

The Three Clues

TIME	30 minutes full · 15 minutes short
PRIMARY SKILL	Explain what each clue supports
OBJECTIVE	Locate three clues, record where each appears, and explain what each clue supports without overstating what one clue proves by itself.
STUDENT EVIDENCE	A three-row evidence sheet: clue, location, and what the clue supports.
ESSENTIAL QUESTION	What can one clue support, and what needs several clues together?

Before teaching

Read or play the complete book before the timed lesson. Keep the book available so claims and evidence can be checked against the text. Book-specific targets: Use the three case-solving clues from Lark and the Dessert Disaster; two are planted in the reader's view before they matter.

Materials:	the book, Student Evidence page, pencil.
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Lesson sequence

TIME	TEACHING MOVE
4 min	Find clue 1 Record the detail and where it appears.
6 min	Find clues 2 and 3 Keep each clue in its own row.
7 min	State what each clue supports Use cautious language: supports, suggests, points toward.
8 min	Combine the clues State the larger claim that the three clues support together.
5 min	Check the wording Revise any row that says a single clue proves more than it actually does.

The Three Clues

Access routes

SOLO	Use the book independently to complete the evidence page. Require book-based support for the reasoning.
SUPPORTED	Pause at the key evidence moments. Rephrase the task orally, then have students point to or record evidence before explaining.

LISTENING	Use narration and illustrations. Ask the same book-specific questions orally and accept pointing, choosing between evidence already visible in the book, drawing, or an oral explanation. Do not require teacher-invented answer choices.
EXTEND	Apply the same reasoning move to a second moment in the book or ask students to explain why a tempting alternative is weaker.

Teacher guidance

The lesson is about evidentiary weight. Preserve the difference between a clue and a conclusion; a single clue may support a claim without settling it.

Book-specific answer anchors

- Clue 1 - the photograph: Connor notices the culprit holding a large bag of chocolate chips in front of her apron even though her yellow cake with white frosting does not use chocolate. The bag can hide splashes on the apron.
- Clue 2 - the white icing: Lark earlier got white icing on her fingers from the back-door handle, a door contestants were not supposed to use. The culprit is the person whose dessert used white icing.
- Clue 3 - impossible knowledge: the culprit says she never left the kitchen, yet she knows about the newspaper photograph delivered as the family was leaving and knows details from a kitchen she says she never entered. Those details contradict her account.
- Together the clues identify the culprit. Connor develops the photograph/chocolate-chip clue; Lark carries the icing and impossible-knowledge clues.

Assessment

- Three distinct clues are recorded with locations.
- Each clue has a bounded statement of what it supports.
- The combined claim is stronger than any one row and does not depend on an invented detail.

Short route · 15 minutes

3 min - name/model the skill. 8 min - gather the minimum evidence required on the student page. 4 min - explain the answer and verify it against the book.

Watch for

Writing the final conclusion in every “what it supports” box instead of saying what each individual clue contributes.

Source note

Extracted and audited as a standalone from the ELA unit Using the Evidence. No regional standards are attached to this standalone skill lesson.

STUDENT EVIDENCE · GRADES 2-3

Lark and the Dessert Disaster

The Three Clues

Name _____ Date _____ A three-row evidence sheet: clue, location, and what the clue supports.

CLUE 1 + LOCATION

WHAT IT SUPPORTS

CLUE 2 + LOCATION

CLUE 3 + LOCATION

CLAIM THEY SUPPORT TOGETHER

EXIT CHECK

What can one clue support, and what needs several clues together?

TEACHER KEY · GRADES 2-3

Lark and the Dessert Disaster

The Three Clues

Book-specific answer anchors

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- Clue 2 - the white icing: Lark earlier got white icing on her fingers from the back-door handle, a door contestants were not supposed to use. The culprit is the person whose dessert used white icing.
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- Together the clues identify the culprit. Connor develops the photograph/chocolate-chip clue; Lark carries the icing and impossible-knowledge clues.

Expected student evidence

- Three distinct clues are recorded with locations.
- Each clue has a bounded statement of what it supports.
- The combined claim is stronger than any one row and does not depend on an invented detail.

Watch for

Writing the final conclusion in every “what it supports” box instead of saying what each individual clue contributes.

Independent success

The student completes the required evidence product, uses the named book-specific evidence above, and can explain the reasoning move without relying only on recall or a teacher-supplied answer.

Unit source

Using the Evidence · Lark and the Dessert Disaster by Natasha Deen