

Guided Reading Lesson Plan (Levels M-Z)

Title: Encyclopedia Brown Cracks the Case Level: Q ISBN: 978-0-545-11021-1 Publisher: Scholastic Chapters #1-#2

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Encyclopedia Brown is a ten year old boy with amazing talent to solve mysteries that no one else can solve. His real name is Leroy, but only a few people call him by his real name. Not too many know his real name but they know he can solve just about any mystery. (Read the back cover of the book to the students.) Our first case is the Case of the Forgetful Jewel Thief. Encyclopedia Brown's dad, the chief of police, has caught the jewel thief, but not all of the jewels have been recovered. The thief claims he can't remember where he hid them. Let's see how Encyclopedia Brown solves this one.

(I suggest having students read one mystery/case at a time and then stopping to discuss before reading the solutions at the back of the book.)

Words/Text Layout:

*New or important words (V): p3 delicatessens, p15 nervously, p16 sneering, mascot, p18 smirk, swaggered

*Unusual aspect of text layout (V)

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

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

Readers revise predictions as they learn about new events in the text.

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)

-What clues did we have about the onions being involved even before Chief Brown mentioned the thief claiming he needed to drink a glass each day for his health? (p6, p8) How are you predicting that Encyclopedia Brown will solve this case? How is the onion juice involved?

-Why should the Tigers have called themselves Screwdrivers? I have to admit, this second case has me a little stumped. How do you think Encyclopedia Brown knew a famous author hadn't signed the book?

Writing Connection (optional):

What makes Encyclopedia Brown such a good detective?

Guided Reading Lesson Plan (Levels M-Z)

Title: Encyclopedia Brown Cracks the Case Level: Q ISBN: 978-0-545-11021-1 Publisher: Scholastic Chapters #3-#4

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

The Case of the Lemonade Stand: Sonia is a local kid who sells lemonade to raise money for the local children's hospital. She goes away on vacation, but accidentally leaves all the money she'd raised inside the lemonade stand. She called Encyclopedia Brown and Sally to get her money and protect it until she could get back home. Bugs traps and tries to frame Encyclopedia Brown and Sally. What does that mean to frame someone? Encyclopedia has to prove that Bugs is lying. Pay careful attention to the details of this case.

The Case of the Revolutionary Treasures: Wilford is a high school dropout. He doesn't do much with his time except try to swindle little kids out of their money. His latest scheme is to sell them useless junk, claiming it's a historical treasure. He sees big money in the crowd he's selling to and attempts to sell his most valuable artifact. How will Encyclopedia prove it's a fake?

Words/Text Layout:

*New or important words (V): p27 sternly, p32 schemes, p34 guaranteed

*Unusual aspect of text layout (V)

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After Reading: (8-10 min.)

*Discuss the story

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

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

-How do you think Encyclopedia Brown can prove that Bugs is lying? Why did Bugs hate Encyclopedia Brown and Sally?

-I wonder if there were details in what Wilford said about the letter that might help us to know it's a fake. What do you think?

Writing Connection (optional):

What skill do you think Encyclopedia used to solve these two cases?

Guided Reading Lesson Plan (Levels M-Z)

Title: Encyclopedia Brown Cracks the Case Level: Q ISBN: 978-0-545-11021-1 Publisher: Scholastic Chapters #5-#6

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

The case of the Missing Butterfly Brooch: Mrs. Monarch is an avid butterfly enthusiast. She loves butterflies and everything related to butterflies. Recently, her aunt gave her a butterfly brooch that is worth a lot of money. An article was put in the newspaper and Mrs. Monarch's brooch was stolen. There is only one witness to the crime. Encyclopedia solves this case.

The Case of the Counterfeit Dough: Joey Perkins, one of Encyclopedia's classmates, is trying to win a cookie baking competition. The winner of the competition will have their recipe published in a cookbook. Joey thinks he's sure to win, but then the competition is sabotaged and some of the ingredients are switched. Encyclopedia knows who switched out the ingredients.

Words/Text Layout:

*New or important words (V): p37 attracted, petunias, p40 wringing, binoculars, p42 imitate
p50 dismay

*Unusual aspect of text layout (V)

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After Reading: (8-10 min.)

*Discuss the story

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

-What clues do we have about the thief who stole the brooch? How did Mrs. Sweeny say the crook escaped? Do you know who the thief is or how Encyclopedia solved this case?

-Who was responsible for switching the ingredients? Why were only Joey's cookies affected? What clue did Encyclopedia have that helped him to solve the case?

Writing Connection (optional):

Which case that we've read so far do you connect with most? Why?

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Title: Encyclopedia Brown Cracks the Case Level: Q ISBN: 978-0-545-11021-1 Publisher: Scholastic Chapters #7-#8

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

The Case of the Astronaut Duck: Moonboy Webster, also known as Austin, is the boy in town who is enthralled with the idea of going to space. A real astronaut comes to Idaville to talk about an upcoming mission. The problem is this astronaut wants money. Encyclopedia thinks he can prove this guy is a fake.

The Case of the Lucky Catch: Ace Harvey, a retired major league baseball player, invites all the neighborhood kids over to his house for a big party. He has a rare and priceless autographed baseball that comes up missing during the party. One of Encyclopedia's friends is framed for stealing the baseball. Encyclopedia must prove that his friend is innocent.

Words/Text Layout:

*New or important words (V): p54 eyeing, auditorium, p55 solemnly, p56 aerodynamics
p50 mansion, pedestal, p64 hooligan,

*Unusual aspect of text layout (V)

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After Reading: (8-10 min.)

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

-What clues did we have that the astronaut was a fake? What was the final straw, or the last detail that Encyclopedia needed to know this guy wasn't really an astronaut? Why do you think Austin was willing to pay the \$50 with all the other kids immediately backed off? Do you think Austin had any idea this guy was a fake?

-How did Encyclopedia solve this case? What clues did he have that helped him to know who had stolen Mr. Harvey's baseball?

Writing Connection (optional):

What characteristics do you think would make a good detective?

Guided Reading Lesson Plan (Levels M-Z)

Title: Encyclopedia Brown Cracks the Case Level: Q ISBN: 978-0-545-11021-1 Publisher: Scholastic Chapters #9-#10

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

The Case of the Missing Money: Encyclopedia and his dad are working on a project building houses for people. A large group of volunteers come together and work so that the houses can be built very quickly. Other people from the community keep stopping by with donations so the team can continue building houses. Sometime after lunch all the donations had been stolen. Encyclopedia has to figure out who is the thief.

The Case of the Stolen Confederate Stamps:

Words/Text Layout:

*New or important words (V): p71 entertained, erecting, p73 surveyed
p76 prospect, p77 philatelic society, p78 thoroughly,

*Unusual aspect of text layout (V)

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After Reading: (8-10 min.)

*Discuss the story

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

-What clues did we have as to who the thief was? What allowed Encyclopedia to solve this case? (attention to detail) How do you think this case would have proceeded if Encyclopedia hadn't been able to solve it?

-What does Mom sometimes do to help Encyclopedia gather details about the case? (asks questions) What was the clue that finally cracked this case?

Writing Connection (optional):

Summarize the clues that Encyclopedia used to solve one of the cases we read about today. OR Write about how you think Encyclopedia feels about being a detective. What evidence do you have to support your thinking?