

# Mystery Genre Lesson Plans for 6 Book Club Meetings

The following preview shows all of the Book Club Meetings for The Westing Game by Ellen Raskin

## 4 Part Lesson Plans

Discussion Questions by Chapter

Guided Reading Level

Specific Instructional Focus

Key Vocabulary by Chapter

Step by Step Guided Mini Lesson

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Sample Reader's Notebook Entry

6 Mystery Genre Lesson Plans

Book Club	
The Westing Game By: Ellen Raskin Grade Level: 5 / Guided Reading Level: V	
Discussion Questions and New Vocabulary	<b>Meeting #2 Continued</b> <b>Chapter 8 Discussion Questions:</b> <ol style="list-style-type: none"><li>1. What happened to complicate the search for the murderer? (They are snowbound with no phones and no electricity) pg. 46</li><li>2. How did Turtle decide to spend her \$10,000 while she played the game with her partner? (she decided to invest in the stock market) pg. 50</li><li>3. Why is the shorthand notebook important? (It's the only "copy" of what's really in the will) pg. 48</li></ol> <b>Chapters 1 - 8 New Vocabulary:</b> <ol style="list-style-type: none"><li>1. Tenants (chapter 1, page 1) - a person living in a rented house or apartment</li><li>2. Tittle (chapter 1, page 4) - slightly</li></ol>

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Discussion Questions and New Vocabulary	<b>Meeting #2 Continued</b> <b>Chapters 1 - 8 New Vocabulary:</b> <ol style="list-style-type: none"><li>9. Beneficiary (chapter 4, page 25) - a person, organization, etc., that receives money or property when someone dies</li><li>10. Tapestry (chapter 5, page 29) - a heavy cloth that has designs or pictures woven into it</li><li>11. Dastardly (chapter 5, page 35) - very cruel; using tricks to hurt people</li><li>12. Verified (chapter 6, page 33) - to prove, show, find out, or state that (something) is true or correct</li><li>13. Biting (chapter 6, page 34) - having a sharply critical and often clever quality</li><li>14. Fortell (chapter 7, page 38) - to lose or give up (something) as a punishment or because of a rule or law</li><li>15. Jaunty (chapter 7, page 40) - suggesting a lively and confident quality</li><li>16. Jibberish (chapter 7, page 45) - foolish, confused, or meaningless words</li><li>17. Motive (chapter 8, page 52) - a reason for doing something</li><li>18. Incriminating (chapter 8, page 54) - to cause (someone) to appear guilty of or responsible for something (such as a crime)</li></ol>

Book Club	
The Westing Game By: Ellen Raskin Grade Level: 5 / Guided Reading Level: V	
Identifying Suspects in a Mystery	<b>Meeting #5 Continued</b> <b>Kick-off the Book Club Meeting (5-7 minutes)</b> <ul style="list-style-type: none"><li>• Gather students—remind them to bring everything they might need for Book Club (book, Reader's Notebook, pencil, etc.).</li><li>• Review the conversation prompts on the Book Club Calendar.</li><li>• Invite students to begin the conversation by sharing things they found interesting, funny, or confusing.</li><li>• If needed, initiate the discussion using one of the discussion questions for the chapter or focus on vocabulary.</li><li>• Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar.</li></ul> <b>Time to Teach: Identifying Suspects in a Mystery (7-10 minutes)</b> <ul style="list-style-type: none"><li>• Review the elements that are part of a mystery novel.</li><li>• Explain that when reading a mystery, it is important to keep a list of suspects so that you can work out the puzzle the author has created.<ul style="list-style-type: none"><li>• Suspects are those individuals who may be responsible for the crime presented in the story.</li><li>• We can use background information or what the individuals say or do to get a better understanding of the suspects.</li><li>• The suspect must have the means (a way to do it), a motive (a reason for doing it) and an opportunity (the circumstance where they could achieve it).</li><li>• Those investigating a crime look at the evidence and have hunches about who might have done it.</li></ul></li><li>• Tell students that today they are going to work on creating a list of suspects—the crime is killing Mr. Westing.</li><li>• Direct students' attention to page 164. On this page the judge has some hunches about who the killer might be, as well as other hunches.</li><li>• Ask students to describe the judge's hunch.</li></ul>

Book Club	
The Westing Game By: Ellen Raskin Grade Level: 5 / Guided Reading Level: V	
Identifying Clues in the Mystery	<b>Meeting #2 Continued</b> <b>Take Time to Reflect (2 minutes)</b> <ul style="list-style-type: none"><li>• Distribute the student self-evaluation assessments.</li><li>• Ask students to reflect on the work they did in Book Club by completing the self-evaluation form.</li><li>• Collect the evaluation forms (the forms will be sent home or can be saved until the last day of Book Club to review student's progress across the Book Club).</li></ul> <b>Wrap Up the Book Club Meeting</b> <ul style="list-style-type: none"><li>• Assign students to independently read chapters 9 - 15.</li><li>• Determine as a group when the book club should meet for the check-in meeting and focus meeting.</li></ul>

Book Club									
The Westing Game By: Ellen Raskin Grade Level: 5 / Guided Reading Level: V									
Identifying Clues in the Mystery	<b>Meeting #2 Continued</b> <b>Model How to Respond to Reading</b> <ul style="list-style-type: none"><li>• Hand out the graphic organizer "Investigating the Case of Mr. Westing".</li><li>• With the class, begin to list some of the ideas that might be clues, (free sample).</li><li>• Students may benefit from also listing the team clues (words on the pages the teams received when the will was read). This can be done as all one clue on the graphic organizer. (Each team in the story must come up with what their 4 or 5 words might mean).</li><li>• Have students work in pairs to discuss what clues they have found so far and what they might mean.</li><li>• Ask students to continue working with the graphic organizer in the coming chapters they will read.</li></ul> <b>Sample Notebook Entry</b> <table><thead><tr><th>What I noticed (page)</th><th>Why it might mean</th></tr></thead><tbody><tr><td>Made all the clues put together make one meaning (3)</td><td>The teams will have to work together to solve the puzzle.</td></tr><tr><td>It's not what you have, it's what you don't have that counts. (4)</td><td>When you look at the words, what is missing might be important.</td></tr><tr><td>Some are not who they say they are. (4)</td><td>Each person came up with their own idea. They are not who they say they are.</td></tr></tbody></table> <p>Note: The box "Conclusions and Evidence" at the bottom of the page will be completed in the final meeting. Students will not put together all the clues to solve the puzzle until after page 186.</p>	What I noticed (page)	Why it might mean	Made all the clues put together make one meaning (3)	The teams will have to work together to solve the puzzle.	It's not what you have, it's what you don't have that counts. (4)	When you look at the words, what is missing might be important.	Some are not who they say they are. (4)	Each person came up with their own idea. They are not who they say they are.
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Introduce the Elements of the Mystery Genre

Identifying The Clues in the Mystery

How the Author Creates Suspense in the Mystery

Finding Foreshadowing in The Mystery

Identifying the Suspects in The Mystery

Solving the Puzzle