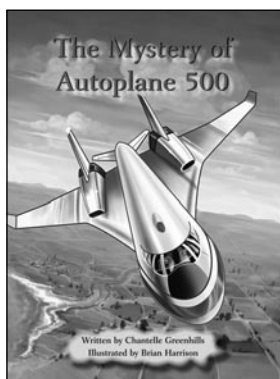


# The Mystery of Autoplane 500

Text Type		Lower 1500–1800 words RA 8.8–9.2	Middle 1900–2400 words RA 9.3–9.7	Upper 2500–3000 words RA 9.8–10.2
<b>Fact</b>	<b>Procedure</b>	Build Your Own Easel	Making a Cheesecake	So You Want to Be a Cartoonist?
	<b>Recount</b> (Explanation)	Ten Milestones in Space	Rail Accidents	Three Terrible Hurricanes
	<b>Information Report</b> (Description)	Mythical Creatures	The World of Caves	Top Towers
	<b>Information Report</b> (Explanation)	A Weather Counting Book	Two Polar Regions	Seven Ancient Wonders
	<b>Interview</b>	Food Science FAQs	Hobbies	Fireflies and Glow-worms
	<b>Biography</b>	Ned Kelly	Mother Teresa: Saint of the Gutters	Edmund Hillary
	<b>Explanation</b>	How Forensic Scientists Work	How Musical Instruments Work	How Solar Energy Works
	<b>Procedural Recount</b>	How I Learned to Be a Nipper	How I Trained for the Junior Triathlon	How I Learned to Snowboard
<b>Fiction</b>	<b>Realistic Fiction</b> (Out of School)	Junkyard Treasure	Outback Betty's	Harry's Dream
	<b>Realistic Fiction</b> (In School)	On the Case	The Real-Life School Project	Ms McMahon
	<b>Historical Fiction</b>	The Wooden Horse Trick	Cheung Saves the Day	The Slave
	<b>Fantasy</b>	The Cloud Washerwoman	Sammy Stevens Sings	Finbar and the Long Trek
	<b>Science Fiction</b>	A New Source of Power	The Intergalactic Race	Eighth Moon
	<b>Humour</b>	The Upstairs Dragon	My Rhyming Grandpa	Catty Bimbar and the New-Age Pirates
	<b>Mystery</b>	Mystery Under the Big Top	The Mystery of Autoplane 500	The Mystery of the Missing Food
	<b>Folktales</b>	The Wicked Witch of the Singing Sands	Gulnara	Momotaro, Little Peachling

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text.



## THE MYSTERY OF AUTOPLANE 500

**Middle level fiction**

**Text type: Mystery**

**Reading age 9.5**

**Word count 2,053**

### Before Reading

Tell students that authors use different styles, words, and ways to organize their writing. When readers know how authors write particular stories, it can make it easier to read them.

Activate prior knowledge by asking students if they have read any mystery books or seen any mystery films like *Scooby Doo*.

*What generally happens in these stories?* Guide the discussion so that students understand that something happens at the start and the rest of the story is spent asking questions, uncovering clues and working out what is true or untrue. At the end the mystery is solved by

one of the main characters.

*What makes it tricky for the reader to solve the mystery?* Build understandings that the author will give some clues that are relevant and others that are designed to add complications to the story and make it more difficult to solve.

## COVER

### Before Reading

Read the title and ask the students to consider what this story might be about.

Discussion and question guide:

- *Where do you think this story is set?*
- *Has anybody been on a plane? What sort of technologies are needed on planes? Would these be checked regularly to ensure they work properly? Why is this so important?*
- *What aspects of the front cover suggest that this plane may be in trouble?* This should lead into discussion about the illustration. Discuss the use of colour and the message it suggests and also the hole that we view the plane through. *What could this suggest?* Invite inferences.
- *Read the blurb on the back cover.* Discuss the words *investigative*, *foul play* and *proof*.
- *Consider the title, cover illustration, and blurb.* *What do you think happens in this story?*

## **During Reading**

What does the subtitle of Chapter 1 tell us? Look at the illustration on page 5. What is Violet doing? Where is she? What do you think she may be thinking?

As you read Chapter 1, build a picture of Violet Wong. Jot down words that you think describe Violet's character. As you read, think about the qualities an investigative journalist may need, and consider whether you think Violet has these qualities.

You will learn about the crash involving Autoplane 500. Be prepared to discuss the details of the crash and also explain what was special and different about Autoplane 500. Make some notes for the discussion.

## **After Reading**

Discuss what students have learned about Autoplane 500 and what makes it different from other planes. What are the details of the accident? What is thought to have caused the accident? Does everyone assume this to be the cause? Revisit page 7 to check if needed. Students should identify that Violet is not convinced.

How would you feel travelling on a plane with no crew? Ask students to give reasons. When might the lack of crew cause problems?

What understandings have you built of Violet? What qualities does she have that you think a good investigative reporter has? Discuss.

## **CHAPTER 2**

### **During Reading**

What does the subtitle of Chapter 2 tell you? Look at the illustration on page 9. Which person do you think Violet is looking at? What do you notice about this man?

In this chapter, Violet suspects that foul play

has occurred. As she speaks to her first suspect, take note of the suspect's manner, tone, and responses to Violet's questions. Be ready to share your thoughts about this person. As you read, jot down anything important that may be a clue in the case.

Be ready to discuss your thoughts. What gives him a motive? Do you think he is involved?

### **After Reading**

Who is Violet's first suspect? Why does Violet suspect him of possible involvement? Describe his general manner during his interview. How would you describe the way he spoke to Violet?

Turn to page 10. What did Violet mean when she explained that Captain Hart was looking at her as if she was something the cat had dragged in?

What do you think Violet thinks about Captain Hart? Does she think he was involved? What can we infer about Captain and Mrs Hart? Which words suggest this?

Do you think Captain Hart is involved in the crash? Invite discussion. Prompt students to clarify and elaborate if needed.

## **CHAPTER 3**

### **During Reading**

Read the subtitle and look at the illustration on page 13. In what ways do the title and illustration not make sense? Guide students to understand that it would be unusual for people to be smiling after such an accident.

What do you think this chapter will be about? Who might the smiling man be? Why might he be smiling? Invite prediction.

As you read Chapter 3, jot down things you observe that Violet may be interested in. Take

*note of the interaction between the smiling man and Violet. Be ready to chat about anything unusual that you notice during this interview.*

## **After Reading**

*Who is the smiling man? What reason does he give for smiling? What does Violet think about his smiling? Guide the discussion so that students understand that smiling would be unusual at this time and that it may be perceived as inappropriate.*

*What did Violet discover about Mr Thompson during her questioning? Support students to notice that Mr Thompson's firm has a lot to gain from the accident. Revisit page 15 if needed. How would this accident directly benefit Mr Thompson's firm?*

*How did Mr Thompson react when Violet confronted him with the statement that his firm has plenty to gain from the accident?*

*What do you think about Mr Thompson? Do you suspect that he may be involved? Give reasons.*

## **CHAPTER 4**

### **During Reading**

*Read the subtitle on page 16 and look at the illustration on page 17. Which character is Lou May? What may be unusual about Lou May? What is her job? What does the word chief mean? Invite discussion about whether it is unusual for women to hold this type of role. .*

*What do you predict we may learn as we read this chapter? As you read think about how you perceive Lou May. Jot down what you see her doing that helps you form this opinion.*

*Violet is interrupted before she conducts her interview. We learn a bit about Violet and journalists in this chapter. Read page 19 carefully and pay attention to what you learn about Violet.*

## **After Reading**

*What did we learn about Lou May? What is your first impression of her? Which words in the story help you think this? Revisit page 17 to reread if needed.*

*What do we learn about Violet from her conversation with Matt? Does it suggest anything to you about journalists? Guide the discussion to build understandings that it is important for journalists to be first to report the latest events. Why do you think this story is so important? Support students to understand that the crash is assumed to be an accident, but it will be big news if someone planned it.*

*Who are paramedics? How do firefighters and paramedics assist at the scene?*

*Who do you think Violet is still keen to interview? Why?*

## **CHAPTER 5**

### **During Reading**

*Read the subtitle on page 20 and look at the illustration on page 21. What could the mysterious buzzing be? Could it be a clue to the crash? Explain. What is the object in front of the building?*

*As you read Chapter 5, take note of the third suspect Violet identifies. Jot down the clues that make her suspect this person and be ready to discuss this person's motive for the crime.*

*Gather your thoughts about what you have learned so far. Be ready to discuss who you think is the most likely person to have committed the crime. Be ready to explain your thoughts.*

*Think about what the strange buzzing noise could be and whether you think it may be connected to the crash.*

## After Reading

Who was Violet eager to speak to? Revisit page 21 to check if needed. Why do you think she wanted to speak to someone from the rescue squad, since they didn't arrive until after the accident? Invite inferences.

What did Violet notice as she loitered near the squad building? What do you think the strange buzzing noise is? Do you think it is connected to the crash? Explain. What information had Violet received from a bystander? Revisit page 23 to check if needed. How could these clues be related?

Does Violet suspect Lou May? Why? Do you suspect Lou May? Explain your reasons. What was Lou May's reaction to the strange noise?

## CHAPTER 6

### During Reading

Read the subtitle. What can you expect to learn from this chapter? Who do you think Violet will get the answers from?

As you read, think about what may be going through Violet's mind. She now has the answers to many questions, and she must work out which clues are relevant to the case, who is telling the truth and who is lying.

Just as Violet begins to walk away, something gives her a clue that helps her piece this mystery together. Violet is lucky to get some information that may be vital to the case. Be ready to chat about what this is, and share what you think Violet may have discovered.

### After Reading

Violet has three suspects and the answers to many questions. How can she work out what is true and what is untrue? Invite discussion.

Just as Violet was about to leave the squad building, pieces of the puzzle began to

make sense. Violet had already recalled that a bystander had heard a buzzing sound similar to the one near the carving. Then she remembered something else about the carving that she thought was important. What did Violet remember? Revisit page 27 to reread if needed.

What do you think Violet may be thinking? Do you feel that we are close to finding out what happens?

Invite final predictions about the case. How will the story end? Discuss.

## CHAPTER 7

### During Reading

Read the subtitle on page 28 and look at the illustration on page 29. What will happen in this chapter? What does Violet's headline suggest? Are you able to predict from the headline which person is guilty? Discuss.

As you read the last chapter, think back over the clues, interviews, and other information Violet gathered. Without one part of the puzzle, this mystery may have been unsolved. Jot down the clues that were relevant to this case and those that were there to keep us guessing.

Be ready to chat about how and why this crime occurred and what may happen now to Autoplane 500. Do you think people will feel safe to travel on auto planes again?

### After Reading

Discuss who was responsible for this crime. Do you think the intention was to hurt passengers or did Thompson know that the plane would crash on the runway? Guide the discussion so that students consider the location of the transmitter.

Why was the crime committed? Which clues

were relevant to the case? Which clues were included to keep us guessing? Discuss. Did Violet get the scoop on this story? What tells you?

Do you think passengers will feel safe travelling on autoplanes in the future? Would you feel safe travelling on one? Give reasons to explain.

Discuss the terms sinister plot and fed by greed and jealousy. Clarify that students understand the abbreviation Sr on page 32.

What is a textbook rescue?

## ▲ CODE BREAKER

A hyperbole is a way of saying something that is an exaggeration. The statements are not really true, but people may say or write them to emphasise something or make something sound more impressive. For example, you might say, *I've done it a thousand times*. What you mean is you've done it a lot. A hyperbole looks like a simile or a metaphor, but the difference is that a hyperbole is an exaggeration.

Turn to page 15. Find the hyperbole on this page. Guide students to identify the word *carnage*. Explain that this word means *a large number of humans slaughtered*. Since we know that no one died, would you say that this word is an exaggeration?

Discuss the meanings of these hyperboles:

- *I was hopping mad*
- *I am about to explode*
- *I nearly died laughing*

## ■ MEANING MAKER

Thompson Air lost thousands of dollars because of the cheaper flights on the Autoplane 500. By causing this accident, hundreds of innocent people could have died or been

seriously injured. Discuss other ways Peter Thompson and Thompson Air could have solved the problem. Invite discussion to generate alternate solutions. Make a list of students' ideas.

What kind of punishment do you think fits this crime? Encourage discussion and elaboration. Do you think Peter Thompson's son, Owen deserves the same punishment? Give reasons.

What may have happened to Peter Thompson if people had died in the Autoplane 500 crash?

What do you think would happen if people in real businesses used these sorts of strategies to solve their problems?

## ◆ TEXT USER

In a mystery fiction, the author carefully plans the series of events, suspects, and clues so that the mystery is not easy for the reader to solve. *Why do you think this is?* Encourage student responses while supporting them to understand that in a mystery fiction, it makes the story more interesting if the reader is kept guessing.

*As you read a story like this, what are you thinking?*

*Are you trying to solve the mystery along the way?*

*Do you think it would be as enjoyable if this story were easy to solve?*

*How do you think it would feel to solve the mystery?*

Guide students to understand that a mystery fiction is written to entertain and involve the reader to solve. This increases enjoyment and makes the reader want to keep reading. If the author does it well, the book is hard to put down.



## ◎ TEXT CRITIC

To keep the reader guessing, the author needs to make us think about the characters in a certain way. This means that the author carefully chooses words to describe characters and their actions. In this book, Captain Hart, a pilot, is gruff and angry. He makes it clear that he is angry at the Autoplane 500, for taking his job away. *How does this make us think about him?* Support students to understand that this gives him a motive for the crime.

*Read pages 13 and 23. Find words and phrases that the author has used to shape the way we see Peter Thompson and Lou May. Think about whether the author succeeded in making these characters appear as though they may have had a motive for the accident. Discuss.*

## USING MULTIPLE INTELLIGENCES

Work with a partner.

Use the scenario below as the setting for a mystery fiction.

A meeting to transfer ownership of a small zoo from Damien Ross to a Japanese businessman is set to begin. The new owner has notified that he intends to bring new staff in from Japan to run the zoo. Just as the documents are to be transferred, Damien discovers that they are missing. The only people present besides Damien are Carl Ryan, the zoo keeper, Erin Dayle, food supplier, and Sophie Carlington, the vet.

Create background for the three characters that makes them all appear to have a motive for the crime. (V, P)

## MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

- verbal-linguistic intelligence – word smart
- logical-mathematical intelligence – number/reasoning smart
- visual-spatial intelligence – picture smart
- bodily-kinaesthetic intelligence – body smart
- musical-rhythmic intelligence – music smart
- interpersonal intelligence – people smart
- intrapersonal intelligence – self smart
- naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

# The Mystery of Autoplane 500

Name \_\_\_\_\_

A good investigator must be good at mapping out the problem, the suspects, and the clues. Organize your thoughts about *The Mystery of Autoplane 500* below.

The Mystery \_\_\_\_\_  
\_\_\_\_\_

Suspect  
\_\_\_\_\_  
\_\_\_\_\_



Clue  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Suspect  
\_\_\_\_\_  
\_\_\_\_\_



Clue  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Suspect  
\_\_\_\_\_  
\_\_\_\_\_



Clue  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The Solution \_\_\_\_\_  
\_\_\_\_\_





# The Mystery of Autoplane 500

Name \_\_\_\_\_

Draw a line to match the start of the sentence on the left to the correct ending on the right.

A computer malfunction

His wife, Jo Hart, was the brains

I think I will need to

A rescue squad was coming

Lou May was the only female chief

My paper needed a follow-up story

There seems to be a strange buzzing sound

coming from the carving.

for the afternoon edition.

of airport rescue in the  
country.

caused the accident.

behind Autoplane 500.

talk to you again.

in from another airport.

What do these words mean?

investigate

---

malfunction

---

tampered

---

A hyperbole is an exaggeration. For example, "I've done it a thousand times."

Write the meanings of these hyperboles:

I nearly died laughing.

---

I was hopping mad.

---



# The Mystery of Autoplane 500

Name \_\_\_\_\_

## Link to Self

Think of something that has happened to you that this book reminds you of. For example, it may remind you of a time you went to the airport, or perhaps you have been on a plane.

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## Link to World

Think of something from this book that reminds you of something that you have seen in the newspaper or a magazine, or that you have seen on television, the Internet, etc.

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## Link to Text

Think of something else you have read or viewed that reminds you of this book or something from this book.

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# The Mystery of Autoplane 500

Name \_\_\_\_\_

This story follows a logical sequence. A mystery will begin with the problem, and clues and suspects will evolve along the way. Finally the main character will solve the case. Add details to how this mystery was constructed.

The event that begins the investigation

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The clues and suspects emerge.

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The investigator solves the mystery and shares details of the crime with others.

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# The Mystery of Autoplane 500

Name \_\_\_\_\_

Think about how you felt as you read this story. The author carefully chose characters, words, and events to make the reader feel a certain way.

1. Were you confident that Violet Wong was going to be a good investigator? Give reasons.

2. The way this book was written helped you see the characters in a certain way. Find words in the story that were used to describe the suspects.

3. Look at the illustrations on the pages below. How did the illustrator make the characters in each illustration look suspicious?

Page 9

Page 13

Page 22

5. Who did you trust in this story? Give reasons.

7. As you learned more about the suspects, was there someone you suspected more than the others? Explain.

8. Look at Violet in the illustrations. It is only at the end that she smiles. Why is Violet portrayed in a serious light through this book? How might you think differently of her if she were laughing in each illustration?



# The Mystery of Autoplane 500

Name \_\_\_\_\_

Multiple Intelligences (visual-spatial, verbal-linguistic)

Design a car that runs automatically. You will need to work out how it can start itself, brake, and accelerate (increase speed). It will need to be able to sense when to stop and when to go.

Think of a name for your car and sketch it below. Add labels to show all the special features. Record details about how it works on the lines below.

Operating details

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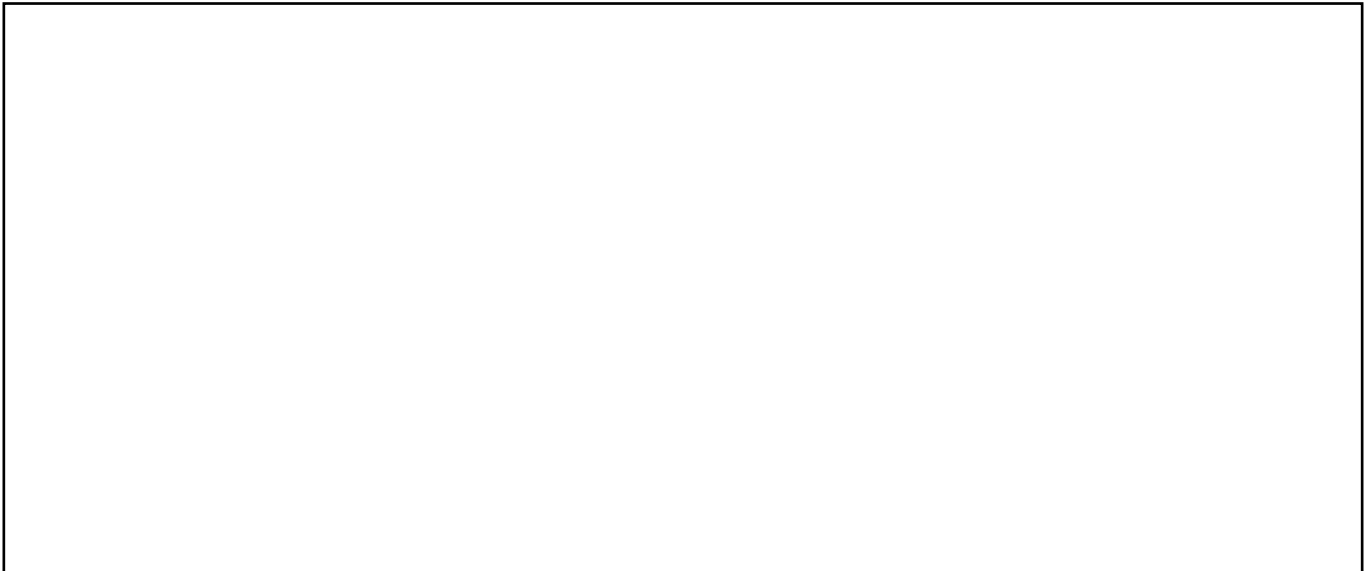


# The Mystery of Autoplane 500

Name \_\_\_\_\_

In this mystery, the author introduced three suspects to keep you guessing. A mystery can be made more complicated if there are more suspects or the author adds information to throw you off track. For example, if Lou May had been seen near the accident sneaking a transmitter into her pocket, this would have made her appear more suspicious.

Imagine that you are the author of *The Mystery of Autoplane 500*. Think of some clues to make either Lou May or Captain Hart look like the guilty person. Draw the incriminating scene below.



Add your clues.

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