use a range of strategies to solve unfamiliar words
- ▶ identify regular past tense verbs (“ed” endings)

### Assessment Opportunities

Note each student’s ability to:

- ▶ evaluate how the author reveals the clues and their success in the writing of this mystery
- ▶ analyze pictures and text to find details
- ▶ solve unfamiliar words

### Oral Language Opportunities

- ▶ discussing in groups and in pairs

For Assessment Tools, see Monitoring Progress for Guided Reading in the Toolkit at [www.lpey.ca](http://www.lpey.ca) and in the Grade Three Reading Guide.



# BEFORE READING

**Teaching Tip/ ELL Note:** If possible, set up a display or bin of mystery books from the library, e.g., *Cam Jansen*, *Encyclopedia Brown*. A typical detective hat, badge, magnifying glass, and detective/police recording notebook might be included for arousing interest in reading mysteries, and help support ELLs.

## Making connections

### Activating and Building Background Knowledge

- ▶ Ask students if they have read a mystery book, or watched a TV mystery show or movie. Use the Think-Pair-Strategy and then have a few students share their experiences with the class.

*Who has read a mystery book? Have you seen a mystery TV show or mystery movie? Tell us what you remember about the mystery. How was it different from regular stories?*

## Text features

- ▶ Discuss common features of mysteries (“detective” character, clues, etc.) and have students brainstorm a definition for a mystery (e.g., a mystery story has a puzzle/problem/crime around which events are built, and a solution is usually revealed at the end). Record the definition for future reference.

## Text features/analyzing/visual literacy/infering

### Discussing Supports and Challenges

- ▶ Play a Memory Game with the students to prepare them for being great reading detectives. Explain that they will have a brief peek at the cover illustration for *The Fishy Prankster* and then will be asked questions to see what they remember.

*Look at the cover illustration. Blink your eyes and then say “click.” (The picture is removed or turned over.) Now, let’s see what you remember.*

- *There is a sandwich on the table. What is in the sandwich? What else is on the table?*
- *Is it a boy or girl in the illustration?*
- *What colour is her hair? Does she have anything in her hair?*
- *Can you see all of her head?*
- *What can you tell me about the look on her face?*
- *What might she be thinking?*

Have students look at the illustration again and comment on their abilities as detectives.

## Word solving

- ▶ Have students open their text to page 2 and ask them to skim the page for a word they don’t know. Remind them of strategies they can use to solve the unknown word (e.g., onset and rime, language predictability—reread, read on). Have a pair of students demonstrate what is meant by “lurk.”

*Turn to page 2 and look for any word(s) you can’t solve or don’t know the meaning of. “Lurked” is a word that you can understand by reading on and then rereading the sentence. Show me what it means to “lurk.”*

**ELL Note:** For ELLs, you might use a similar demonstration strategy to be sure they understand other words: *peering, keyholes, craned.*

## Print concepts

- ▶ Remind students that quotation marks are used to show someone is speaking. Direct them to the second and third paragraphs on page 5, and ask them to read the dialogue. Highlight the way the author assigns dialogue to different people.

*Who is speaking in the second paragraph? Who is speaking in the third paragraph?*

## Text features

- ▶ Have students go to the back of the text to discover the other mystery in this flip format. Explain that they will read this mystery later.

*Turn to the back of your text. What do you notice? That's right there is another mystery here for us to read. We call this a flip book.*

## Evaluating

### Setting a Purpose

- ▶ Focus the readers on a comprehension focus.
- ▶ Provide students with a "clue recording sheet" to help them keep track of any clues that might help them to solve the mystery.

*As you read, look for clues that will help you solve the mystery and find out who the thief is. Also think about whether the author included good clues.*

**Teaching Tip:** You may decide to change the comprehension focus for this text. For information on how to modify a Guided Reading lesson plan to match a new comprehension strategy, see the Guided Reading Teaching Plan Outline in the Toolkit at [www.lpey.ca](http://www.lpey.ca).



## DURING READING

**Teaching Tip:** For the first reading, you could cover up the clues at the bottom of page 8, and for subsequent readings keep the clues uncovered.

Self-monitoring/  
language predictability  
Synthesizing  
Making connections

## Analyzing

- ▶ Ask each student to read the text independently, keeping in mind the purpose for reading.
- ▶ Observe and listen to students as they read quietly, assisting them as needed. Some may require help word solving and with word meanings. Respond to questions and offer prompts to help them. Possible prompts:
  - Try reading on to see if you can work out what that word means.
  - What have you found out about Olivia from the text and illustrations?
  - Take a "click" of the illustration like we did for the Memory Game. Does that help you with a clue on this page?
  - What clue(s) have you discovered so far? Thinking about what you already know, what do you think is the solution?
- ▶ If students finish early, ask them to reread and look for action verbs or adjectives.
- ▶ Note successful reading strategies or clue recordings, and any remaining reading challenges.



## AFTER READING

## Evaluating

- ▶ Revisit the purpose for reading: Did you solve the mystery and find out who the thief was? Did the author provide good clues?

## Evaluating

- ▶ Help students further understand the clues given by comparing their clue notes with the author's.

Have each student turn to page 8 and flip the page. Ask students to place their notes from their “clue recording sheets” beside the text. Have them place a checkmark beside each clue they recorded that matches the author’s. Discuss which clues were easier to see and which were harder. (Students can also discuss any clues they found in the art.)

### Self-monitoring

- ▶ Comment on any effective reading strategies you observed.

*I saw some of you rereading and reading on to work out an unknown word. Amejare reread a few sentences to work out what “allergies” means. Good work, Amejare!*

## Focused Follow-Up

The following activities are optional. Choose those that best meet your students needs.

### Second Mystery

- ▶ Students can read the second mystery, *The Mysterious Voice*, for Independent Reading. Consider having students read the text independently and then, with a partner, discuss the clues they found.

### Solve a Mystery

- ▶ Provide each pair of students with a paper bag. Ask them to place an object in the bag and write two or three numbered clues on the outside of the bag to help other students determine what is in the bag. The objects can be random or fit a category (e.g., food, toys, nature, etc.).

### Write a Mystery

- ▶ Ask students to write a short mystery story. Review the definition and features of a mystery recorded earlier. Tell them they can model their mystery after the Olivia Yun stories, by ending with a question and not giving the solution! They might even provide the clues at the end. Encourage them to include “clue giving” illustrations. Provide an opportunity for students to read their mysteries to others.

### Action Words

- ▶ Invite students to search both texts for action words/verbs that are in the simple past tense (*strained, craned, lurked, gasped, glared, passed, smashed, shocked, discovered, loved, ripped, arrived, turned, smiled, continued*). Record the words on small cards. Students can sort the words into lists: those where “ed” is simply added, those where the final consonant is doubled first, and those that end in “e” already and only “d” is added. Model how to break each into chunks/syllables to reinforce the use of chunking to solve unknown words.

### Word Building and Word Solving

#### ELL Note:

Be sure students know the action involved for each of these words. Invite students to use gestures to show the actions.