

Where This Fits in Your Year

Northwest Territories · Grade 5 · English Language Arts

Mighty Muskrats Mystery 1: The Case of the Windy Lake

Natural instructional unit

Mystery structure, changing interpretations, and evidence-based response

Place this pack in Grade 5 in Northwest Territories during a literature unit focused on mystery structure, evidence, and how interpretations change as new clues appear. Lessons 2 and 3 give students the concrete investigation first: they explain how high water, wind, and a hawk account for the abandoned boat and rope, then build a four-step timeline from the misleading rope clue to Otter's bird observation.

The middle of the pack asks students to interpret rather than simply retell. Lesson 5 develops the idea that research, community information, observation, and shared reasoning work together. Lesson 6 then has students compare the rope's first appearance with its later explanation, which makes the red-herring structure visible in the evidence.

The strongest culminating work comes in Lesson 7 and the Full Plan synthesis. Students defend whether the search should move, use at least two source details, acknowledge Mrs. Fish's uncertainty, and explain how the evidence changes the decision. Use this as a compact mystery-analysis and evidence-based response sequence rather than as a complete Grade 5 language arts unit.

Curriculum placement based on the student work required in this lesson pack.

<- All books

Mighty Muskrats Mystery 1:

The Case of the Windy Lake

Book 7833 · Grade 5

8 lessons, each with a full and a short version

1. Full Plan

TIME	55 minutes
OBJECTIVE	Develop five mystery-analysis products and synthesize an explanation of how the Muskrats solve the abandoned-boat clue and redirect the search.
STUDENT	Five skill products and one integrated evidence-based synthesis.
PRODUCT	
FOCUS	How evidence changes the investigation.

Essential question

How did the Mighty Muskrats explain the abandoned boat and determine that the search for Dr. Pixton had begun on the wrong side of Windy Lake?

Materials

Verified book source Prepared cited passages identified by the source-evidence locators Student evidence notes

Lesson sequence

1	Key details · 9 min Explain how high water, wind, and the hawk account for the boat and rope. Prepared text: Passages 6, 8, 11, 12
2	Sequence and structure · 9 min Build a four-step investigation timeline from the misleading rope to the hawk clue. Prepared text: Passages 6, 8, 9, 10
3	Central idea and theme · 9 min Explain how research, community information, observation, and shared reasoning work together. Prepared text: Passages 8, 9, 10, 11
4	Compare details · 9 min Contrast the rope's initial appearance with the final explanation. Prepared text: Passages 6, 11, 12
5	Evidence-based discussion · 9 min Defend whether the search should move, using two reasons and one counterpoint. Prepared text: Passages 8, 9, 11, 12
6	Synthesis · 10 min Explain how the assembled evidence resolves the boat clue and redirects the search. Prepared text: Passages 6, 8, 9, 10, 11, 12

Teacher guidance

Evidence rationale: Every move in this Full Plan now contributes directly to the abandoned-boat mystery and the decision to redirect the search.

Expected answer:	Raised water freed the boat, wind carried it to the delta, and the hawk explains the stretched rope. Once those clues are reinterpreted, the boat no longer proves Pixton was on that side of the lake.
-------------------------	---

Assessment

Look for:

- Explains the boat and rope using source-bounded evidence.
- Orders the investigation in a defensible sequence.
- Distinguishes observation from explanation.
- Connects the different kinds of knowledge used in the investigation.
- Makes a claim with evidence and responds to a counterpoint.

Teacher note. Preview the cited episodes in context. Use neutral, source-bounded language; do not require personal disclosure; and distinguish story events from safe real-world conduct.

Short version · 20 minutes

1	Key details · 5 min Explain the high water, storm, and hawk. Prepared text: Passages 6, 8, 11, 12
2	Sequence and structure · 5 min Order the investigation from rope clue to hawk clue. Prepared text: Passages 6, 8, 9, 10
3	Evidence-based discussion · 5 min Decide whether the search should move and give two reasons. Prepared text: Passages 8, 9, 11, 12
4	Synthesis · 5 min Explain how the clues resolve the mystery and redirect the search. Prepared text: Passages 6, 8, 9, 10, 11, 12

2. Key details

TIME	20 minutes
OBJECTIVE	Identify and explain the three physical causes that resolve the abandoned-boat clue.
STUDENT	A three-detail cause-and-effect explanation supported by evidence.
PRODUCT	
FOCUS	The causes of the boat's location and the rope's position.

Essential question

Which details explain how the boat reached the delta and why its rope was stretched across the mud?

Materials

- Verified book source
- Prepared cited passages identified by the source-evidence locators
- Student response materials

Lesson sequence

1	Launch · 3 min Identify what the boat and rope appear to show before the explanation is known. Prepared text: Passage 6
2	Water evidence · 4 min Explain how raised water could free the boat. Prepared text: Passage 8
3	Wind and hawk evidence · 5 min Explain how the storm moved the boat and how the hawk changed the rope's position. Prepared text: Passages 11, 12
4	Student product · 6 min Write a three-part cause-and-effect explanation. Prepared text: Passages 6, 8, 11, 12
5	Exit check · 2 min Name the high water, storm, and hawk and connect each to its effect. Prepared text: Passages 6, 8, 11, 12

Teacher guidance

Evidence rationale: The passages provide both the misleading physical evidence and the final explanation involving water, wind, and the hawk.

Expected answer:	Raised water freed the boat, the storm carried it to the delta, and a hawk stretched the rope while trying to lift it.
-------------------------	--

Support and extension

Above: Explain which clue most strongly changes the direction of the investigation and why.

Below: Complete: "The water __. The storm __. The hawk __."

Assessment

Look for:

- Names all three causes.
- Explains the effect of each cause.
- Uses only information supported by the prepared passages.

Short version · 10 minutes

1	Focus · 2 min Identify the three causes. Prepared text: Passages 8, 11, 12
2	Evidence move · 5 min Match each cause to its effect on the boat or rope. Prepared text: Passages 6, 8, 11, 12
3	Product · 3 min Write the three-part explanation. Prepared text: Passages 6, 8, 11, 12

3. Sequence and structure

TIME	20 minutes
OBJECTIVE	Arrange four investigation events in chronological and logical order and explain how the mystery changes.
STUDENT	An ordered four-step timeline plus one sentence about the turning point.
PRODUCT	
FOCUS	The sequence and mystery structure of the boat investigation.

Essential question

How does the investigation progress from the first observation of the rope to Otter's bird clue?

Materials

- Verified book source
- Prepared cited passages identified by the source-evidence locators
- Student response materials

Lesson sequence

1	Launch · 3 min Identify the first interpretation of the stretched rope. Prepared text: Passage 6
2	Middle evidence · 5 min Place the weather report and Mrs. Fish's information in the investigation sequence. Prepared text: Passages 8, 9
3	Turning point · 4 min Identify Otter's observation and explain why it changes the rope clue. Prepared text: Passage 10
4	Student product · 6 min Write the four-step timeline with sequence words. Prepared text: Passages 6, 8, 9, 10
5	Exit check · 2 min Name the clue that most clearly changes the interpretation of the rope. Prepared text: Passage 10

Teacher guidance

Evidence rationale: The prepared passages trace the investigation from a misleading rope clue through weather and travel information to Otter's observation.

Expected answer:	The Muskrats first consider the stretched rope, then gather weather and travel information, and finally use Otter's hawk observation to reinterpret the clue.
-------------------------	---

Support and extension

Above: Explain how delaying the hawk clue helps the story function as a mystery.

Below: Sort these labels before writing: rope, weather report, Mrs. Fish's information, hawk.

Assessment

Look for:

- Places all four events in a defensible order.
- Uses sequence words.
- Distinguishes an observation from the later explanation.

Short version · 10 minutes

1	Focus · 2 min Identify the four investigation points. Prepared text: Passages 6, 8, 9, 10
2	Evidence move · 5 min Order them and explain the turning point. Prepared text: Passages 6, 8, 9, 10
3	Product · 3 min Write the four-step timeline. Prepared text: Passages 6, 8, 9, 10

4. Character development

TIME	20 minutes
OBJECTIVE	Describe how Denice's resolve develops from her initial complaint to her later declaration.
STUDENT	A before-and-after character-development statement supported by evidence.
PRODUCT	
FOCUS	Denice's continuing commitment.

Essential question

How does Denice's resolve develop from her complaint about the company to her declaration after the vision quest?

Materials

- Verified book source
- Prepared cited passages identified by the source-evidence locators
- Student response materials

Lesson sequence

1	Launch · 3 min Identify Denice's initial concern about the company. Prepared text: Passage 4
2	Later evidence · 5 min Identify Grandpa's advice and Denice's later declaration. Prepared text: Passages 14, 15
3	Compare moments · 4 min Explain what changes and what remains consistent in Denice's position. Prepared text: Passages 4, 14, 15
4	Student product · 6 min Write a before-and-after development statement. Prepared text: Passages 4, 14, 15
5	Exit check · 2 min State her initial concern and later declaration without assigning an unstated meaning to "them." Prepared text: Passages 4, 15

Teacher guidance

Evidence rationale: The early passage states Denice's complaint, while the later passages show Grandpa urging action and Denice declaring that her fight will continue.

Expected answer:	Denice begins by opposing the company's conduct and later declares that she is just getting started and will continue the fight.
-------------------------	--

Support and extension

Above: Explain how Grandpa's advice connects Denice's learning to her continued commitment.

Below: Use: "At first Denice ___. After Grandpa's advice, she says ___."

Assessment

Look for:

- States Denice's initial concern.
- States her later declaration.
- Avoids assigning unsupported meaning to ambiguous pronouns.

Short version · 10 minutes

1	Focus · 2 min Identify the two moments. Prepared text: Passages 4, 15
2	Evidence move · 5 min Compare Denice's initial concern and later declaration. Prepared text: Passages 4, 14, 15
3	Product · 3 min Write the before-and-after statement. Prepared text: Passages 4, 14, 15

Teacher note. Preview the cited episode in context. Use neutral, source-bounded language; do not require personal disclosure; and distinguish story events from safe real-world conduct.

5. Central idea and theme

TIME	20 minutes
OBJECTIVE	State a story-specific central idea and connect it to multiple kinds of knowledge used in the investigation.
STUDENT	A central-idea statement supported by three distinct evidence connections.
PRODUCT	
FOCUS	How different kinds of knowledge work together.

Essential question

What idea about solving problems is developed through the Muskrats' use of weather information, community knowledge, and Otter's observation?

Materials

- Verified book source
- Prepared cited passages identified by the source-evidence locators
- Student response materials

Lesson sequence

1	Launch · 3 min Separate a general idea from a plot summary. Prepared text: Passages 8, 9, 10, 11
----------	--

2	Research and community evidence · 4 min Identify the weather research and information from community members. Prepared text: Passages 8, 9
3	Observation evidence · 4 min Identify Otter's observation and what it contributes. Prepared text: Passages 10, 11
4	Student product · 7 min Write one central idea and connect it to three distinct details. Prepared text: Passages 8, 9, 10, 11
5	Exit check · 2 min Revise any sentence that presents an inference as something the narrator explicitly states. Prepared text: Passages 8, 9, 10, 11

Teacher guidance

Evidence rationale: The passages show the children gathering digital weather information, testimony about Pixton's movements, and knowledge from observing a hawk before combining the clues.

Expected answer:	The investigation suggests that difficult problems can be solved by combining research, information from people, close observation of nature, and collaborative reasoning.
-------------------------	--

Support and extension

Above: Discuss how the story values both technological research and land-based knowledge.

Below: Use: "The story suggests that problems are solved when people combine __, __, and __."

Assessment

Look for:

- States an idea that applies across the evidence.
- Includes research, community information, and observation.
- Uses interpretive language rather than presenting inference as explicit narration.

Short version · 10 minutes

1	Focus · 2 min State the broad idea. Prepared text: Passages 8, 9, 10, 11
2	Evidence move · 5 min Attach three different kinds of evidence. Prepared text: Passages 8, 9, 10, 11
3	Product · 3 min Write the central idea plus evidence connections. Prepared text: Passages 8, 9, 10, 11

Teacher note. Preview the cited episode in context. Use neutral, source-bounded language; do not require personal disclosure; and distinguish story events from safe real-world conduct.

6. Compare details

TIME	20 minutes
OBJECTIVE	Compare the rope's initial appearance with its later explanation.
STUDENT	A two-column comparison or one contrast paragraph.
PRODUCT	
FOCUS	The initial and final interpretations of the stretched rope.

Essential question

How does the Muskrats' final explanation of the rope differ from what the rope initially appeared to show?

Materials

- Verified book source
- Prepared cited passages identified by the source-evidence locators
- Student response materials

Lesson sequence

1	Launch · 3 min State what the rope initially appears to show. Prepared text: Passage 6
2	Later explanation · 5 min Identify the later weather and hawk evidence. Prepared text: Passages 11, 12
3	Contrast · 4 min Explain exactly how the later interpretation differs from the first. Prepared text: Passages 6, 11, 12
4	Student product · 6 min Write the two-column comparison or contrast paragraph. Prepared text: Passages 6, 11, 12
5	Exit check · 2 min Use a clear contrast word and state both interpretations accurately. Prepared text: Passages 6, 11, 12

Teacher guidance

Evidence rationale: The first passage records the rope's misleading appearance; the later passages provide the natural explanation for the same physical detail.

Expected answer:	At first the rope looks as if a person pulled the boat toward shore, but later the Muskrats conclude that a hawk lifted and dropped it after the boat drifted to the delta.
-------------------------	---

Support and extension

Above: Explain how the contrast makes the rope an effective red herring.

Below: Use: "At first the rope seemed to ___, but later the Muskrats determined ___."

Assessment

Look for:

- Accurately states the initial appearance.
- Accurately states the final explanation.
- Uses a clear contrast structure.

Short version · 10 minutes

1	Focus · 2 min State the initial appearance. Prepared text: Passage 6
2	Evidence move · 5 min Contrast it with the final explanation. Prepared text: Passages 11, 12
3	Product · 3 min Write the comparison. Prepared text: Passages 6, 11, 12

7. Evidence-based discussion

TIME	25 minutes
-------------	------------

OBJECTIVE	Make and defend a claim about whether the search location should change.
STUDENT	A spoken claim with two evidence-based reasons and a response to one counterpoint.
PRODUCT	
FOCUS	Whether the assembled clues justify moving the search.

Essential question

Once the Muskrats assembled these clues, was there enough evidence to move the search away from the delta and snake pits?

Materials

- Verified book source
- Prepared cited passages identified by the source-evidence locators
- Student response materials

Lesson sequence

1	Launch · 4 min State a tentative answer and identify the strongest clue. Prepared text: Passages 8, 9, 11, 12
2	Build the claim · 5 min Use the weather and hawk evidence to explain why the boat and rope no longer locate Pixton. Prepared text: Passages 8, 11, 12
3	Counterpoint · 5 min Acknowledge Mrs. Fish's uncertain recollection and explain its limitation. Prepared text: Passage 9
4	Student product · 8 min Present a claim, two evidence-based reasons, and a response to the counterpoint. Prepared text: Passages 8, 9, 11, 12
5	Exit check · 3 min Explain how the evidence changes the search decision. Prepared text: Passages 8, 9, 11, 12

Teacher guidance

Evidence rationale: The passages support a genuine evidence question: whether the boat, rope, and uncertain report of an earlier snake-pits visit still justify keeping the search in the same place.

Expected answer:	The search should move because weather can explain the boat's drift, the hawk can explain the rope, and Mrs. Fish only uncertainly recalls an earlier visit to the snake pits.
-------------------------	--

Support and extension

Above: Present the strongest argument for continuing at the snake pits, then rebut it with the cited evidence.

Below: Use: "My claim is _____. One clue is _____. Another clue is _____. A counterpoint is _____. Therefore _____."

Assessment

Look for:

- Answers the question directly.
- Uses at least two cited details.
- Acknowledges Mrs. Fish's uncertainty.

- Explains how evidence affects the decision.

Short version · 10 minutes

1	Focus · 2 min State the claim. Prepared text: Passages 8, 9, 11, 12
2	Evidence move · 5 min Give two reasons and one counterpoint. Prepared text: Passages 8, 9, 11, 12
3	Product · 3 min Deliver the spoken response. Prepared text: Passages 8, 9, 11, 12

8. Evidence-based writing

TIME	25 minutes
OBJECTIVE	Write a focused comparison of Denice's and Dr. Pixton's decisions after difficult experiences.
STUDENT	A concise comparison paragraph with a claim, evidence about both characters, and
PRODUCT	explanation.
FOCUS	Denice's and Dr. Pixton's decisions about future action.

Essential question

How do Denice and Dr. Pixton each turn a difficult experience into a decision about what to do next?

Materials

- Verified book source
- Prepared cited passages identified by the source-evidence locators
- Student response materials

Lesson sequence

1	Launch · 4 min Identify the decision each character makes. Prepared text: Passages 14, 15, 16
2	Denice evidence · 4 min Trace Grandpa's advice to Denice's declaration that she will continue the fight. Prepared text: Passages 14, 15
3	Pixton evidence · 4 min Identify Pixton's decision to end excavation of Native remains and seek relationships with living people. Prepared text: Passage 16
4	Compare · 4 min State one meaningful similarity and one difference in the direction of their decisions. Prepared text: Passages 14, 15, 16
5	Student product · 7 min Write the comparison paragraph with claim, evidence, and explanation. Prepared text: Passages 14, 15, 16
6	Exit check · 2 min Check that each character's decision is source-bounded and clearly compared. Prepared text: Passages 14, 15, 16

Teacher guidance

Evidence rationale: The passages show Grandpa connecting learning with action, Denice declaring that her fight will continue, and Pixton announcing a changed relationship to his work.

Expected answer:	Both characters make decisions about future action: Denice will continue the fight, while Pixton ends field excavation of Native remains and chooses to meet living Native people.
-------------------------	--

Support and extension

Above: Analyze an important difference between the direction of their decisions.

Below: Use: “After her experience, Denice ___. After his experience, Pixton ___. Both ___, but ___.”

Assessment

Look for:

- Makes a comparison claim about both characters.
- Accurately describes Denice's declaration without inventing an antecedent for “them.”
- Accurately describes Pixton's decision.
- Explains how each decision follows an experience or lesson.

Teacher note. Preview the cited episode in context. Use neutral, source-bounded language; do not require personal disclosure; and distinguish story events from safe real-world conduct.

Short version · 10 minutes

1	Focus · 2 min Identify both decisions. Prepared text: Passages 14, 15, 16
2	Evidence move · 5 min Compare the direction of the two decisions. Prepared text: Passages 14, 15, 16
3	Product · 3 min Write the comparison paragraph. Prepared text: Passages 14, 15, 16