

Lesson Plan – Writing a Mystery Story

Micro Lesson Video Link: <https://youtu.be/3P2exihjgRo>

Business/Materials	Lesson Objectives			
Paper and pencils Worksheet “Planning Your Mystery” Ingredients for a Mystery Checklist	Demonstrate knowledge of the story elements in a mystery. Follow mystery format and write a mystery			
Warm-up and Objective Discussion				
<ul style="list-style-type: none"> • Have students talk about their favorite detective or detective story they have read. • Talk about the common elements that are in the majority of mysteries. 				
Instruct and Model	<input checked="" type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input checked="" type="checkbox"/> S
Pass out the worksheet “Planning your Mystery” and the sheet “Ingredients for a Mystery Checklist” Read aloud and go over the different sections. Make sure students understand what they need to do.				
Guided Practice	<input type="checkbox"/> R	<input checked="" type="checkbox"/> W	<input type="checkbox"/> L	<input checked="" type="checkbox"/> S
<p>PART 1: The Mystery Planning Sheet</p> <p>Step 1: Choose a setting – make a list of different possible settings – asking students to give ideas.</p> <p>Step 2: Determine the problem in the Mystery – make a list of problems they have come across in stories they have read in class or independently. Have students choose a category for the type of problem they will be including in their story...An event that cannot be explained / A secret / Something that is lost or missing / A crime or prank that has been committed.</p> <p>Step 3: Create your suspects – refer to the book we read in class “Sherlock Holmes and the Case of the Blue Diamond”. Have students review the problem above think of possible suspects. (Students can be divided into groups of three or four and have them share their problem they plan to include in the story and ask group members help each other brainstorm possible suspects).</p> <p>Step 4: Decide who will be the detective and what will be the clues – Make a list of detectives from mysteries that students have read during this mystery unit or on their own.</p> <p>Think of the following things.</p> <ul style="list-style-type: none"> ○ Will my detective be an adult or a kid? How old is my detective? ○ Will my detective be a boy or a girl? ○ Will my detective have a sidekick or a group of friends who help solve the case? ○ What name will I give my detective? ○ What will my detective look like? ○ What type of personality will my detective have? ○ Where will my detective live? <p>Remind students also that when thinking of clues, they can also add clues to lead the reader off the track (red herrings) but they also must provide some clues that do help the reader solve the crime.</p> <p>Step 5: Plan a sequence of events – Have students brainstorm the main events that will happen in their mystery.</p> <p>Part 2: Drafting the Mystery</p> <p>Once students have completed the plan for their mystery, they will start to write it in the form of a story. Remind them that on the sheet a “Recipe for a Mystery” they learned that it had to include a</p>				

clear beginning, middle and end. Take students through the following steps to turn their plan into a complete story.

The beginning – Characters are introduced and the reader learns the mystery. Students should be very descriptive when describing main characters.

The middle – the detective(s) work to solve the mystery by interviewing suspects and gathering clues. Students should review the sequence of events, the main suspects, and the clues they decide to include in their story.

The end – the mystery is solved. Remind students that they should include some evidence in this section to prove who committed the crime.

Part 3: Uploading to Moodle

Explain that once they have finished their stories they need to upload them to the class moodle where you can assess their writings. Explain how you want their stories done. Stories have to be about 100 words.

Independent Practice	<input type="checkbox"/> R	<input checked="" type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
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Step 1: have students complete this section in the worksheet. Describe the setting in detail

Step 2: have students complete this section in the worksheet. Ask students to describe their problem in detail in this section of the worksheet.

Step 3: have students complete this section in the worksheet. Tell them not to forget to include the name of the suspect and why he or she is suspicious. What would be his or her motive for committing the crime?

Step 4: have students complete this section in the worksheet. Ask volunteers to share their descriptions. Also fill in this section on the worksheet.

Step 5: have students fill in this section in the worksheet. They are just giving a brief overview of the main events.

For homework have students finish their stories and upload them onto classes Moodle platform.

Assessment	<input checked="" type="checkbox"/> R	<input checked="" type="checkbox"/> W	<input type="checkbox"/> L	<input checked="" type="checkbox"/> S
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Explain to students how they will be graded and what you are looking for in their stories.

CONTENT – how well has the student fulfilled the task, Is the reader well informed?

COMMUNICATIVE ACHIEVEMENT – have they used appropriate writing and register for this task?

ORGANISATION – is the story put together in a proper order, is it logical and ordered? Have they used

LANGUAGE – is the vocabulary and grammar accurate with their level?