

"Mystery and Magic"

Teacher Guide

Pre-Reading Activity

Teachers:

1. Read the Frances Hodgson Burnett quote that precedes the story, and discuss some of the meanings of the word magic. (supernatural, illusions by sleight of hand, wonderful or exciting)
2. Tell the students that Burnett was born in England and spent most of her life in the United States. Instruct them to find a theme she often used in her literary works, list two of her best-known books, and find her nickname. Helpful links: <http://www.penguin.com/author/frances-hodgson-burnett/1000005453> and <http://www.nycgovparks.org/parks/centralpark/monuments/196>.
3. Instruct the students to write a paragraph in which they define or interpret Burnett's statement. They should begin by stating the phrase to be defined. It may be helpful to give students sentence stems such as "What the author means is...", "This statement makes me think...", or "I (don't) agree with this statement, because..."

Introduction

Teachers:

1. Introduce the story by reading the brief introduction following the title. Use the discussion questions below guide your conversation.
 - A. Do you agree with this statement? If so, in what ways does a dog communicate?
 - B. Can you make a prediction about the story?
 - C. How do animals communicate? With each other? With us?
2. Review and discuss how **plot** is used in a short story. (1. Introduction giving setting and characters 2. The conflict or problem 3. Rising action consisting of complications or attempts to solve the problem 4. Climax or turning point 5. Resolution or outcome)

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Reading the Story

Teachers:

1. Instruct the students to trace the plot in their journal. (Alternate assignment: construct interactive plot: Readwritethink.org
www.readwritethink.org/files/resources/interactives/plot-diagram)
2. Instruct the students to keep a list of unfamiliar words or phrases and figurative language in their reading journal and ...
 - Share the words and phrases in small groups or with a reading buddy. Tell them to try to determine the meanings by reading in context.
 - Look up the words in a dictionary and determine if they were right about the meanings? Have them write a synonym for some of the words and phrases.

Note: Words and synonyms may be added to classroom word walls.

Post-Reading

Discussion:

- Utilize the guide in *Discover and Discuss: The animal as a character*, page 87.
- Ask the students: Were the predictions we made before reading the story correct?
- Discuss plot. Ask the students: Who are the main characters? What is the main conflict or problem? What are the main events in the rising action? When does the climax occur? What is the outcome?
- Ask: What do you see as magical in the story? Explain. Does it make the story more believable or less believable? Explain.

Activities:

Teachers:

1. Let the students work with a reading buddy or in a small group to determine if the story supports Burnett's statement. Instruct them to write a paragraph giving their opinion supported with reasons and information.
2. Read the animal facts. Tell the students that people and dogs may be perceived as having a symbiotic, or interdependent, relationship. Let the students work in small groups to design a poster showing the ways in which people help dogs and the ways in which dogs help people. Encourage them to utilize texts and media as needed.

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Reading Extensions and Enrichment (optional)

1. Connecting Across the Curriculum with Mathematics and the Arts

Teachers: Instruct students to follow your directions for constructing an **origami** house, (Directions included at end of lesson plan) **or** have students follow the written directions to construct the house.

2. Project #1

Teachers: Instruct the students to work in small groups to construct a concept map about dogs.

- Write the central concept of dog in the center of unlined paper.
- Brainstorm secondary concepts and put those on the paper with the central concept.
- Connect the concepts by drawing arrows and using words to describe relationships.
- Symbols and images may be used if desired.

Hint: It may be helpful to use post it notes while organizing the map.

For more help with concept mapping, see the following link:

<https://library.usu.edu/instruct/tutorials/cm/CMinstruction2.htm>

3. Project #2

Teachers: Instruct students to write an **Etheree** poem about dogs. An **Etheree** poem is 10 lines with the first line having one syllable, the second two, and the third three, and so on until the tenth line ends with ten syllables. The **Etheree** may also be reversed and begin with ten syllables and end with one. For examples, see <http://www.poetrysoup.com/poems/best/etheree>.

4. Project #3

Teachers: Explain to the students that the Chinese Dragon is an important part of Chinese culture and mythology. Dragons are creatures made of body parts resembling the body parts of other creatures. For example, their necks resemble a snake, their claws look like a tiger's claws, they have claws like those of an eagle, and they even have whiskers. For more information, see <http://www.amnh.org/exhibitions/past-exhibitions/mythic-creatures/dragons-creatures-of-power/imperial-dragon> or <http://chineseculture.about.com/library/weekly/aa082998.htm>.

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Instruct students to design an imaginary helpful creature using different body parts of animals, name the creature, and explain to the class how the creature would help people.

5. Project #4

Teachers: Conduct Synectics Thinking Activity using the word **Cookie**. (Directions included at the end of lesson plan.)

Closure

Instruct the students to complete one of the following sentence stems:

- Today I stopped learning because...
- Today I was confused about...
- Today I learned...
- One awesome thing today was...

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Lesson Plan with Common Core State Standards

Pre-Reading Activity

1. Students will read the Frances Hodgson Burnett quote that precedes the story and examine multiple meaning words.
CCSS - SL 4-8.1; RL 4-8.4; L 4-8.4
2. Students will research Frances Hodgson Burnett and find a theme she often used in her literary works, list two of her best-known books, and learn her nickname.
CCSS - W 4-8.7
3. Students will read Burnett's statement and write a paragraph explaining the explicit and implicit meanings.
CCSS - RL 4-8.1; W 4-8. 2

Introduction

Students will engage in a class discussion reviewing plot development, giving their opinions, and making predictions.

CCSS - SL 4-8.1

Reading the Story

1. Students will analyze the plot in their journal **or** construct an interactive plot using the Internet.
CCSS - RL 4-8.3; W 4-8.4 or 4-8.6
2. Students will list unfamiliar words and phrases and figurative language in their reading journal. Then they will compare their selections with a reading buddy or in a small group, try to determine the meanings in context, consult a dictionary, and write synonyms.
CCSS - RL 4-8.4; SL 4-8.1; L 4-8.5; RF 4-5.4

Post-Reading

Discussion:

Students will engage in a class discussion in which they analyze the characters, evaluate their predictions, delineate the plot, and clarify multiple meaning words.

CCSS - SL 4-8.1; RL 4-8.3; L 4-8.4

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Activities:

1. Students will work with a reading buddy or in a small group to determine if the story supports Burnett's statement and then write an independent paragraph giving their opinion or argument supported with reasons and information from the text.
CCSS - **SL** 4-8.1; **W** 4-8.1, 4-8.10
2. Students will collaborate and produce a poster analyzing the interdependent relationship of dogs and people using text and media as needed.
CCSS - **SL** 4-8.1; **W** 4-8

Reading Extensions and Enrichment

1. Students will construct an origami house by following the teacher's directions **or** by reading and following written instructions.
CCSS - **SL** 4-8.1 **or** **RI** 4-5.7; 6.7, 4-8.10; **see** "Origami Across the Curriculum"
2. Students will collaborate and construct a concept map.
CCSS - **SL** 4-8.3, 4-8.4; **W** 4-8.8; 4-8.9
3. Given instructions and format, students will write a poem.
CCSS - **W** 4-8.4
4. Given relevant information and directions, students will design and present an imaginary creature.
CCSS - **SL** 4-8.4
5. Students will engage in class brainstorming and collaboration activities that culminate in creating an individual analogy.
CCSS - **SL** 4-8.1; **W** 4-8.4

Closure

Students will complete a concluding self-evaluation statement.

CCSS - **W** 4-5.1.d, 6-8.1.e

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Synectics Activity

What is synectics? Synectics is a method of identifying and solving problems that depends on creative thinking, the use of analogy, and informal conversation among a small group of individuals with diverse experience and expertise.

--www.thefreedictionary.com

Use the rules for brainstorming to conduct this activity:

- There are no bad ideas.
- No criticism of other people's ideas.
- Look for quantity, rather than quality, of ideas.

Appoint a recorder, or write the ideas as students give them.

Step 1- Identify the topic. Say: (**Imagination**) _____ is our topic today.

Step 2- Say: What animal do you think of when I say ____(**Imagination**)? Encourage the students to name as many animals as possible. Keep a written list of the animals. After the students run out of ideas or after a given amount of time, tell the students that they will select the animal most closely related to **Imagination**. Read the list, and let the students vote. (sample student answer: dinosaur)

Step 3 -Identify the animal receiving the most votes. Tell the students to name as many characteristics of the animal as possible. Encourage them to name as many as possible. Remind them of the different stages of life or to look at a situation from the animal's point of view. Tell the students they will select the two most different or opposite characteristics. Read the list, and let the students vote. (sample student answer: runs and flies)

Step 4- Identify the two characteristics selected. Tell them to think of an inanimate object that has those two characteristics. Encourage them to list as many as possible. Let the students select from the list as a group by voting, or alternatively to select individually. (sample student answers: jumbo jet and seed)

Step 5-The students write an analogy: Imagination is like a dinosaur because both _____. (Sample student answers: Imagination is like a jumbo jet because with the right resources it can take you anywhere. Imagination is like a seed because under the right conditions it grows and spreads.)

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Origami House

Materials: origami paper (available at hobby stores or online), markers



Start with square piece of paper.



Color side down.



Fold top to bottom, and then open.



Fold side to side, and then open.
You should have four fold marks.



Fold top down to meet center crease.



Turn over paper and fold right side to meet center.



Do the same on the left side.



Turn over design.



Fold top right corner to center fold.



Do the same on left side.

Copperirisbooks.com

What's Watching Me? and Other Animal Stories

copperirisbooks@gmail.com

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(continued)

(house continued)



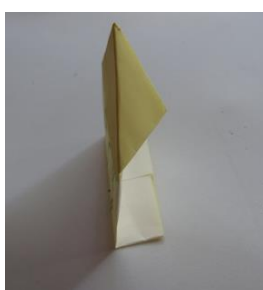
Fold up bottom about 1 inch.



Turn over design.



Add door and windows.



Open bottom fold so house will stand.



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Origami Across the Curriculum

The word "origami" is derived from two Japanese words "ori" meaning folding and "kami" meaning paper. Origami comes from the traditional Japanese art of paper folding, which started in about the 17th century AD. The art became popular in the U.S. and other countries in the 20th century.

Origami involves transforming a plain sheet of paper into something three dimensional. In traditional origami, artists use only the paper—no scissors, no glue. Most designs begin with a square sheet of paper, any size square, but usually between 2" to 6". Basic techniques used in origami have names like valley fold, mountain fold, pleats, reverse folds and squash folds.

One of the most famous origami designs is the crane, made popular through the book "Sadako and the Thousand Cranes." The crane has come to represent peace. Origami butterflies have been used in Shinto weddings, and Samurai warriors are said to have exchanged gifts decorated with good luck tokens made of folded paper. Today, scientists and engineers use origami technique. For example, car manufacturers have used origami folding techniques to help fold and flatten airbags. In 2008, the Japan Space Agency tested a prototype of an origami airplane that they plan to one day launch from space.

Benefits: dexterity, math skills, focus, multi-cultural awareness

Common Core Mathematical Practice—Grade 5

- Mathematical Practices
- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.