Same Mystery Genre, Different Ways to Be Brave

Teacher		**Class**	Grade 5
Subject	ELA	**Topic**	Comparing stories in the same genre
Date		**Room**	
Lesson length	60 minutes	**Country**	United States

Students learn how two mysteries handle the same theme in different ways. They compare two stories with a Venn diagram and explain the difference.

Curriculum links

- Compare and contrast stories in the same genre on their approaches to similar themes and topics

Learning objectives

- Students will name mystery genre clues and find the shared theme.
- Students will compare how two mysteries treat curiosity and bravery.
- Students will explain different approaches using details from both stories.

Success criteria

- I can name the genre and the shared theme in two stories.
- I can compare how each story shows the same theme.
- I can write one sentence explaining the different approaches.

What students already know

Ask: What makes a mystery a mystery? Listen for clues to solve and someone who solves them.

Key words

genre	a type of story, like mystery or adventure [3]
theme	the big idea inside a story, like being brave or curious
clue	a small fact that helps solve a puzzle in a mystery [4]
compare	to tell how two things are the same
contrast	to tell how two things are not the same

Materials

- Slides 1-4, 10, 12
- Worksheet page 3 Task C passage Two Mysteries, One Theme, paragraphs 1-4 for annotate work: read paragraphs 1-4 above, then mark lines 1-6, look for theme and approach
- Venn diagram handout, paper, and pencils
- Printed copies of paragraphs 1-4, lines 1-6 for Worksheet Task C annotate work

Before the lesson

- Print Venn diagram handout for each pair with one example started in each part
- Print Worksheet page 3 Task C (Annotate a text: read paragraphs 1-4 above, then mark lines 1-6, look for theme and approach) with passage Two Mysteries, One Theme for each student
- Check Slides 1-4, 10, 12 display correctly, no video needed
- Set desks for pair work with pencils ready

Lesson outline

0–8 min **Starter** 8 min · Whole class

Activate genre knowledge and hook students for comparing two mysteries.

YOU DO

1. Show Slide 1 title and Slide 2 objectives and read the I can line together.
2. Say the hook and hold up two paper halves to build interest in paper-only work.
3. Show Slide 3 mindmap and ask pairs to name mystery clues versus fantasy and sci-fi.
4. Chart answers: mystery has clues to solve, adventure is a trip from a safe place.

STUDENTS DO

1. Read objectives with teacher and repeat the genre examples.
2. Turn to a neighbor and name one mystery clue and one fantasy feature.
3. Share ideas quickly with the class.

Say: No screens, just your brain and a pencil — can you crack how these two writers think alike and differently? Today we will compare two mysteries. A genre is a type of story [3], so we first check both are the same genre.

Ask: What tells you a story is a mystery? (It has clues to solve and someone who solves them [4].) · What is a theme? (The big idea inside, like courage or curiosity.)

Check understanding: Thumbs up if you can name one mystery clue; if not, reteach Slide 3 with examples of clues, magic, and tech.

Support: Point to Slide 3 pictures and word bank with clue, magic, robot to choose from. **Stretch:** Explain why a robot detective in space would be sci-fi, not mystery, using two features.

Use: Slides 1-3

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8–20 min **Teaching** 12 min · Whole class

Model how to find a shared theme and spot different approaches.

YOU DO

1. Show Slide 4 and explain theme as big idea and authors choose different problems.
2. Read aloud paragraph 1-2 as Story 1 and paragraphs 3-4 as Story 2.
3. Think aloud to prove genre and theme with underlining on the board.
4. Model one Venn entry for same and one for different with text proof.

STUDENTS DO

1. Listen and follow paragraphs 1-4 as teacher reads.
2. Copy the teacher Venn model into notebooks.
3. Answer questions with a detail from Story 1 or Story 2.

Say: Two stories in the same genre often share themes but each writer treats those themes a little differently [5]. Both of ours are mysteries because a mystery will have clues and a detective [4]. We compare HOW each story handles the same idea, not just whether they share it.

Worked example: Same: Both main characters feel nervous but curiosity wins. Story 1 says: The student felt nervous but wanted answers, so the student looked for clues near the door. Story 2 says: The neighbor felt nervous too, but curiosity won, and the neighbor stepped inside to search. Different approach: Story 1 solves by talking and thinking - The student asked the custodian two questions and followed wet footprints to the hall closet. Story 2 solves by taking small brave steps alone - The neighbor used a hand-drawn map from a grandparent and a hallway light to check dark corners.

Ask: What genre are both stories and how do you know? (Mystery, because both have missing things, clues, and a searcher who solves it [4].) · What shared theme do both show? (Being curious and brave enough to look for answers even when nervous.) · How is the approach different so far? (One asks people and thinks through footprints; the other uses a map and light to check alone.)

Check understanding: All hold up one finger for Story 1 detail or two for Story 2 detail that proves curiosity; reteach with paragraph 1 and 3 if mixed.

Support: Keep paragraphs 1-4 visible with clue words underlined and read lines twice slowly. **Stretch:** Name the feeling after solving in each: proud for solving the puzzle by talking and thinking versus glad that being brave meant taking one small step at a time.

Use: Slides 3-4

20–42 min **Main activity** 22 min · Pairs

Pairs contrast two mysteries approaches to the shared theme on a Venn.

YOU DO

1. Give each pair printed story halves, Venn handout, paper and pencils.
2. Direct pairs to do Task C annotate work: read paragraphs 1-4 above, then mark lines 1-6, look for theme and approach.
3. Circulate, prompt for at least two differences and one similarity with paragraph numbers.
4. Stop class at 18 minutes to model the bottom comparison sentence.

STUDENTS DO

1. Reread paragraphs 1-4 with partner and underline clue and feeling words.
2. Sort ideas onto Venn: two details each side and one or more in middle.
3. Write one sentence under Venn explaining the different approaches with both details.

Say: Work with your partner on your Venn. Left side is the school garden mystery, right side is the garage mystery, middle is both. Fill what is the same and what is different in how each one shows curiosity and bravery. Use exact details and paragraph numbers.

Worked example: Left-only: Asked the custodian two questions and followed wet footprints, solved by talking and thinking, paragraph 2. Right-only: Used a hand-drawn map from a grandparent and a hallway light, solved by small brave steps alone, paragraph 4. Middle: Felt nervous but kept searching for answers, found missing tools, paragraphs 1 and 3. Sentence: Both show curiosity when nervous, but Story 1 solves by asking and thinking while Story 2 solves by exploring step by step alone.

Ask: Where does safety end and the unknown start in each? (Story 1 leaves class to check door and hall closet; Story 2 steps inside dark garage corners.) · How does each solve it differently? (Story 1 follows footprints and asks questions; Story 2 uses map and light to search corners.)

Check understanding: Teacher checks Venns for two per side and one middle with paragraph proof; pairs missing proof reread that paragraph together before writing sentence.

Support: Provide a partially filled Venn with one example already in each section. **Stretch:** Have students add topic words of their own in the overlap, like teamwork or honesty.

Use: Worksheet Task C (Annotate a text: Read paragraphs 1-4 above. Then mark lines 1-6. Look for theme and approach.)

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42–52 min **Discussion** 10 min · Pairs

Talk through comparison sentences to sharpen evidence use.

YOU DO

1. Show Slide 10 cards for Characters, Setting, and Problem as talk prompts.
2. Have pairs read their middle sentence aloud using the frame Both show ___, but one ___.
3. Ask two pairs to share and push for which detail proves the approach.
4. Summarize that comparing stories in the same genre helps stronger reading.

STUDENTS DO

1. Practice sentence with partner with passage in hand, no writing.
2. Listen and give one star for text proof from each story.
3. Two pairs share to class.

Say: Tell your partner your sentence starting Both show curiosity, but. Use one detail from each story. Good readers notice both stories are in the same genre and then explain which way works [3].

Worked example: Both show curiosity when nervous, but the school story shows it by asking the custodian two questions, while the garage story shows it by using a hallway light to check dark corners step by step.

Ask: Which approach feels smarter or braver to you and what detail proves it? (Any opinion with one detail, for example asking for help is smart, or going step by step alone is brave.) · Why must we compare mysteries with mysteries? (Same genre shares clues and jobs, so the comparison of theme treatment is fair.)

Check understanding: Listen for Both plus two details; if missing, have student hold quote card and reread that line.

Support: Let students hold a quote card to read from so they do not have to remember details. **Stretch:** Connect difference to feelings, like proud versus glad, with text proof from paragraphs 2 and 4.

Use: Slides 10, Worksheet Task F (Talk with a partner: Talk with your partner. No writing.)

52–60 min **Plenary** 8 min · Whole class

Check objectives and clear up same genre versus same ending confusion.

YOU DO

1. Show Slide 12 true or false and vote on each line.
2. Revisit objectives and have students self-rate with fingers.
3. Collect Venns and read two strong comparison sentences aloud.
4. Preview next writing where they will explain a favorite approach.

STUDENTS DO

1. Vote true or false and correct false ideas together.
2. Rate I can statements 1 to 3 on fingers.
3. Answer exit ticket on paper.

Say: Stories in the same genre can end very differently. Theme is the big idea, like courage or curiosity. Show me you can name the genre, name the theme, and explain the different approaches.

Ask: Must stories in the same genre have the same ending? (False; same genre can end very differently.) · What did we compare today? (How two mysteries handle curiosity and bravery differently with story details.)

Check understanding: Exit ticket answers; reteach any line below 80 percent correct tomorrow with same paragraphs.

Support: Read exit ticket aloud and allow pointing to Venn for answer. **Stretch:** Write which approach you would use if you lost tools and why in one line.

Use: Slides 12

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Common mistakes

Mistake	How to spot it	How to fix it
Thinking same genre means same events or ending	Venn middle says both find a map or both ask custodian	Restate that two stories often share themes but each writer treats them differently [5]; check Slide 12 false line
Naming topic instead of theme treatment	Says both are about missing tools with no how	Ask how: by asking and thinking versus by small brave steps with map and light, using paragraphs 2 and 4
Mixing genres, calling garage story fantasy	Claims magic because of map	Remind that a mystery will have clues and a detective [4] while fantasy has magic and new worlds; map here is a normal keepsake

Support

- Provide a partially filled Venn with one example already in each section
- Give sentence frame Both characters ___ but one ___ with picture clues
- Allow quote cards so students read proof instead of recalling

Stretch

- Have students add topic words of their own in the overlap, like teamwork or honesty
- Have students link difference to character feelings with text proof
- Have students argue the opposite side for one turn using new evidence

For the LSE or teaching assistant

Sit with target pairs during Venn work, read paragraphs 1-4 aloud, point to started examples, prompt for paragraph numbers for each entry.

Check for understanding

Question	Answer
What genre are both stories and what clue proves it?	Mysteries, because both have missing items, clues like footprints, and a search that solves it
What shared theme do both stories show?	Curiosity and bravery to look for answers even when nervous
How do the approaches differ? Give one detail from each.	School story asks the custodian and follows footprints; garage story uses map and light to check corners step by step

Sources

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