

# Guided Reading Lesson Plan (Levels M-Z)

Title: Nancy Drew and the Clue Crew Level: M ISBN: 978-0-545-05473-7 Publisher: Scholastic

## Chapter 1

### Before Reading: (5-7 min.)

\*Summarize plot (M)

\*Discuss pictures (M)

\*Unfamiliar book language/character names (S)

\*Draw upon students' experiences (M)

- This new book is one in the Nancy Drew series called Case of the Sneaky Snowman. It is a mystery. How would you describe a mystery book?

- In this book three friends are on winter break, and they build a snowman named Sherlock. They have another friend who starts fortune-telling. What is fortune-telling? She tells all the girls what is going to happen in the future, and the crazy thing is, these predictions start to happen. Let's read to find out what happens to Nancy Drew, her friends, and their snowman.

### Words/Text Layout:

\*New or important words (V)

\*Unusual aspect of text layout (V)

pg 4 spectacular Russian, pg 8 astronaut madame chocolata

**Suggested Teaching Point** (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

*connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance*

Readers predict what might happen next in the story.

### During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

### After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

- Who are the three main characters in this chapter? If you look at the front cover, which one is Nancy, Bess, and George? How can you tell?

- What were the girls doing in the park at the beginning of the book?

- What did their snowman look like? Was there anything different about him compared to most snowmen? Why did they use broccoli for the nose instead of a carrot?

- What did they name their snowman? Why did Nancy choose this name?

- When they finished their snowman what did they decide to go do? Did they expect to find a tent set up?

- Who was standing in front of the tent? Why do you think he was dressed the way he was? What do you think will happen when they walk into the tent?

### Writing Connection (optional):

What will happen when the girls walk into the tent?

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## Chapter 2

### Before Reading: (5-7 min.)

\*Summarize plot (M)

\*Discuss pictures (M)

\*Unfamiliar book language/character names (S)

\*Draw upon students' experiences (M)

- Let's talk about what we read in chapter 1 yesterday. Who is our book about? What were they doing in the chapter? What was about to happen?
- Today you will read about what they find when they go into the tent. Their classmate Deirdre will be inside claiming to be a fortune-teller. She will tell each of the girls what is going to happen to them very soon. Do you think they will believe her? Would you believe someone predicting your future?
- These fortunes start to become true. How do you think the girls will react?
- Read chapter 2 to find out what each girl's fortune is.

### Words/Text Layout:

\*New or important words (V)

\*Unusual aspect of text layout (V)

pg 10 fortune destiny, pg 11 trance, pg 13 computerized, pg 14 klutz, pg 16 lasagna, pg 18 paradise

**Suggested Teaching Point** (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

*connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance*

Readers think about (infer) the problem and the solution in the story.

### During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

### After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

- Who did the girls find inside the tent? Why did she name herself Madame Coco Chololata? What did she use to read their fortunes?
- What was each girl's fortune? Did they believe her? Why or why not?
- What happened to Nancy at dinner when she got home that night? How did she feel when she saw the pizza?
- Who did Nancy think had ordered the pizza? Why did George say it couldn't have been Deirdre? How did she know it was 5:30 exactly when she saw Deirdre at the mall?
- Who do you think ordered the pizza? Why do you think that?
- What did the girls find at the end of the chapter? What do you think happened to Sherlock?

### Writing Connection (optional):

What do you think happened to Sherlock the snowman?

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Chapters 3-4

## Before Reading: (5-7 min.)

\*Summarize plot (M)

\*Discuss pictures (M)

\*Unfamiliar book language/character names (S)

\*Draw upon students' experiences (M)

- What started happening to the girls in chapter 2? What did they think was going on?

- How do you think Bess will be feeling at this point when Nancy's and George's fortunes have both come true?

Why do you think that?

- Today you will read what happens when the girls find out that Sherlock is missing. Earlier they called themselves detectives. What does a detective do? What do you think the girls will do? They didn't believe that their snowman walked away, so they will decide to figure out what happened to him. As they start to look for clues, more mysterious things start to happen to them.

- Read chapters 3-4 to find out what is going on with the Clue Crew and how they feel about these mysteries.

## Words/Text Layout:

\*New or important words (V) \*Unusual aspect of text layout (V)

pg 22 admitted, pg 23 penguins, pg 26 scrunching furiously

**Suggested Teaching Point** (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

*connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance*

Readers think about (infer) the problem and the solution in the story.

## During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

## After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

Chapter 3

- When the girls found that Sherlock was missing, what were some of the possibilities that they thought could have happened to him? (melted, walked away, was knocked down, was stolen) How did they know he didn't melt or was just knocked over? What do you think happened to him?

- What was the first clue that Nancy found? What was special about the footprints?

- Who did the Clue Crew talk to at the park? Why were these girls so excited?

- How did Bess feel in chapter 3? Why was she going to quit the show?

- What else happened to the girls at the park? What kind of snowballs were being thrown? What did the message behind the bench say?

Chapter 4

- What clue did Nancy find at the scene of the eggs and message? What was different about the footprints there?

- Who do you think is behind these mysteries?

- What did the girls do after they left the park? How did practice go for Bess?

- Why is it so important that they solve the case quickly?

## Writing Connection (optional):

Who do you think threw the snowballs at the girls? Why do you think that?

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## Chapter 5-6

### Before Reading: (5-7 min.)

- \*Summarize plot (M)
- \*Unfamiliar book language/character names (S)
  - What did we read about in chapters 3 and 4?
  - Who threw the eggs at the girls and wrote a note in the snow? (The Snowman) Who did the girls think "The Snowman" was?
  - Today you will read about more pranks that have been happening around the park and to other kids. The other kids are getting upset and think the Clue Crew's snowman is to blame. The Clue Crew tries to figure out who is pulling all these pranks, but Nancy sees something that scares her and is an even bigger mystery.
- \*Discuss pictures (M)
- \*Draw upon students' experiences (M)
  - Read chapters 5 and 6 to find out who is pulling these pranks and if the Clue Crew can stop the culprit.

### Words/Text Layout:

- \*New or important words (V)
- \*Unusual aspect of text layout (V)
  - pg 37 autographs, pg 41 Frankenstein, pg 43 headquarters

**Suggested Teaching Point** (Behaviors to Notice and Support) or focus on a Comprehension Strategy:  
*connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance*  
Readers predict what might happen next in the story.

### During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

### After Reading: (8-10 min.)

- \*Discuss the story
    - clarify confusion, revisiting parts of the text that posed problems for readers
    - acknowledge partially correct responses, seeking to understand students' perspectives
  - \*Connect discussion to the teaching point and/or a comprehension strategy (see above)
- Chapter 5
- What were some of the other pranks that were going on in the park? How did Kendra and Nadine feel about their sleds? How do you know? What did they want Nancy, Bess, and George to do about it?
  - How did Madame Chocolata feel when she heard Sherlock was missing? Why was she so excited that the girls' snowman had disappeared?
  - Did Nancy believe that Sherlock had come to life? Why not? What did she decide to do about the pranks?
  - What did Nancy see at the end of chapter 5 that scared her?

#### Chapter 6

- When the Clue Crew was discussing the case, what made Nancy think of the snowboarder in the park? How did they find out the snowboarder's name? What did Nancy's friend Ned say about him? What was special about Bradley Sorenson's nickname?
- What do you think the girls will do next? Why do you think that? What would you do at this point?

### Writing Connection (optional):

If you were a detective in the Clue Crew, what would you do next and why?

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## Chapter 7

### Before Reading: (5-7 min.)

\*Summarize plot (M)

\*Discuss pictures (M)

\*Unfamiliar book language/character names (S)

\*Draw upon students' experiences (M)

- Yesterday you read about more pranks in the park. The Clue Crew decided to hunt down the person pulling the pranks. In chapter 6 the girls think they figured out the culprit. Who was it? What made them think it was him?

- In chapter 7 the girls go to look for Bradley, "The Snowman," to talk to him about the pranks. They find him at an advanced snowboarding hill to ask him some questions. They find some clues and figure out who pulled the pranks, but the mystery of Sherlock is unsolved. Read to find out what happens when the girls find Bradley Sorenson.

### Words/Text Layout:

\*New or important words (V)

\*Unusual aspect of text layout (V)

pg 49 exclaimed, pg 50 nightmare permission, 51 autograph Olympic

**Suggested Teaching Point** (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

*connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance*

Readers make connections.

### During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

### After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

- Where did the girls look for Bradley? Why did Nancy decide to look for him on Nightmare Hill instead of the park?

- What did Nancy say to Bradley when they found him? Why did she want his autograph? How did they know he was "The Snowman?"

- What did he do when they accused him of being "The Snowman?" What did the girls do to catch up with him?

- What other clue did Nancy use to prove Bradley was responsible for the pranks? (green silly string)

- Did Bradley confess to the pranks? Did he confess to knocking down Sherlock? How did the girls know he was telling the truth?

- How were the girls feeling after they left Nightmare Hill?

- What new mystery happened at the end of the chapter?

- What do you think happened to Chip the puppy?

### Writing Connection (optional):

How did the girls know that Bradley Sorenson was "The Snowman" but not the same person who knocked down Sherlock?

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## Chapter 8

### Before Reading: (5-7 min.)

\*Summarize plot (M)

\*Discuss pictures (M)

\*Unfamiliar book language/character names (S)

\*Draw upon students' experiences (M)

-Yesterday we found out that "The Snowman" had pulled all the pranks in the park, but he did not knock over Sherlock. The girls still are on the case to find out who is responsible for that. But as soon as they solved one case, a new mystery began. Chip had been stolen out of Nancy's yard.

- Today you will find out who took Chip, what happened to Sherlock, and how all of Deirdre's fortunes have come true. What do you think has been going on at River Heights to cause all of these mysteries?

- Even after the Clue Crew finds all these answers, there is still a huge mystery left to solve, and it's up to Nancy and her friends to find the answers.

### Words/Text Layout:

\*New or important words (V)

\*Unusual aspect of text layout (V)

pg 63 delivering, 64 temporary insanity, 69 abominable

**Suggested Teaching Point** (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

*connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance*

Readers make connections.

### During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

### After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

- Who stole Nancy's puppy? How did Nancy solve the mystery by seeing Toby take Chip?

- What did they decide to do once they guessed it was Toby making all of the fortunes come true. How did they prove it was Toby who knocked down Sherlock?

- When the girls went to confront Toby, did Deirdre know he had been making all of her fortunes come true? Why had he been doing it? How did Deirdre feel when she found out? Why was she so angry?

- Why did Deirdre predict that Bess would fall during her ice show? How did Bess feel after realizing it was all made up?

- When the girls were leaving Madame Chocolata's tent, what did Nancy and George see that scared them?

- What did clue did Nancy hear on the news that night?

### Writing Connection (optional):

How did Nancy figure out that it was Toby who had been making all of the fortunes come true?

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## Chapter 9-10

### Before Reading: (5-7 min.)

\*Summarize plot (M)

\*Discuss pictures (M)

\*Unfamiliar book language/character names (S)

\*Draw upon students' experiences (M)

- Yesterday, Nancy solved the case of the Sneaky Snowman and all of Madame Chocolata's fortunes. When the girls were feeling excited about one case being solved another popped up right away. Now the girls have to figure out who or what the giant snowman-looking thing was walking around the park.

- Today the Clue Crew will dig for more clues on their hunt to solve the mystery. They will find out if they really did see the abominable snowman. Finally the girls will get some time off from all of their hard detective work. Read chapters 9 and 10 to find out what happens.

### Words/Text Layout:

\*New or important words (V)

\*Unusual aspect of text layout (V)

pg 71 residence, pg 72 photographs mustache, 73 cockroaches, 78 demanded

**Suggested Teaching Point** (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

*connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance*

Readers think about the problem and the solution in the story.

### During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

### After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

- Where did the girls go to look for more clues on the abominable snowman? Did they find what they were looking for? How were they feeling when they realized what they saw didn't look like the pictures in the museum? How do you know that's how they were feeling?

- What did the girls see as they were leaving the museum? How did George get him to stop running away?

- Who was inside the snowman costume? Why was he in the park? Why did he throw the fliers away?

- What idea did Svetlana come up with for the show? How do you think Nancy and George felt about it? In the end were all the girls happy with the show?

- What joke did Nancy tell at the end of the book?

### Writing Connection (optional):

Who was the snowman in the park? Why was he in the park?