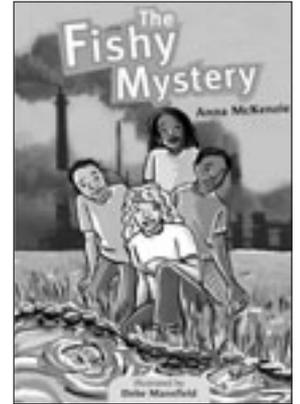


The Fishy Mystery

by Anna McKenzie

illustrated by Debe Mansfield



Book Summary

A group of children discover some dead fish floating in the local river and they're determined to find out what's killing the fish. They start by asking their teacher for help, then they conduct some research of their own.

Features of the Book

- Mystery
- Specialized vocabulary – *water pollution, thermal pollution, chemicals, fertilizer*
- Cause and effect
- Alternative verbs for “said” – *shouted, asked, laughed*

Purpose

The Fishy Mystery can be used to introduce and reinforce the following skills and understandings:

- S** making, confirming, and revising predictions;
- S** exploring word families;
- S** identifying cause and effect in a story line;
- S** using a text as a springboard for further research;
- S** retelling events in sequence;
- S** identifying how people's activities affect the environment.

Investigation Tools

- Digging Deeper – What Is Thermal Pollution?, page 29
- Making Connections – Animals in Danger, pages 30–31
- Step-by-step – Science Research, page 32

The Guided Reading Lesson

- S** Making, confirming, and revising predictions
- S** Exploring word families
- S** Identifying cause and effect in a story line

Introducing the text

Look at the cover and title of the book together.

- *What is a mystery?*
- *What do you think this mystery will be about?*

Record the students' predictions on a chart.

- *Have you read any mysteries?*
- *Have you ever solved a mystery? What was it and what did you do?*

Reading and discussing the text

Ask the students to read the first chapter of the book, keeping their predictions in mind as they read.

- *Why might the fish be dying?*
- *Why do you think the friends are worried about the fish?*
- *How might they solve this mystery?*

Write “polluting” on the board. Read it aloud.

- *What does “polluting” mean?*
- *What is the root word of “polluting”?*

Write “pollute” on the board.

- *What are some other words in this word family?*
(pollutes, polluted, pollution)

Write the students’ suggestions on the board and remind them to use their knowledge of word families when reading.

Ask the students to read to the end of chapter 2. They should continue to check and revise their predictions as they read.

- *Do you need to revise your predictions?*

Write any new or revised predictions on the chart.

- *What is water pollution?*
- *Do you think the teacher’s plan is a good one?*
- *How is Taylor feeling?*

Ask the students to read to the end of chapter 5. At this point in the story, they should be able to identify the cause of the problem and its effect on the environment.

- *What clues did the friends find?*
- *What was the main cause of the problem? (warm water from the factory)*
- *What were the effects of this? (more algae, dead fish)*
- *How did the friends find out about thermal pollution?*
- *When have you used the Internet to find information?*
- *What do you think the friends will do next?*

Ask the students to read to the end of the story. Refer them to their earlier predictions. Discuss how predictions can change and be revised as a story unfolds.

- *Were your predictions correct?*
- *Did you change your predictions?*

Explain to the students that they may need to reread part of the text to find out why a prediction was wrong. Tell them that good readers use this strategy to help them to understand what they are reading.

The last four pages of the text contain nonfiction information related to the story. The students can read this now, or they can read it later as part of their independent reading.

Revisiting the Text

The activities below can be used immediately after the guided reading lesson, during later reading sessions as mini-lessons, or as independent activities.

S Using a text as a springboard for further research

The students could research other kinds of pollution and their effects on the environment. Discuss the information on page 32 and identify reference texts and websites that they could use.

- *How would you write a report using these facts?*
- *What headings and subheadings would you use?*
- *How would you make the introduction interesting?*

Ask the students to write a report about pollution to share with the class.

S Retelling events in sequence

Ask the students to retell *The Fishy Mystery*. Have them focus on the main events at the beginning, middle, and end of the story.

 The students can use the blackline master on page 71 to record the main events in sequence.

S Identifying how people’s activities affect the environment

Ask the students to reread chapter 5, then look at *Digging Deeper* on page 29. Discuss the cause of thermal pollution and the effect it can have on the environment. The students should understand that any changes to an environment can have a harmful effect on the things that live there.