"Thief in the Night"
Teacher Guide

Pre-Reading Activity

Teachers:

1. Read the Oscar Wilde quote that precedes the story. Tell the students that Oscar Wilde was best known as a playwright, but he wrote one novel and a children's book. Instruct them to find the country of birth, list the titles of his novel and children's book, and find his three middle names. Helpful link: http://www.biography.com/people/oscar-wilde-9531078#early-life&awesm=~oIpkJQaAlzBUr7
2. Instruct the students to write a paragraph in which they define or interpret Wilde's statement. They should begin by stating the phrase to be defined. The paragraph should include their personal thoughts on the phrase. 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:
Introduce the story by reading the brief introduction following the title. Use the discussion questions below to guide your conversation.

1. What is a mystery?
2. What do you expect to find when you read a mystery? (crime or mystery, investigative process with clues and distractors, solution)

Reading the Story

Teachers:
Instruct the students to work with buddies or in small groups to read and discuss as follows:

1. Pages 34-35 (the first two pages in the story). What is the setting? The mystery to be solved? Who are the main characters and what do we learn about them? Are there any clues about what happened to the ring? Make a prediction about what happened to the ring.
2. Pages 36-37. What can you add to the list of characters? Setting? Clues? By using *Persons of Interest and Unsubs* (unknown subjects), Oliver shows us that he assumes the ring was taken by someone or something. Do you agree? Do you want to change your prediction?

"Thief in the Night"

3. Page 38. How many suspects does Oliver eliminate? What do we learn about Oliver's character on this page? Do you think Oliver and Liam are alike? Explain. What are the new clues? Do you want to change your prediction?
4. Page 39. What is the solution? Looking back, do you see any new clues?

Post-Reading

Discussion:
Utilize the guide in *Discover and Discuss: The animal and its environment,* p.86.

Activity:
Teachers:

Let the students work with a reading buddy or in a small group to determine if the story supports Wilde's statement. Instruct them to write an independent paragraph giving their opinion supported with reasons and information.

Reading Extensions and Enrichment (optional)

1. **Connecting Across the Curriculum with Mathematics and the Arts**
   Teachers: Instruct students to follow your directions for constructing a **Pipe Cleaner-Hershey's Kiss Ring or** have students follow the written directions to construct the ring. **See "Origami Across the Curriculum."**

2. **Project #1**
   Oliver talked about a Satin Bowerbird, which is native to Australia and is not found in the Sonoran Desert. However, many plants and animals have been brought to a new habitat, either intentionally or unintentionally. These transplanted species often become invasive species and change their new habitat. Instruct students to research a plant or animal that is an invasive species and make a Power Point Presentation or a Poster to present to the class. Remind them to include the original habitat, how the plant or animal was transported, its effects on the environment, and what steps, if any, are being taken to eradicate it. A good starting point may be found in the link: http://www.nwf.org/Wildlife/Threats-to-Wildlife/Invasive-Species.aspx.
   A citation website: www.citationmachine.net

For info on citations http://oxford.library.emory.edu/conduct-research/plagiarism-and-academic-honesty/citing-your-sources

"Thief in the Night"

3. **Project # 3**
   Teachers: Conduct Synectics Thinking Activity using the word **Problem.** (Directions included at the end of lesson plan.)

4. **Project # 4**
   Packrat middens (rubbish dumps) are often studied for clues to the past, because some of them have been used for thousands of years. Other kinds of middens are also studied for clues to the past. Instruct students to imagine a person from the future found a perfectly preserved waste can from your classroom or from your home. Ask: What could he or she learn? Tell them to construct a chart listing the found articles and the possible conclusions the person from the future might reach. (minimum: 10 items) Remind them to give the chart a title. For background information, give the students the following links:
   http://www.texasbeyondhistory.net/hueco/paleoclimate.html and
   http://sbsc.wr.usgs.gov/cprs/research/projects/global_change/middens.asp.

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…

"Thief in the Night"

Lesson Plan with Common Core State Standards

Pre-Reading Activity

1. Students will research Oscar Wilde and find his three middle names, the country of his birth, and the titles of his novel and one children's book.
   CCSS – W 4-8.7
2. Students will read Wilde'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 on what to expect in a mystery.
CCSS – SL 4-8.1; **RL** 4-8.5

Reading the Story

Students will engage in directed reading following the instructions of the teacher.
CCSS – RL 4-8.3

Post-Reading

Discussion:
Students will engage in a discussion of the animal and its environment.
CCSS – SL 4-8.1; **RL** 4-8.1; **LSTS** 6-8.1; 6-8.8;

Activity:
Students will work with a reading buddy or in a small group to determine if the story supports Wilde's statement and then write an independent paragraph giving their opinion supported with reasons and information from the text.
CCSS – SL 4-8.1; **W** 4-8.1, 4-8.10

"Thief in the Night"

Reading Extensions and Enrichment

1. Students will construct a Pipe Cleaner-Hershey's Kiss ring 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 Curriculm"
2. Students will research an invasive species and create a Power Point Presentation or poster following guidelines provided by the teacher.
   CCSS **– LSTS** 6-8.2, 6-8.8; **L** 4-8.6, 4-8.3; **W** 4-8.6, 4-8.7; **SL** 4-8.5
3. Students will engage in class brainstorming and collaboration activities that culminate in creating an individual analogy of the word **Problem.**
   CCSS **– SL** 4-8.1; **W** 4-8.4
4. Students will construct a chart listing the articles a person from the future might find in a classroom or home waste can and the possible conclusions he or she might reach.
   CCSS **– W** 4-8.10

Closure

Students will complete a concluding self-evaluation statement.
CCSS **– W** 4-5.1.d, 6-8.1.e

"Thief in the Night"

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.*)

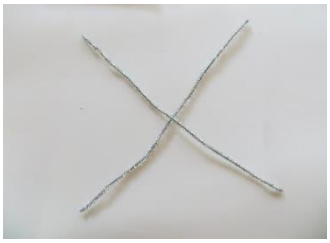
"Thief in the Night"

Ring

Materials: pipe cleaners, two per student; Hershey's Kisses, one per student

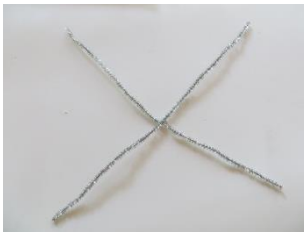
Start with two pipe cleaners.

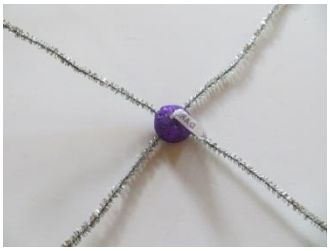
You'll need one Hershey's kiss per ring.



Make an X with the pipe cleaners.

Twist in center.





Place Hershey's Kiss on center—base side down.

Pull pipe cleaners back over Hershey's Kiss.

Gently twist around candy to secure.

Form pipe cleaners around your finger to make a ring to fit. Twist ends around base of ring and fold under so wires don't poke out.

Now you have a ring!

"Thief in the Night"

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.