

TEACHER READING GUIDE

Key Hunters: The Mysterious Moonstone

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This is book #1 in
the **Key Hunters**
series.



Essential Question: How do the setting, events, conflict, and character development contribute to the plot?

BOOK SNAPSHOT

Selected from the New Worlds Reading Initiative Booklist

Text Type: Literary

Genre: Fantasy, Mystery

Themes/Topics: Collaboration, Bravery, Perseverance

Lexile: 610L

SKILLS ALIGNED WITH FLORIDA'S ELA B.E.S.T. STANDARDS

Word Work

ELA.4.F.1.3

Decode words with the suffix *-ous*.

Vocabulary

ELA.4.V.1.1

Use grade-level academic vocabulary. (Tier 2)

Comprehension

ELA.4.R.1.1

Explain how literary elements contribute to the plot.

BUILDING BACKGROUND

- Provide a student-friendly explanation of **alibi**.
 - If you have an alibi, you can **prove** you were somewhere else when a crime was committed.
 - For example, video evidence of you at the supermarket while the bank robbery occurred, proves you could not have committed the crime.
 - **Confirmed alibis** are proven to be true, showing one cannot have committed the crime.
 - **False alibis** are proven to be inaccurate, as in the suspect *could have* committed the crime.
- Discuss why it is important for investigators to confirm alibis. In *Mysterious Moonstone*, everyone will claim to have an alibi, but readers will determine who is providing a false alibi.

STUDENT LEARNING TARGETS

Today I am:
identifying the literary elements of a text.

So that I can:
explain how they contribute to the plot.

WORD WORK – DECODE WORDS WITH THE SUFFIX *-ous*

ELA.4.F.1.3: Use knowledge of grade-level phonics and word-analysis skills to decode words.

- a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.

Students will identify the *-ous* **suffix** to read and understand unfamiliar words. A **suffix** is a word part added to the end of a **base word**, and it changes the meaning of a word. A **base word** is the part of a word that cannot be broken down and has its own meaning. Here is an example from the book and a description of what it means.

Example from the book	Base word		Suffix		New Word		Meaning
dangerous	danger	+	<i>-ous</i> (full of)	→	dangerous	=	full of danger

- Write the word dangerous on the board.
- Say, "This is the word *dangerous*. *Dangerous* is made up of two word parts, a **base word** and a **suffix**. The **suffix** is a word part added to the end of a base word."
- Say, "*Dangerous* has the **suffix** *-ous* at the end. The **suffix** *-ous* means *full of*."
- Say, "When you add the **suffix** *-ous* to the base word *danger*, the meaning of the word becomes *full of danger*."
- Say, "There is danger when riding a bike without a helmet, so it is *dangerous*."
- Clarify that when the base word ends in *y* or silent *e*, the *y* or *e* must be dropped before adding the **suffix** *-ous*.

Continue to guide students in understanding words with the **suffix** *-ous* using words from the book:

mysterious (title, on multiple pages)

nervous (p. 56)

famous (p. 99)

TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It is important to provide background information and learning opportunities to help students make connections to the words.

Examples of Tier 2 vocabulary words for this text are:



fragile (p. 19): If someone is **fragile**, they get hurt easily. Ms. Hilliard does not want Evan to take on the challenge because she thinks he is **fragile**.



priceless (p. 44): **Priceless** describes something worth a lot of money. When Cleo asks for the value of the moonstone, Worthington replies that it is **priceless**.



benefit (p. 77): If something **benefits** you, it helps you. Cunningham and Musgrave would both **benefit** from their companies joining together.



weep (p. 100): If someone **weeps**, they cry. Beatrice begins to **weep** into her handkerchief when she is accused of stealing the moonstone.

ELA.4.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

Vocabulary Extension Activity

Reinforce understanding of vocabulary by having students work in groups to create a Frayer Model for each word.

Try This!

The **Frayer Model** is a graphic organizer used to effectively teach targeted vocabulary. It focuses on studying one word at a time by relating the new word to the students' prior knowledge. It helps students to build deep, meaningful connections to the previously unknown word.

Definition (in your own words)

Priceless describes something that is worth so much, it is hard to put a price on it.

Synonyms/Antonyms

Synonyms: invaluable, expensive, rare
Antonyms: cheap, worthless, common

priceless

Examples

famous art works, rare gemstones, historical artifacts

Nonexamples

paper clips, water bottles, erasers

READ FOR MEANING – EXPLAIN HOW LITERARY ELEMENTS CONTRIBUTE TO THE PLOT

ELA.4.R.1.1: Explain how setting, events, conflict, and character development contribute to the plot in a literary text.

ELA.4.R.3.2: Summarize a text to enhance comprehension.

a. Include plot and theme for a literary text.



Before:

The purpose of the read aloud is to explain how **literary elements** contribute to the plot in a text. The **literary elements** in this lesson will focus on *setting, events, conflict, character development*, and a *plot twist*.

- Say, “Today, we will be reading a mystery. Mysteries often include false clues written to mislead readers to a false conclusion. They build suspense for a dramatic **plot twist**.”
- Explain **plot twists** are an unexpected turn of events that completely change the outcome of the plot.
- Discuss and explore books or movies students have watched with a **plot twist**.
- As you read *The Mysterious Moonstone*, discuss clues as they are revealed, and predict if they may be false or necessary clues to solve the mystery.



During:

Display and use the plot diagram printed at the end of this guide to track plot development as you read.

Suggested questions to guide the discussion for completing the plot diagram:

- **Exposition**
 - What is Ms. Crowley’s library like? (ch. 1)
 - What traits do you want to see in a librarian?
 - How would you describe Cleo? (ch. 2)
 - How does Cleo’s impulsivity affect Evan? (ch. 3)
 - In what time period do Cleo and Evan find themselves? (ch. 4)
 - If you could travel to another time period, which would it be?
 - Who is Artie Baker, and what is he like? (ch. 4)
 - How would you describe Musgrave’s house? (ch. 5)
- **Inciting Incident**
 - What conflict do the characters need to resolve? (ch. 4)
 - What will happen if they cannot resolve it? (ch. 4)
 - What do they need to look for to help them resolve it? (ch. 4)

Did You Know?

Logical fallacies, such as the **red herring fallacy**, are introduced in the ELA B.E.S.T. Benchmark **ELA.6.R.2.4**. Red herrings are introduced in *The Mysterious Moonstone*.

Logical fallacies are errors found in the reasoning of an argument.

A **red herring** is a literary device used by writers to distract readers. It is typically a misleading clue designed to create a false trail for readers to form an incorrect conclusion.

READ FOR MEANING – EXPLAIN HOW LITERARY ELEMENTS CONTRIBUTE TO THE PLOT



• Rising Action

- What type of relationship do Colonel Musgrave and Kumar have? How do you know? (ch. 5)
- How do Colonel Musgrave's and Lady Musgrave's perspectives of the moonstone differ? (ch. 5 - 6)
- What do we learn about the moonstone? (ch. 6)
- Who is in the house when the moonstone disappears? (ch. 6)
- Why do you think the Musgraves keep the valuable grandfather clock at their home but keep the moonstone at the Bank of London? (ch. 6)
- What is the most likely reason the thief steals the moonstone? (ch. 6 - 7)
- What alibis do Beatrice and Kumar provide? (ch. 7)
- Why do you think Beatrice accuses her own fiancé of stealing the moonstone? (ch. 7)
- Why does someone cut the rope of the chandelier? (ch. 7)
- What piece of evidence do they find on the person who cuts the rope? (ch. 8)
- How does "Chef Lilith" respond to being trapped in the book? (ch. 8)
 - What is her alibi? (ch. 9)
- How does Artie know the ruby in Chef Lilith's soup is fake? (ch. 9)
- What is Richard Cunningham III's relationship to Beatrice and Colonel Musgrave? (ch. 10)
- What is Richard Cunningham's alibi? (ch. 10)
- Who do you think pushes the tea cart down the staircase, targeting Cleo, Evan, and Artie? (ch. 10)

• Climax

- What is Artie's reasoning for accusing Worthington of stealing the moonstone? (ch. 11)
- How does Beatrice play a role in the burglary? (ch. 12)

• Falling Action

- Why does Beatrice help Worthington steal the moonstone? (ch. 13)
 - What might she do differently if she finds herself in a similar situation again?
- How do Worthington's actions affect the outcome of the story? (ch. 13)

• Resolution

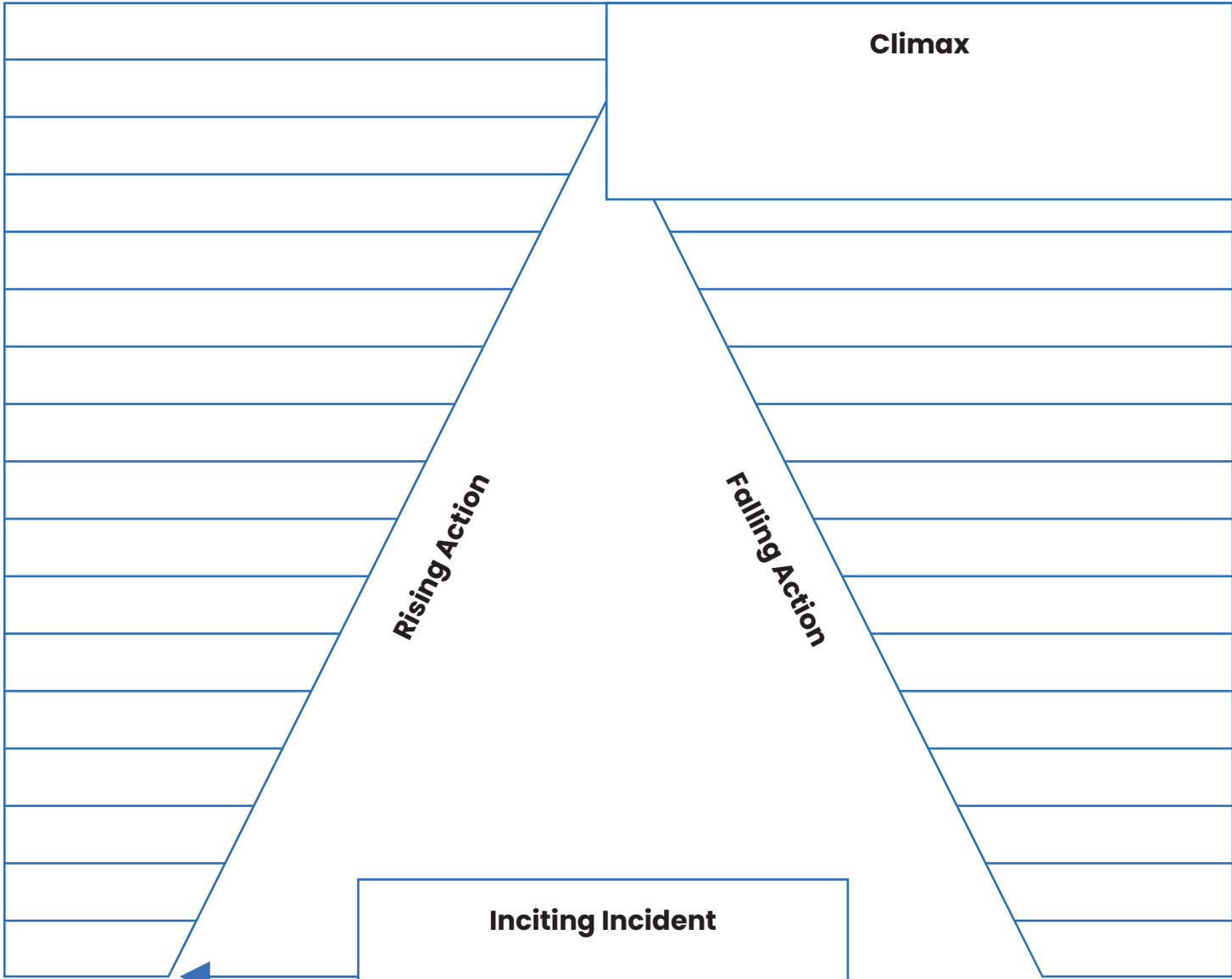
- What key do Cleo and Evan use to escape the book? (ch. 13)
- Is the story a dream for Cleo and Evan? (ch. 14)
 - Where is Ms. Hilliard? (ch. 14)
- How does Evan change throughout the story (ch. 14)



After:

- Review the plot diagram. Discuss the climax, and ask students if they accurately predicted the identity of the thieves or were misled by the false clues (red herrings).
- Students will use the information recorded on their plot diagram to write a summary of the story.
 - The summary should include information on the exposition, inciting incident, rising action, climax, falling action, and resolution.

PLOT DIAGRAM



Exposition
Settings:
Characters:

Resolution