Weekly Literature

Weekly Theme: Mysteries

Week At A Glance

Whole Group

VOCABULARY
assignments, consideration, allergies, accuse, suspicious, evidence, consume

Dictionary/Unfamiliar Words

COMPREHENSION
Strategy: Make Inferences and Analyze
Skill: Problem and Solution

WRITING
Personal Narrative

Science Link
Physical Science
Properties of Matter

Small Group Options
Differentiated Instruction for Tested Skills

Tested Skills for the Week

Weekly Theme: Mysteries

Main Selection
Genre: Mystery

Science Link
Genre: Magazine Article

Read-Aloud Anthology
- Listening Comprehension
- Readers’ Theater
Resources for Differentiated Instruction

Leveled Readers
GR Levels N–S

- Same Theme
- Same Vocabulary
- Same Comprehension Skills

CLASSROOM LIBRARY
Genre: Informational Nonfiction

- Approaching
- On Level
- Beyond

Trade books to apply Comprehension Skills

INTERVENTION ANTHOLOGY
- Phonics and Decoding
- Comprehension
- Vocabulary

Also available Reading Triumphs, Intervention Program

LEVELED PRACTICE

- Approaching
- On Level
- Beyond
- ELL

LEVELED READER PROGRAM

ONLINE INSTRUCTION
www.macmillanmh.com

AUDIO CD
- Listening
- Library
- Fluency
- Solutions

CD ROM
- Vocabulary
- PuzzleMaker

HOME-SCHOOL CONNECTION
- Family letters in English and Spanish
- Take-Home Stories

The Mystery of the Missing Lunch 16K
### Whole Group

**ORAL LANGUAGE**
- Listening
- Speaking
- Viewing

**WORD STUDY**
- Vocabulary
- Phonics/Decoding

**READING**
- Develop Comprehension
- Fluency

**LANGUAGE ARTS**
- Writing
- Grammar
- Spelling

**ASSESSMENT**
- Informal/Formal

### Day 1

**Listening/Speaking/Viewing**
- **Focus Question**: What mysteries could the people in the photograph on page 17 be investigating? Build Background, 16
- Read Aloud: “The Case of the Muscle Maker,” 17

**Vocabulary**
- assignments, consideration, allergies, accuse, suspicious, evidence, consume
- Practice Book A-O-B, 1
- Strategy: Dictionary/Unfamiliar Words, 19

**Comprehension**
- “The Case of the Blurry Board,” 18–19
- Strategy: Make Inferences and Analyze
- Skill: Problem and Solution
- Practice Book A-O-B, 2
- **Fluency**
  - Model Fluency, 17
  - Partner Reading, 16R

**Writing**
- **Daily Writing Prompt**: What abilities or skills must every good detective have? Write a list of them.
- Personal Narrative, 42–43B

**Grammar**
- Daily Language Activities, 43I
- Sentences, 43I
- Grammar Practice Book, 1

**Spelling**
- Pretest Words with Short Vowels, 43G
- Spelling Practice Book, 1–2

### Day 2

**Listening/Speaking**
- **Focus Question**: Can you solve the mystery before Ramón does?

**Vocabulary**
- Review Vocabulary, 20

**Phonics**
- Decode Words with Short Vowel Sounds, 43E
- Practice Book A-O-B, 7

**Comprehension**
- The Mystery of the Missing Lunch, 20–35
- Strategy: Make Inferences and Analyze
- Skill: Problem and Solution
- Practice Book A-O-B, 3
- **Fluency**
  - Choral Reading, 30
  - Partner Reading, 16R

**Writing**
- **Daily Writing Prompt**: What is your favorite mystery story or movie? Tell about it in a few sentences.
- Personal Narrative, 42–43B

**Grammar**
- Daily Language Activities, 43I
- Sentences, 43I
- Grammar Practice Book, 2

**Spelling**
- Word Sorts, 43G
- Spelling Practice Book, 3

**Quick Check**
- Comprehension, 18, 19B
- Vocabulary, 18
- Phonics, 43E

**Differentiated Instruction 43M-43V**

Turn the Page for Small Group Lesson Plan
Focus Question: How is Jason’s method of solving a problem similar to Ramón’s?

Summarize, 37

Focus Question: Do you think Ramón would make a good crime scene investigator? Why or why not?

Expand Vocabulary: Mystery, 43F

Focus Question: How would the investigator in “Putting Together the Pieces of the Puzzle” have looked for Ramón’s lunch in Mystery of the Missing Lunch?

Speaking and Listening Strategies, 43A

Vocabulary

Review Words in Context, 43C
Strategy: Dictionary/Unfamiliar Words, 43D
Practice Book A-O-B, 6

Phonics
Decode Multisyllabic Words, 43E

Read
The Mystery of the Missing Lunch, 20–35

Comprehension
Comprehension Check, 37
Maintain Skill: Problem and Solution, 37B

Fluency
Repeated Reading, 37A
Partner Reading, 16R
Practice Book A-O-B, 4

Writing
Daily Writing Prompt: Do you think you would be a good mystery solver? Why or why not?
Writer’s Craft: A Good Paragraph, 43A
Personal Narrative, 42–43B

Grammar
Daily Language Activities, 43I
Mechanics and Usage, 43J
Grammar Practice Book, 3

Spelling
Word Meanings, 43H
Spelling Practice Book, 4

Quick Check
Fluency, 37A

Vocabulary, 43D

Comprehension

Content Vocabulary: scientific method, secure, survey, testify, 38
Words with -ment, 43F
Apply Vocabulary to Writing, 43F

Read
“Putting Together the Pieces of the Puzzle,” 38–41

Comprehension
Science: Magazine Article
Chart, 38
Practice Book A-O-B, 5

Fluency
Partner Reading, 16R

Writing
Daily Writing Prompt: Write a short narrative about a mystery you or a family member solved.
Writing Trait: Organization, 43B
Personal Narrative, 42–43B

Grammar
Daily Language Activities, 43I
Sentences, 43J
Grammar Practice Book, 4

Spelling
Review and Proofread, 43H
Spelling Practice Book, 4

Quick Check
Vocabulary, 43D

Vocabulary
Spiral Review: Vocabulary Game, 43F

Read
Self-Selected Reading, 16R

Comprehension
Connect and Compare, 41

Fluency
Practice, 37A
Partner Reading, 16R

Writing
Daily Writing Prompt: Write a journal entry about an actual mystery you wish could be solved.
Personal Narrative, 42–43B

Grammar
Daily Language Activities, 43I
Sentences, 43J
Grammar Practice Book, 5–6

Spelling
Posttest, 43H
Spelling Practice Book, 6

Weekly Assessment, 5–12

Differentiated Instruction 43M–43V

Differentiated Instruction 43M–43V

Differentiated Instruction 43M–43V
Differentiated Instruction

What do I do in small groups?

Focus on Skills

Use your observations to guide additional instruction and practice.

Vocabulary

Words: accuse, allergies, assignments, consideration, consume, evidence, suspicious

Strategy: Dictionary/Unfamiliar Words

Comprehension

Strategy: Make Inferences and Analyze

Skill: Problem and Solution

Fluency

Phonics

Decode Words with Short Vowel Sounds

Suggested Lesson Plan

CD ROM

Instructional Navigator
Interactive Lesson Planner

Approaching Level

• Additional Instruction/Practice
  • Tier 2 Instruction

On Level

• Practice

Beyond Level

• Extend

Day 1

Fluency, 43N
Vocabulary, 43N
Comprehension, 43O

Day 2

Phonics, 43M
Vocabulary, 43O
Leveled Reader Lesson, 43P
  • Vocabulary
  • Comprehension

Leveled Reader Lesson, 43R
  • Comprehension
  • Vocabulary

Leveled Reader Lesson, 43S
  • Comprehension
  • Vocabulary

Leveled Reader Lesson, 43T
  • Comprehension
  • Vocabulary

For intensive intervention see

Triumphs
### Focus on Leveled Readers

**Apply** skills and strategies while reading appropriate leveled books.

#### Levels

- **N-S**
  - **Approaching**
  - **On Level**
  - **Beyond**

#### ELL

**The Mystery of the Missing Scarf**
- **Phonics, 43M**
- **Fluency, 43N**
- **Vocabulary, 43O**
- **Leveled Reader Lesson, 43P**
  - Comprehension
- **Fluency, 43Q**
- **Vocabulary, 43Q**
- **Leveled Reader Lesson, 43R**
  - Comprehension
- **Fluency, 43S**
- **Vocabulary, 43S**
- **Leveled Reader Lesson, 43T**
  - Comprehension

**The Case of the Missing Glasses**
- **Phonics, 43M**
- **Fluency, 43N**
- **Vocabulary, 43O**
- **Leveled Reader Lesson, 43P**
  - Comprehension
  - **ELL** Skill: Problem and Solution
- **Fluency, 43Q**
- **Vocabulary, 43Q**
- **Leveled Reader Lesson, 43R**
  - Comprehension
- **Fluency, 43S**
- **Vocabulary, 43S**
- **Leveled Reader Lesson, 43T**
  - Comprehension

**The Trash Detectives**
- **Phonics, 43M**
- **Fluency, 43N**
- **Vocabulary, 43O**
- **Leveled Reader Lesson, 43P**
  - Comprehension
- **Fluency, 43Q**
- **Vocabulary, 43Q**
- **Leveled Reader Lesson, 43R**
  - Comprehension
- **Fluency, 43S**
- **Vocabulary, 43S**
- **Leveled Reader Lesson, 43T**
  - Comprehension
  - **ELL** Alphabetical Order, 43S

---

### Additional Leveled Reader Resources

**Leveled Reader Database**

Go to [www.macmillanmh.com](http://www.macmillanmh.com)

Search by:
- Comprehension Skill
- Content Area
- Genre
- Text Feature
- Guided Reading Level
- Reading Recovery Level
- Lexile Score
- Benchmark Level

Subscription also available.

---

### Small Group Options

#### Day 3

- **Phonics, 43M**
- **Fluency, 43N**
- **Vocabulary, 43O**
- **Leveled Reader Lesson, 43P**
  - Comprehension
- **Fluency, 43Q**
- **Vocabulary, 43Q**
- **Leveled Reader Lesson, 43R**
  - Comprehension
- **Fluency, 43S**
- **Vocabulary, 43S**
- **Leveled Reader Lesson, 43T**
  - Comprehension

#### Day 4

- **Phonics, 43M**
- **Leveled Reader Lesson, 43P**
  - Comprehension
  - **ELL** Skill: Problem and Solution
- **Text Feature, 43Q**
- **Leveled Reader Lesson, 43R**
  - Comprehension
- **Text Feature, 43S**
- **Leveled Reader Lesson, 43T**
  - Comprehension

#### Day 5

- **Fluency, 43N**
- **Leveled Reader Lesson, 43P**
  - Make Connections Across Texts
- **Fluency, 43Q**
- **Leveled Reader Lesson, 43R**
  - Make Connections Across Texts
- **Fluency, 43S**
- **Self-Selected Reading, 43T**
What do I do with the rest of my class?

Managing the Class

Class Management Tools

Includes:
- How-To Guides
- Rotation Chart
- Weekly Contracts

Foldables™

Hands-on activities for reinforcing weekly skills.

Layered Book Foldable

Pyramid Foldable
The Mystery of the Missing Lunch

LEVELED PRACTICE

Skills: Vocabulary (p. 1), Comprehension: Problem and Solution (p. 2), Graphic Organizer (p. 3), Fluency (p. 4), Text Feature: Chart (p. 5), Vocabulary Strategy: Dictionary (p. 6), Phonics (p. 7)

Technology

ONLINE INSTRUCTION

www.macmillanmh.com

• Meet the Author/Illustrator
• Computer Literacy Lessons
• Research and Inquiry Activities
• Oral Language Activities
• Vocabulary and Spelling Activities
• Leveled Reader Database

LISTENING LIBRARY

Recordings of selections
• Main Selections
• Leveled Readers
• ELL Readers
• Intervention Anthology

FLUENCY SOLUTIONS

Recorded passages for modeling and practicing fluency

VOCABULARY PUZZLEMAKER

Activities providing multiple exposures to vocabulary, spelling, and high-frequency words including crossword puzzles, word searches, and word jumbles

Turn the page for Literacy Workstations.
Managing the Class

Literacy Activities

Collaborative Learning Activities

Reading

Objectives
• Read passage fluently and with expression.
• Time reading to practice fluency.
• Read to identify a problem that a character is trying to solve.

Fluency

• Select a paragraph from the Fluency passage on page 4 of your Practice Book.
• With a partner, take turns reading the sentences aloud.
• Practice changing the tone or pitch of your voice depending on the end punctuation.

Extension
• Read each sentence three times, emphasizing a different word each time. Discuss how the meaning changes when you emphasize different words.
• Time Your Reading: Listen to the Audio CD.

Things you need:
• Practice Book

Word Study

Objectives
• Use a dictionary to look up multiple-meaning words.
• Write a poem with short vowel words.

Multiple Meanings

• On a piece of paper, write these words: track, check, and corner.
• Make a column for each word.
• Using a dictionary, look up as many meanings as you can find for each word and write the definitions in the correct column.

Extension
• Choose one word and write a sentence for each meaning.
• Include context clues in each sentence.

Things you need:
• dictionary
• pencil and paper

Independent Reading

• Read a mystery story.
• Take notes about the problem the main character is trying to solve.
• Remember to make sure you know what is happening in the story. Use what you have learned about asking questions to help you understand.

Extension
• Use your notes to fill in a Problem and Solution chart. What was the problem? How was it solved?
• Share your answers with a partner.

Things you need:
• book
• pen and paper

Words with Short Vowel Sounds

• Write words that rhyme with flat, bell, dock, grim, sum, and band.
• Try to write a short poem with your new words.

Extension
• Share your words with a partner.
• Say a word, then have your partner say a word that rhymes with your word. Add your partner’s word to your list.

Things you need:
• pencil and paper
Objectives

• Write a personal narrative.
• Write a newspaper or magazine headline.

Objectives

• Research information about mysteries in nature.
• Write clues for a history mystery game.

**Writing**

**Something’s Missing!**

20 Minutes

• Write a paragraph telling about a time when you lost something.
• Include what you lost and the steps you took to try to find it.

**Extension**

• Draw small illustrations to support each step you took to find the lost item.
• Include a brief caption for each one.
• Read your paragraph with a partner.

**Things you need:**

- pen and paper
- colored pencils or markers

**Science**

**Nature’s Mysteries**

20 Minutes

• Use an encyclopedia or other reference materials to answer questions about mysteries in nature, such as What is a rainbow?, Why is the sky blue?, What causes snow?, or What happens when it thunders during a rainstorm?
• Look for information about your mystery in nature topic.
• Take notes.

**Extension**

• Use your notes to create a poster about what you learned and display it.

**Things you need:**

- encyclopedia or other reference materials
- pen and paper
- colored pencils or markers

**Writing**

**Write a Headline**

20 Minutes

• Read a magazine or newspaper article about a mystery.
• Write a new headline for the article that will make readers want to learn more.

**Extension**

• Write a continuation of the story you read. Was the mystery ever solved? Include further details in one last paragraph.

**Social Studies**

**History Mystery Game**

20 Minutes

• Think of a famous historical person, place, or event.
• Write down as many clues as you can.

**Extension**

• Using your clues, play a guessing game. Give a partner one statement after another about your history mystery until he or she guesses the answer.
• Switch roles with your partner.

**Things you need:**

- pen and paper
Oral Language

Build Background

ACCESS PRIOR KNOWLEDGE
Share the following information.
The Bermuda Triangle is an area in the Atlantic Ocean where many ships and planes have mysteriously disappeared.

TALK ABOUT MYSTERIES
Discuss the weekly theme.
■ Why do you like or dislike mystery books?
■ What is your favorite mystery?

FOCUS QUESTION Ask a volunteer to read “Talk About It” on Student Book page 17 and describe the photo.
■ Where are these people?
■ What might they be looking for?

ENGLISH LANGUAGE LEARNERS

Beginning Build Language Point to items such as cave, light, people, rock, and ground. Have students point and repeat. Say, The people are in a cave. They are looking on the ground. Have students repeat. Ask questions, such as, Who is in the cave? What are the people looking for? Have students point to items.

Intermediate Develop Vocabulary Write on the board and define mystery-related words, such as mystery, investigate, case, detective, clue, and solution. Have students discuss mysteries they have seen on TV and read about. Relate the students’ answers to the words on the board.

Advanced Personal Connection Repeat the Intermediate task, but encourage students to use more precise vocabulary. Ask questions to help students elaborate on their ideas.
**Talk About It**

What mysteries could the people in this photograph be investigating?

Find out more about mysteries at www.macmillanmh.com

---

**Read Aloud**

**Read “The Case of the Muscle Maker”**

**GENRE: Short Story**

Tell students that a short story has all the elements of a novel: setting, plot, characters, conflict, theme, but the story unfolds faster because it is shorter.

**LISTENING FOR A PURPOSE**

Ask students to identify problems and solutions as you read “The Case of the Muscle Maker” in the **Read-Aloud Anthology**. Choose from among the teaching suggestions.

**Fluency** Ask students to listen carefully as you read aloud. Tell students to listen to your phrasing, expression, and tone of voice.

**RESPOND TO THE STORY**

Ask students to describe how they would react if they thought a product for sale seemed too good to be true. Ask students what they enjoy about hearing mystery stories read aloud. What kinds of stories do they like to listen to most?

**Expand Vocabulary**

Ask students to identify three more words in the story that relate to this week’s theme of Mysteries. Students can write the words in a word journal and create new sentences using each of the words.

---

**Picture Prompt**

Look at the picture. Write about what you see. You can write a poem, a story, or a description, or use any other type of writing you like.

---

**Technology**

For an extended lesson plan and Web site activities for oral language development, go to www.macmillanmh.com

---

**The Mystery of the Missing Lunch 17**
Vocabulary

TEACH WORDS IN CONTEXT
Use the following routine.

**Define:** Assignments are tasks to complete.
**Example:** The teacher’s assignments to us were to read the next story and to answer the questions about it.
**Ask:** What assignments have you recently been given?

**Routine**
- Giving something **consideration** means taking time to think about it. At least he gave the idea some consideration before he said no. What is a synonym for consideration? **SYNONYM**
- **Allergies** are physical symptoms caused by the body’s overreaction to things. Alyssè’s allergies to pollen made it hard for her to breathe in the spring. What things do you know that may cause allergies? **PRIOR KNOWLEDGE**
- To **accuse** someone is to say that the person did something wrong. I would not accuse you of something you did not do. How might a lawyer prepare to accuse someone of a crime? **EXPLANATION**
- When something looks or seems **suspicious** to you, it makes you feel mistrustful. His eagerness to go to the game is suspicious, because I know he doesn’t like baseball. What is an antonym for suspicious? **ANTONYM**
- **Evidence** is used to show whether something is true. The evidence shows that she is not guilty. What is the difference between evidence and opinion? **COMPARE AND CONTRAST**

**Quick Check**
Do students understand word meanings?

**During Small Group Instruction**

If No ➔ **Approaching Level**
Vocabulary, p. 43N

If Yes ➔ **On Level** Options, pp. 43Q–43R
**Beyond Level** Options, pp. 43S–43T

**The Case of the Blurry Board**

**Blurry Vision**

After collecting homework assignments, Mrs. Morris said, “Jason, would you please read the first problem on the board?”

Jason put on his glasses. “That's weird,” he said.

“What’s the matter?” Mrs. Morris asked.

“I can’t see the board. Everything is blurry,” explained Jason.

Mrs. Morris thought a moment. After some consideration, she suggested, “Why don’t you go see the school nurse? Maybe you have allergies to something that’s blooming now.”

**By Jaime Beauflile**
Colliding Classmates

Jason walked down the hall. He turned the corner and BAM! He and Susie Hu bumped into each other. Their glasses went flying.

Susie was about to accuse Jason of not looking where he was going, but she had been on her way to clean her own glasses. “That’s weird,” said Jason, as soon as they had put on their glasses. “Now I can see just fine.” “Me too!” Susie exclaimed. “Something suspicious is going on,” said Jason.

Mystery Solved

“Our glasses must have gotten switched when we bumped into each other earlier today,” Jason said.

“Hmmm…” said Susie. “What’s your proof? I need evidence!”

“Look, our glasses are exactly the same,” noted Jason. “You’re right!” said Susie. “I’m very glad you solved the mystery. Lunch period is next and I would have hated to consume a pencil instead of a pretzel rod!”

Write a complete sentence to answer each question below. In your answer, use the vocabulary word in bold type.

1. Why would a detective be suspicious if someone got caught telling a lie?
2. How does a detective make sure that evidence is not destroyed?
3. What does a detective give careful consideration to?
4. Will a detective accuse someone when all the clues are in?
5. Did the suspects come to the table only to consume a meal?
6. If Tanya has allergies, can she avoid sneezing at the crime scene?
7. Do detectives get assignments every day?
8. Possible response: I will accuse the suspect.

As you read “The Case of the Blurry Board” with students, ask them to identify clues that reveal the meanings of the highlighted words. Tell students they will read these words again in The Mystery of the Missing Lunch.
Reread for Comprehension

**STRATEGY**
**MAKE INFERENCES AND ANALYZE**

Tell students that an author does not always directly tell the reader everything that is happening in a story. Good readers use their own prior knowledge and details that the author does not include to make inferences, or draw reasonable conclusions, about the characters and the plot. To make inferences, readers analyze, or think critically about, the characters’ experiences and compare these to their own experiences.

**SKILL**
**PROBLEM AND SOLUTION**

- Explain that a story usually presents a problem—something that needs to be answered or changed—and one or more of the characters must search for a way to solve the problem.

- Tell students that, as they read the beginning of a story, they should try to identify a problem by asking themselves questions, such as “Is something wrong?” or “What does the main character need to fix or figure out?”

---

**Objectives**
- Make inferences
- Identify the problem and solution
- Use academic language: inference, analyze, problem, solution

**Materials**
- Comprehension Transparencies 1a and 1b
- Graphic Organizer, Transparency 1
- Leveled Practice Books, p. 2

---

**Clarify** Help students understand the meaning of the words make inferences and infer. Write examples using students’ names on the board: if Cindy walks to school everyday, I can infer that she lives close to school. If Gilberto and Wen Li stop talking to each other, I can infer that they have had a fight.

---

**Vocabulary/Comprehension**

**Colliding Classmates**

Jason walked down the hall. He turned the corner and BAM! He and Susie Hu bumped into each other. Their glasses went flying.

Susie was about to accuse Jason of not looking where he was going, but she had been on her way to clean her own glasses.

“That’s weird,” said Jason, as soon as they had put on their glasses.

“My too!” Susie exclaimed.

“Something suspicious is going on,” said Jason.

“Something suspicious is going on,” said Susie.

Jason and Susie then went to the school nurse. She looked at their glasses. They were exactly the same. Jason and Susie were certain that they had been switched.

Mystery Solved

“Why don’t you go see the school nurse? Maybe you have allergies to something blooming now.”

Mrs. Morris thought a moment. After some consideration, she suggested, “Why don’t you go see the school nurse? Maybe you have allergies to something blooming now.”

---

**The Case of the Blurry Board**

Blurry Vision

After collecting homework assignments, Mrs. Morris said, “Jason, would you please read the first problem on the board?”

Jason put on his glasses. “That’s weird,” he said. “What’s the matter?” Mrs. Morris asked. “I can’t see the board. Everything is blurry,” explained Jason.

Mrs. Morris thought a moment. After some consideration, she suggested, “Why don’t you go see the school nurse? Maybe you have allergies to something blooming now.”

---

**Assess**
- Weekly Tests; Unit 1, 2 Tests
- Benchmark Tests A, B
- Leveled Practice, 60–61

---

**Maintain**
- 37B; 58SB
MODEL
Read aloud the first section, “Blurry Vision,” of “The Case of the Blurry Board” on Student Book page 18.

Think Aloud I know that Jason has a problem, because there is definitely something wrong when he puts on his glasses. His vision is blurred when he tries to read what’s on the board. Mrs. Morris suggests that Jason may be having an allergic reaction to something. I’ll keep reading to see if Mrs. Morris is correct.

GUIDED PRACTICE
- Have students state the problem in their own words and enter it in the Problem box of the Problem and Solution Chart. (Jason cannot see properly with his glasses.)
- Help students identify the first action taken and enter it in the Problem and Solution Chart. (Jason leaves for the nurse’s office to check if he is having an allergic reaction.)

APPLY
- Have students complete the Problem and Solution Chart by identifying the characters’ subsequent actions and the solution to the problem. Ask students to identify any clues that led the characters to the solution. Then have students consider alternative solutions to the problem and justify the logic of the solution in the selection.

Vocabulary/Comprehension
During Small Group Instruction
If No  Approaching Level  Comprehension, p. 430
If Yes  On Level  Options, pp. 43Q–43R
Beyond Level  Options, pp. 43S–43T

Problem and Solution Chart

<table>
<thead>
<tr>
<th>Problem</th>
<th>Action</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jason cannot see properly with his glasses.</td>
<td>Jason leaves for the nurse’s office.</td>
<td>Their glasses had been accidentally switched earlier in the day.</td>
</tr>
<tr>
<td>Jason and Susie notice they can see properly after knocking off their glasses.</td>
<td>Jason shows that the two sets of frames look alike.</td>
<td></td>
</tr>
</tbody>
</table>

A story usually begins by introducing a character and the problem he or she has. The steps the character takes to solve the problem are the events of a story. A story ends with the solution to the problem. The problem, events, and solution make up the plot of a story.

Read the passage and each question. Underline the answer in the passage and then write the answer.

1. Who is the main character?  Denisha
2. What is the problem?  Denisha wants to thank whoever sent her the package, but there is no return address.
3. What is the first thing Denisha does to solve her problem?  She asks her sister and her mother.
4. How does Denisha solve her problem?  She looks at the stamp to find out where the package was mailed from.
5. What might happen next?  Possible response: Denisha calls to thank her grandmother.