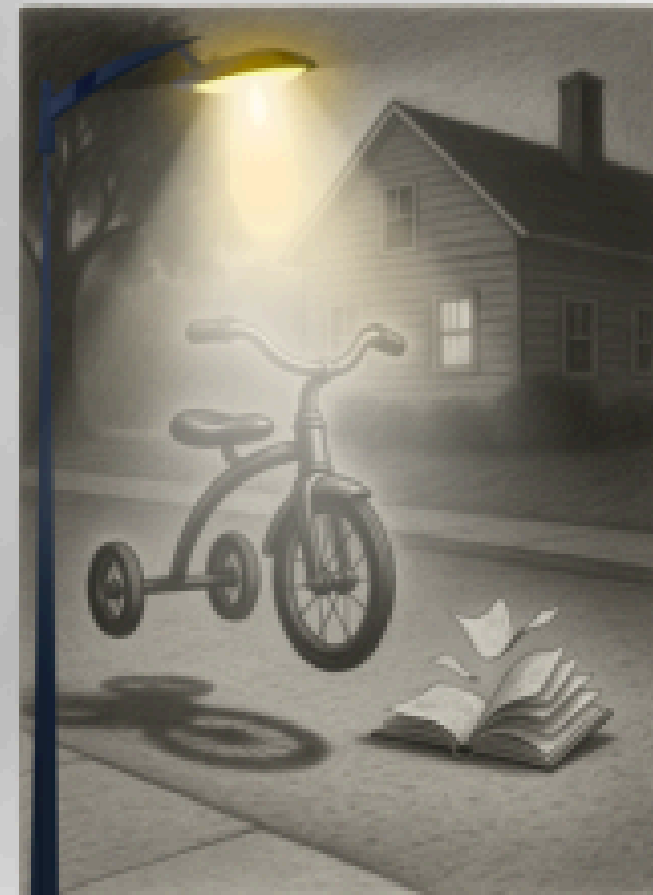
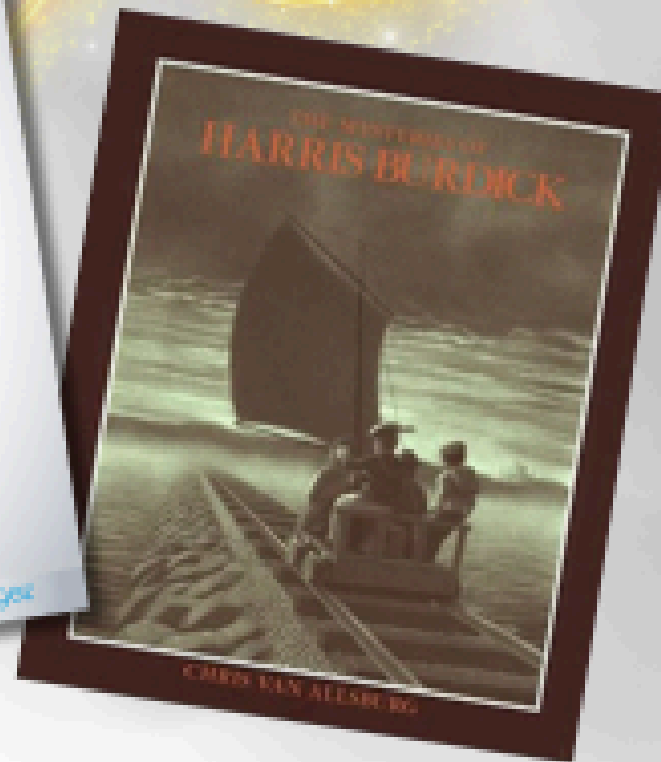
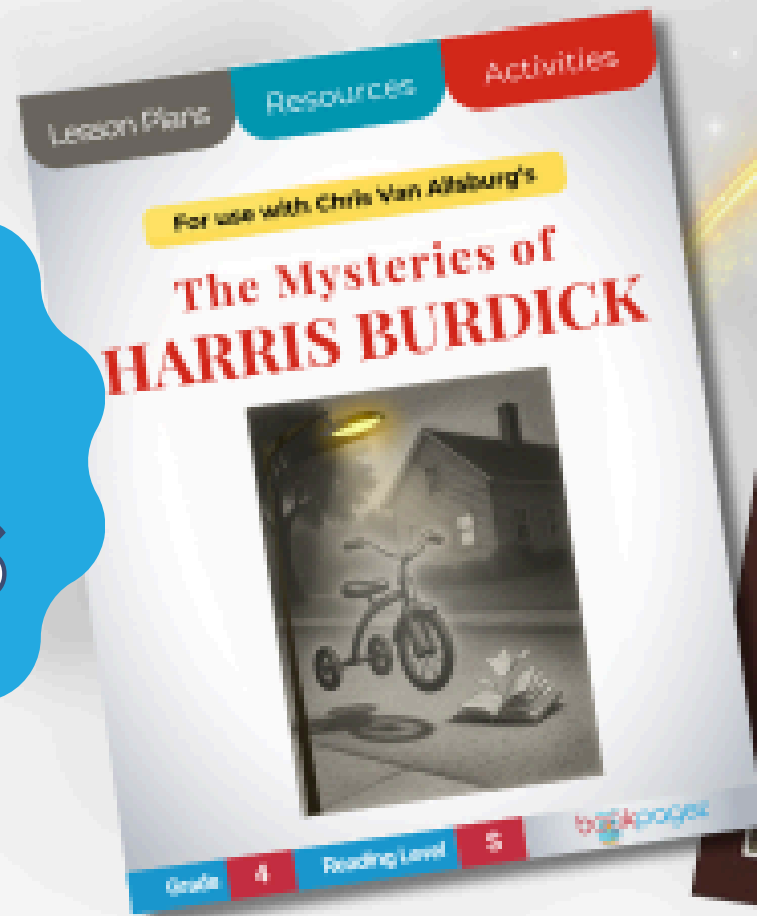


# The Mysteries of HARRIS BURDICK

100+  
Pages



CCSS &  
TEKS  
Aligned

Lesson Plans \* Assessments \* Activities



# 3 Reasons to Love This Resource Set

1

## PUTS BOOK AT THE CENTER OF INSTRUCTION

With done-for-you- lesson plans and student activities, you can strengthen your students' comprehension skills, enhance vocabulary, and foster a deep understanding of how words work - all while using *The Mysteries of Harris Burdick* by Chris Van Allsburg.

2

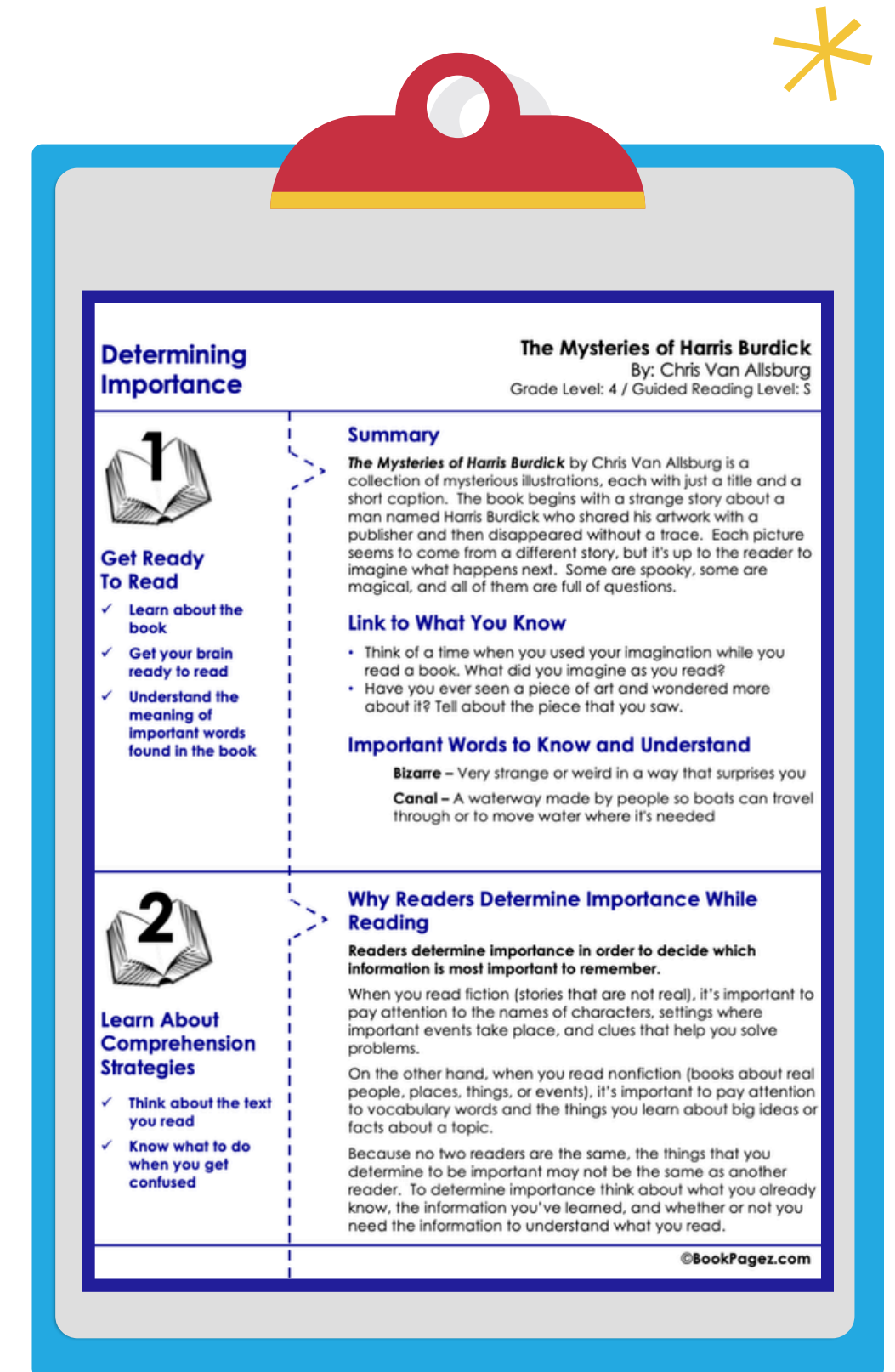
## SAVES TIME

Finally have time to "fit it all in" with super-efficient lesson plans, activities, and flexible resource sets that can help you meet your instructional goals without any planning or a lot of prep.

3

## CONSISTENT FORMATTING

You and your students will benefit from the consistent formatting of the resources. As you become familiar with the format, you'll deliver instruction more easily and your students will be able to better focus on their learning goals.



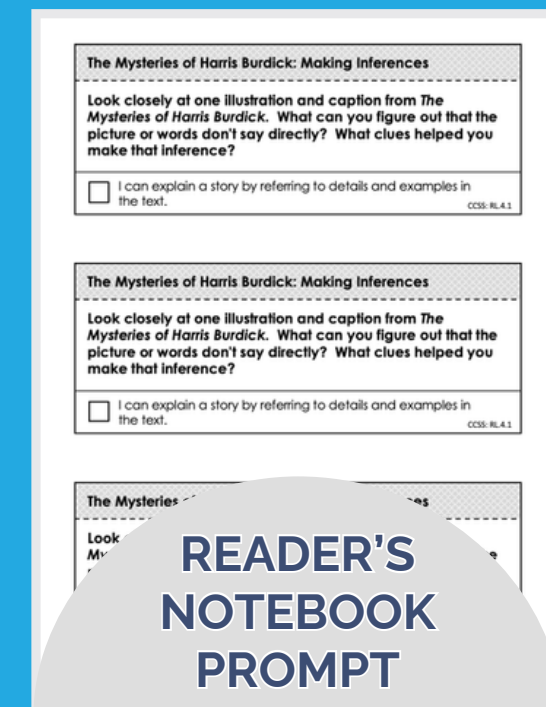
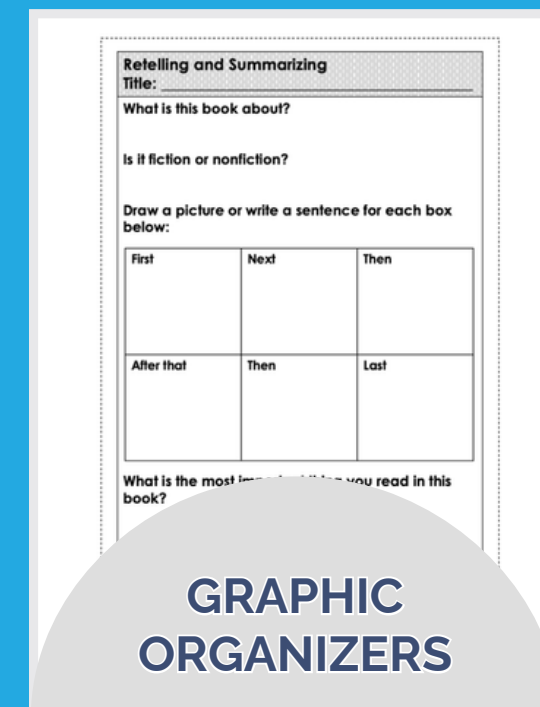
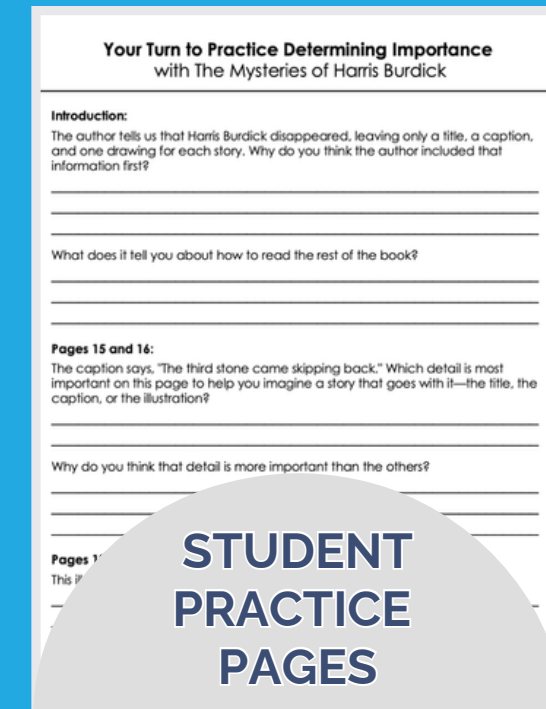
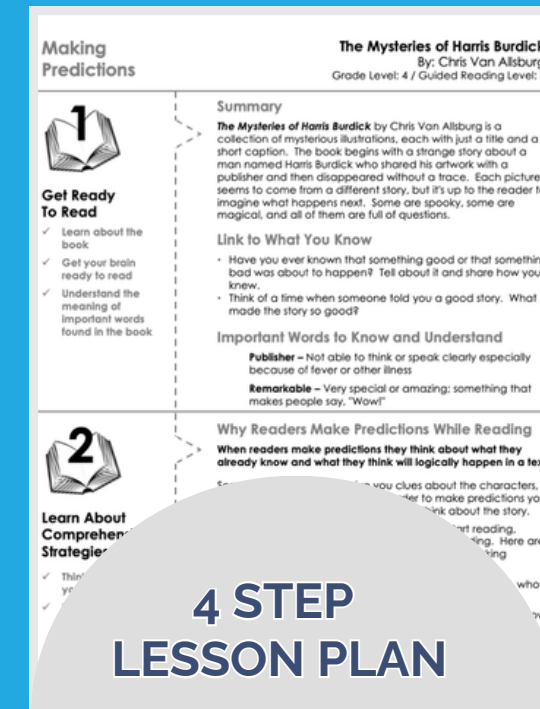


# What You'll Get in this Resource Set

## 4 COMPREHENSION STRATEGY RESOURCE SET

Use *The Mysteries of Harris Burdick* and the step-by-step lesson plans included in this resource to teach:

- Determining Importance
- Making Inferences
- Making Predictions
- Retelling and Summarizing



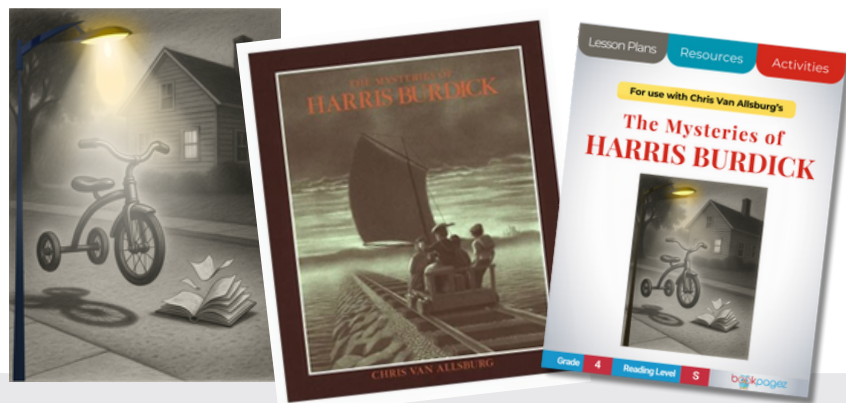


# What You'll Get in this Resource Set

## VOCABULARY DEVELOPMENT RESOURCE SET

The vocabulary resources included in this bundle focus on words that are important for readers to know and understand in the text. The resources include the following:

- Vocabulary Word List
- Flash Cards (match words to pictures and match words to definitions)
- Interactive Vocabulary Notebook Cards
- Vocabulary Word Games Printable
- Personal Vocabulary Word Bookmark



**The Mysteries of Harris Burdick**  
By: Chris Van Allsburg  
Grade Level: 4 / Guided Reading Level: 5

**Vocabulary Connections**

**Important Words to Know and Understand in The Mysteries of Harris Burdick**

**Bizarre**  
Very strange or weird in a way that surprises you

**Canal**  
A waterway made by people so boats can travel through or to move water where it's needed

**Caption**  
A short sentence or phrase near a picture that explains what it is or what's happening

**Fascinated**  
When something is so interesting or amazing that you can't stop thinking about it or looking at it

**Liner**  
A large ship made to carry people or goods over long distances

**Pounding**  
Beating very hard and fast, like your heart might do when you're scared, excited, or running

**Publisher**  
A person or company that helps make books, magazines, or newspapers and shares them with the public

**Remarkable**  
Very special

**Reproduced**  
Made again

**Schooner**  
A three-masted sailing ship

**WORD LIST**

**The Mysteries of Harris Burdick**  
By: Chris Van Allsburg  
Grade Level: 4 / Guided Reading Level: 5

**Vocabulary Connections**

**Step by Step Directions:**  
1. Cut on the dotted line. 2. Fold on the solid line. 3. Glue, tape or staple the top of each card.

<b>Bizarre</b>	<b>Canal</b>	<b>Caption</b>
		
<b>Fascinated</b>	<b>Liner</b>	<b>Pounding</b>
		

**FLASH CARDS**

**The Mysteries of Harris Burdick**  
By: Chris Van Allsburg  
Grade Level: 4 / Guided Reading Level: 5

**Vocabulary Connections**

**Step by Step Directions:**  
1. Cut on the solid line. 2. Glue, tape or staple the top of each card. 3. Fold on the dotted line. 4. Glue the back of the bottom flap into your notebook. 5. Write the vocabulary word on the flap.

<b>Fascinated is</b> a/an noun verb adverb adjective Definition of Fascinated: _____ _____ _____	<b>Liner is</b> a/an noun verb adverb adjective Definition of Liner: _____ _____ _____	<b>Pounding is</b> a/an noun verb adverb adjective Definition of Pounding: _____ _____ _____
<b>Fascinated looks</b> like this: _____ _____	<b>Liner looks</b> like this: _____ _____	<b>Pounding looks</b> like this: _____ _____

**NOTEBOOK CARDS**

**Word Games**  
with Words from **The Mysteries of Harris Burdick**

**Fill in the Blanks**  
Directions: Use the vocabulary words to fill in the blanks in the sentences below.

pounding	remarkable	canal	liner	reproduced
schooner	publisher	fascinated	bizarre	caption

- The \_\_\_\_\_ decided to print all the strange pictures in a new book.
- I was \_\_\_\_\_ by the mysterious drawings on each page.
- The \_\_\_\_\_ under the picture helped me understand what was happening.
- It was a \_\_\_\_\_ story that made everyone say, "Wow!"
- The strange creature looked so \_\_\_\_\_ that I couldn't stop staring.
- The artist \_\_\_\_\_ the drawing exactly as it was in the original.
- The \_\_\_\_\_ sailed across the ocean carrying many passengers.
- The boat traveled slowly down the long \_\_\_\_\_.
- My heart was \_\_\_\_\_ shadow in the picture.
- The \_\_\_\_\_ and perfectly for sailing.

**WORD GAMES**

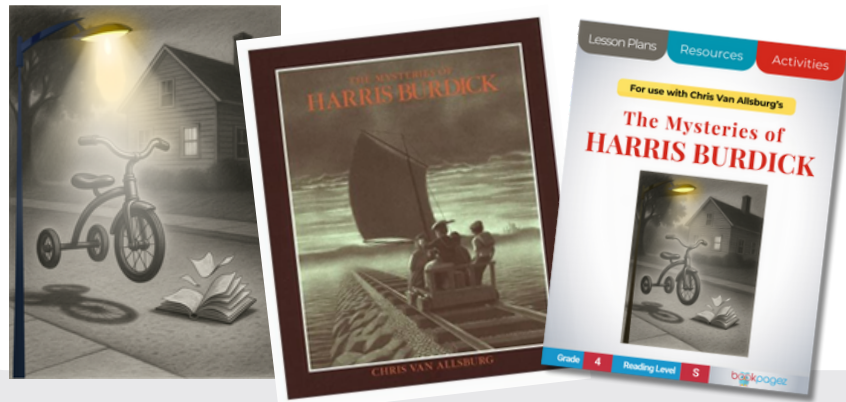


# What You'll Get in this Resource Set

## PHONICS AND WORD WORK RESOURCE SET

Improve word recognition, and spelling by anchoring your word study instruction to the books you use for whole group and small group instruction. The word study resources in this bundle include:

- Lesson Plan
- Independent practice page
- Guided practice page
- Word detective activity



### 6 STEP LESSON PLAN

### INDEPENDENT PRACTICE

### GUIDED PRACTICE

### WORD DETECTIVE

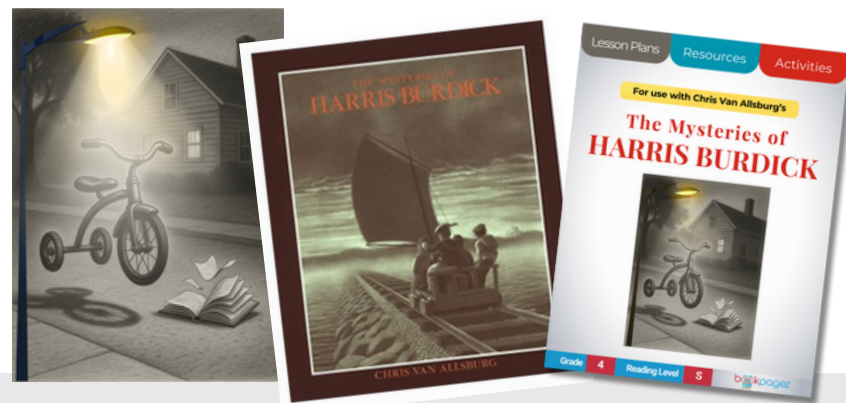


# What You'll Get in this Resource Set

## ADDITIONAL RESOURCES

In addition to the comprehension, vocabulary, and word work resources, this bundle also includes the following:

- Assessment
- Skills worksheet
- Student resources in Spanish
- Standards alignment



**The Mysteries of Harris Burdick**  
CCSS Assessment

Name: \_\_\_\_\_  
Score: \_\_\_\_ / 9

**Directions:**  
Use what you know about *The Mysteries of Harris Burdick* to answer each of the following questions.

1. What detail from the introduction best supports the idea that Harris Burdick was a mysterious person?  
(A) He brought his lunch in a paper bag.  
(B) He said he wrote 14 stories but only showed the illustrations.  
(C) He wanted to publish a book of poems.  
(D) He worked in a bookstore in Boston.

2. What is the main idea of the introduction to *The Mysteries of Harris Burdick*?  
(A) Burdick had trouble finishing his stories.  
(B) Burdick wanted to become a famous artist.  
(C) The author wanted to explain how Burdick's pictures were discovered and why they matter.  
(D) Peter Wenders collected books written by children.

3. In the story "The Harp," what do we learn about the character based on the caption: "So if it's true, he thought, it's really true?"  
(A) He is very good at playing music, specifically the harp.  
(B) He is confused and needs help.  
(C) He feels angry.  
(D) He is surprised.

4. What do you think about the story that were...

**ASSESSMENT**

Name: \_\_\_\_\_

**Inspired by The Mysteries of Harris Burdick**

**Directions:**  
Look closely at the illustration. Think about the setting, the mood, and the moment. Write a title and caption to pair with it.

Title \_\_\_\_\_

Caption \_\_\_\_\_

**SKILL WORKSHEET**

**Tu turno para: Volver a contar y resumir con The Mysteries of Harris Burdick (Los Misterios del Señor Burdick)**

**Introducción:**  
Cuenta sobre Peter Wenders. ¿A qué se dedicaba?

¿Cómo terminó con las ilustraciones de Burdick en esta historia?

**Introducción:**  
Resume lo que le pasó a Harris Burdick.

¿Por qué es un misterio?

¿Cómo te ayuda responder esta pregunta a prepararte para leer la historia?

**RESOURCES IN SPANISH**

**Common Core State Standards Correlation**  
The Mysteries of Harris Burdick Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with *The Mysteries of Harris Burdick* correlate with the following English Language Arts Common Core State Standards for fourth grade.

**Retelling and Summarizing Lesson Plan and Resources**

**Reading: Literature**  
**RL.4.2** – Determine a theme of a story, drama, or poem from details in the text; summarize the text.  
**RL.4.3** – Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).  
**RL.4.6** – Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations.  
**RL.4.10** – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Reading: Foundational Skills**  
**RF.4.3** – Know and apply grade-level phonics and word analysis skills in decoding words.  
**RF.4.4** – Read with sufficient accuracy and fluency to support comprehension.

**Writing**  
**W.4.8** – Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  
**W.4.9** – Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Speaking & Listening**  
**SL.4.1c** – Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.  
**SL.4.1d** – Review the key ideas expressed in a discussion and understand in light of the discussion.  
**SL.4.2** – Paraphrase major ideas and supporting details from media and formats, including digital media.

**Language**  
**L.4.4** – Apply general knowledge of English grammar to understanding word-specific meaning (e.g.,

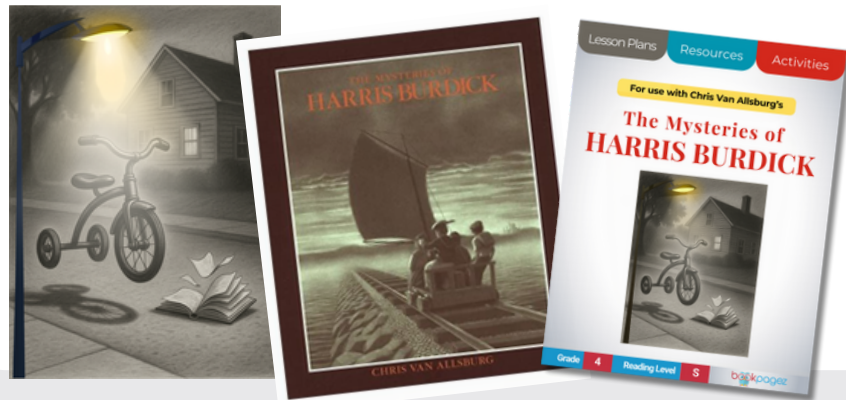
**STANDARDS ALIGNMENT**



# Take a Closer Look at the Comprehension Strategy Resources

## PART ONE:

- Student Friendly Book Summary
- Questions to activate prior knowledge for the text and to prepare students to use the strategy
- Key vocabulary words in the text that students should know for better comprehension



### Determining Importance



#### Get Ready To Read

- ✓ Learn about the book
- ✓ Get your brain ready to read
- ✓ Understand the meaning of important words found in the book

**The Mysteries of Harris Burdick**  
By: Chris Van Allsburg  
Grade Level: 4 / Guided Reading Level: S

#### Summary

**The Mysteries of Harris Burdick** by Chris Van Allsburg is a collection of mysterious illustrations, each with just a title and a short caption. The book begins with a strange story about a man named Harris Burdick who shared his artwork with a publisher and then disappeared without a trace. Each picture seems to come from a different story, but it's up to the reader to imagine what happens next. Some are spooky, some are magical, and all of them are full of questions.

#### Link to What You Know

- Think of a time when you used your imagination while you read a book. What did you imagine as you read?
- Have you ever seen a piece of art and wondered more about it? Tell about the piece that you saw.

#### Important Words to Know and Understand

**Bizarre** – Very strange or weird in a way that surprises you  
**Canal** – A waterway made by people so boats can travel through or to move water where it's needed



# Take a Closer Look at the Comprehension Strategy Resources

## PART TWO:

Student Friendly Explanation  
of the Comprehension Strategy

This portion of the lesson plan can be copied and pasted into student reader's notebooks or enlarged and used on an anchor chart or bulletin board.

TIP: Pair the [BookPagez Comprehension Strategy Posters](#) with these lessons!



### Learn About Comprehension Strategies

- ✓ Think about the text you read
- ✓ Know what to do when you get confused

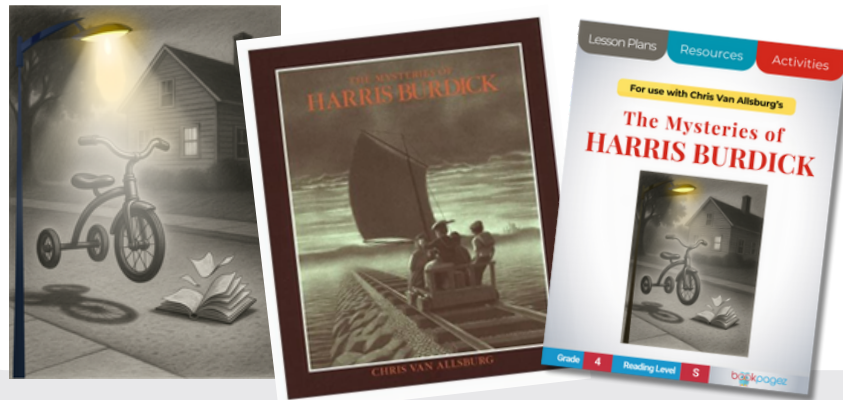
### Why Readers Determine Importance While Reading

**Readers determine importance in order to decide which information is most important to remember.**

When you read fiction (stories that are not real), it's important to pay attention to the names of characters, settings where important events take place, and clues that help you solve problems.

On the other hand, when you read nonfiction (books about real people, places, things, or events), it's important to pay attention to vocabulary words and the things you learn about big ideas or facts about a topic.

Because no two readers are the same, the things that you determine to be important may not be the same as another reader. To determine importance think about what you already know, the information you've learned, and whether or not you need the information to understand what you read.



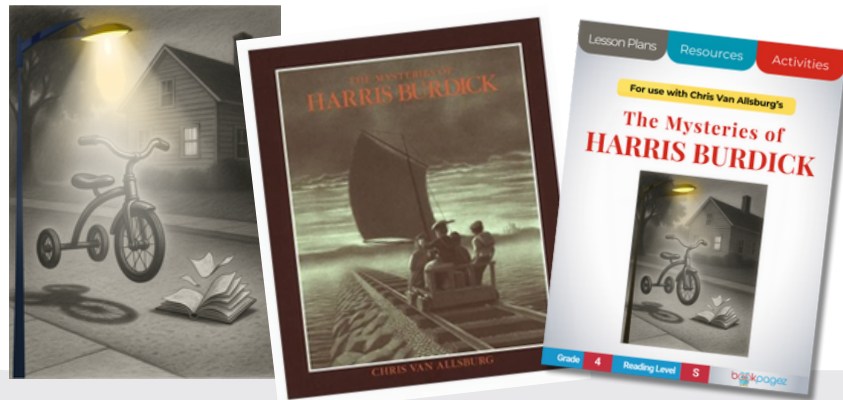


# Take a Closer Look at the Comprehension Strategy Resources

## PART THREE:

Text- dependent questions to help students use the strategy to improve comprehension.

These questions focus on the strategy, require students to use evidence from the text, and help them to qualify their thinking - all of which are essential skills for more successful reading.



### Determining Importance



#### Determine Importance While Reading

- ✓ Look for big ideas and supporting details
- ✓ Notice when you learn something new
- ✓ Look for new words that are important to the text

### The Mysteries of Harris Burdick

By: Chris Van Allsburg

Grade Level: 4 / Guided Reading Level: R

#### Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

**Introduction** – The author tells us that Harris Burdick disappeared, leaving only a title, a caption, and one drawing for each story. Why do you think the author included that information first? What does it tell you about how to read the rest of the book?

**Pages 15 and 16** – The caption says, "The third stone came skipping back." Which detail is most important on this page to help you imagine a story that goes with it—the title, the caption, or the illustration? Why do you think that detail is more important than the others?

**Pages 13 and 14** – This illustration is titled "The Harp." Why do you think the harp is important? What details in the illustration help you with your answer? How does answering this question help you as a reader?

**Pages 17 and 18** – The title of this illustration is "The Seven Chairs." Which chair is the most important? How do you know? What do you think is special about this chair?

**Pages 19 and 20** – Based on the caption, what important event happened in the "The Third-Floor Bedroom"? What important detail do you notice in the illustration? How do these two details work together to make a story?



# Take a Closer Look at the Comprehension Strategy Resources

## PART FOUR:

Think, Talk, and Reflect prompts to help students notice the work they did as readers and monitor their own comprehension.

TIP: Use the included Reader's Notebook prompt to help students write about their reading and extend their use of the strategy.



### Notice the Work You Did While Reading

- ✓ Think
- ✓ Talk
- ✓ Reflect
- ✓ Write

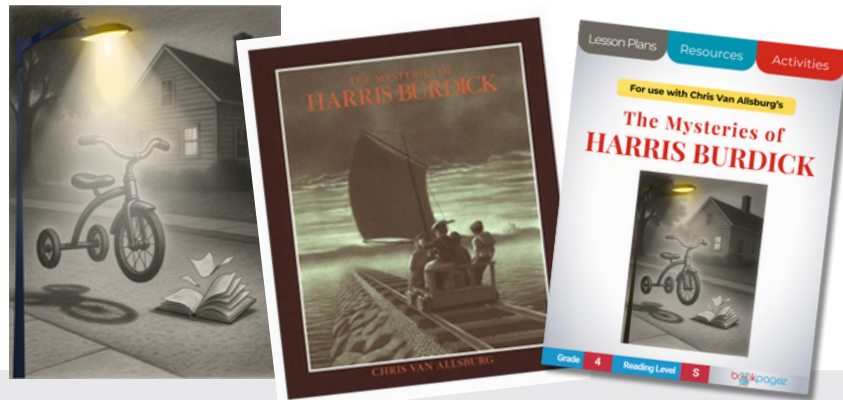
### Time to Reflect

**Think** – What information did you learn while reading *The Mysteries of Harris Burdick*? Pick 3 big ideas or facts that you think you should remember about *The Mysteries of Harris Burdick*. Why are these ideas or facts important to you?

**Talk** – Tell your reading partner one of the most important facts or ideas that you want to remember. Explain why you want to remember your fact or idea. Remember to ask your partner to share their most important fact or idea, too.

**Reflect** – Think about the determining importance work you did while reading *The Mysteries of Harris Burdick*. How does thinking about the most important fact and ideas make you a better reader?

**Write** – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *The Mysteries of Harris Burdick*. (Remember to include examples from the book!)

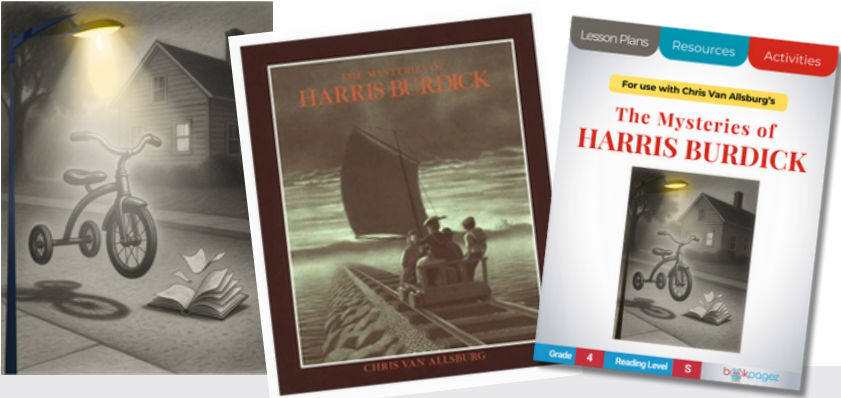




# The Comprehension Strategy Resource Set also Include:

- STUDENT PRACTICE PAGES & ANSWER KEYS
- STRATEGY GRAPHIC ORGANIZERS
- READER'S NOTEBOOK PROMPTS
- STANDARDS ALIGNMENT

Learn More  
about the  
Resources  
Here!



**Answer Key for Retelling and Summarizing**  
with The Mysteries of Harris Burdick

**Introduction:**  
Tell about Peter Wenders. What did he do for work?  
Peter Wenders was a children's book publisher.

How did he end up with the Burdick illustrations in this story?  
One day, Harris Burdick came to Wenders' office to show him some drawings that went along with 14 stories that he wrote, but he never returned for them. Wenders has had the drawings ever since.

**Introduction:**  
Summarize what happened to Harris Burdick.  
Harris Burdick showed up in Peter Wenders' office with amazing drawings and then disappeared. No one ever saw him again, and his full stories were never found.

Why is he a mystery?  
He's a mystery because people don't know who he really was or where he went.

How does answering this question help you prepare to read the story?  
This helps me get ready to read the book because I know it will be full of unanswered questions and strange things to think about.

**Introduction:**  
Tell about the author, Chris Van Allsburg. Why did he decide to write this book?  
Chris Van Allsburg found the Burdick drawings and thought they were really interesting. He wanted to share them with readers so they could use their imagination to tell the stories themselves.

Answer Key | ©BookPagez.com

**Making Predictions**  
Title:

Predictions at the Beginning Write your predictions below	Predictions while Reading Write your predictions below	Check Predictions at the End If incorrect write what really happened
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect

**Directions:**  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

**The Mysteries of Harris Burdick: Determining Importance**

Pick one page from *The Mysteries of Harris Burdick*. Which detail (title, caption, or part of the illustration) do you think is the most important for understanding what's happening? Why is that detail more important than the others?

**The Mysteries of Harris Burdick: Determining Importance**

Pick one page from *The Mysteries of Harris Burdick*. Which detail (title, caption, or part of the illustration) do you think is the most important for understanding what's happening? Why is that detail more important than the others?

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Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

**Common Core State Standards Correlation**  
The Mysteries of Harris Burdick Lesson Plans, Resources, and Activities

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**RL.4.4** – Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations.  
**RL.4.10** – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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**RF.4.3** – Know and apply grade-level phonics and word analysis skills in decoding words.  
**RF.4.4** – Read with sufficient accuracy and fluency to support comprehension.

Writing  
**W.4.8** – Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  
**W.4.9** – Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking & Listening  
**SL.4.1c** – Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.  
**SL.4.1d** – Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.  
**SL.4.2** – Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Language  
**L.4.4** – Acquire and use accurately grade appropriate general academic and domain-specific words and phrases including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic.

The Mysteries of Harris Burdick CCSS Alignment | ©BookPagez.com

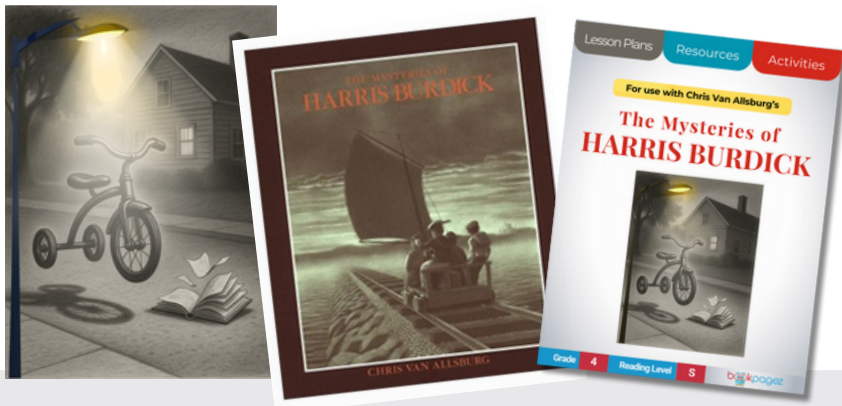


# Take a Closer Look at the Vocabulary Connections Resource Set

## WORD LIST

The words included on this list are Tier 2 and 3 vocabulary words. Tier 2 words are high frequency vocabulary words that are necessary for reading comprehension. The chances of Tier 2 words showing up in other text is high.

Tier 3 words are lower frequency words that are specific to the text. These words have been selected based on their level of importance in the text. The chances of Tier 3 words showing up in other text is low.



**The Mysteries of Harris Burdick**  
By: Chris Van Allsburg  
Grade Level: 4 / Guided Reading Level: S

### Vocabulary Connections

#### Important Words to Know and Understand in *The Mysteries of Harris Burdick*

**Bizarre**

Very strange or weird in a way that surprises you

**Canal**

A waterway made by people so boats can travel through or to move water where it's needed

**Caption**

A short sentence or phrase near a picture that explains what it is or what's happening

**Fascinated**

When something is so interesting or amazing that you can't stop thinking about it or looking at it

**Liner**

A large ship made to carry people or goods over long distances

**Pounding**

Beating very hard and fast, like your heart might do when you're scared, excited, or running

**Publisher**

A person or company that helps make books, magazines, or newspapers and shares them with the public

**Remarkable**

Very special or amazing; something that makes people say, "Wow!"

**Reproduced**

Made a copy of something so it looks or sounds just like the original

**Schooner**

A sailing ship with two or more masts (tall poles that hold up sails), often used long ago for travel or trade

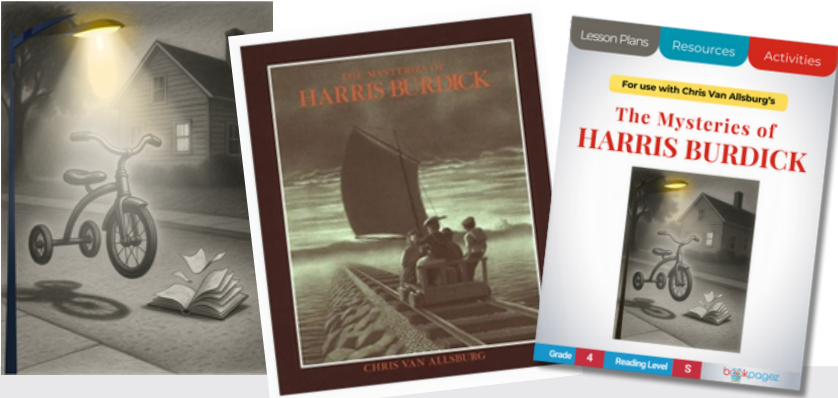


# Take a Closer Look at the Vocabulary Connections Resource Set

## SORTING CARDS

There are 2 sets of sorting cards. The first set includes the vocabulary word and a picture of the word. This set of cards is particularly helpful for English Language Learners, but can be used with any student to scaffold prior knowledge and connect new words to visual memory.




The second set of cards includes the vocabulary words and a kid-friendly definition of each word. These cards are helpful when reviewing vocabulary words.



Match the words to the picture!

**Vocabulary Connections**




**The Mysteries of Harris Burdick**  
By: Chris Van Allsburg  
Grade Level: 4 / Guided Reading Level: 5

Bizarre	Canal	Caption
		

**Step by Step Directions:**  
1. Cut on the Dotted Line  
2. Fold on the Solid Line  
3. Glue, Tape or Staple the Top of Each Card to Close

**Vocabulary Connections**




**The Mysteries of Harris Burdick**  
By: Chris Van Allsburg  
Grade Level: 4 / Guided Reading Level: 5

Bizarre	Canal	Caption
		

**Step by Step Directions:**  
1. Cut on the Dotted Line  
2. Fold on the Solid Line  
3. Glue, Tape or Staple the Top of Each Card to Close

**Vocabulary Connections**

**The Mysteries of Harris Burdick**  
By: Chris Van Allsburg  
Grade Level: 4 / Guided Reading Level: 5

Bizarre	Canal	Caption
		

**Step by Step Directions:**  
1. Cut on the Dotted Line  
2. Fold on the Solid Line  
3. Glue, Tape or Staple the Top of Each Card to Close

Match the words to the definition!

Sort the cards by attribute!



# Take a Closer Look at the Vocabulary Connections Resource Set

# INTERACTIVE VOCABULARY NOTEBOOK CARDS

The interactive notebook cards provide students with a tool to process new vocabulary words. These cards engage multiple parts of the brain and help students to personalize their learning.

Depending on your goals, you can use the page by page guide in a couple of different ways. Here are some suggestions:

- Connect the new word to a word they already know
- Classify the word as a noun, verb, adverb, or adjective
- Review the definition of the new word
- Illustrate the new word
- Anchor the new word to a specific text



## Vocabulary Connections

**The Mysteries of Harris Burdick**  
 By: Chris Van Allsburg  
 Grade Level: 4 / Guided Reading Level: 5

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**Publisher is  
a/an**

noun verb  
adverb adjective

Definition of  
**Publisher:**

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**Remarkable is  
a/an**

noun verb  
adverb adjective

Definition of  
**Remarkable:**

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**Reproduced is  
a/an**

noun verb  
adverb adjective

Definition of  
**Reproduced:**

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---

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---

**Publisher** looks  
like this:

**Remarkable** looks  
like this:

**Reproduced** looks  
like this:

**Publisher** reminds  
me of:

---

---

**Remarkable**  
reminds me of:

---

---

**Reproduced**  
reminds me of:

---

---

I saw this word in

I saw this word in

I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPagez.com

Step by Step Directions:  
 1. Cut on the Dotted Line 2. Fold on the Solid Line 3. Complete the Vocabulary Card  
 4. Glue the Back of the Bottom Flap into Your Notebook 5. Write the Vocabulary Word on the Front of the Top Flap

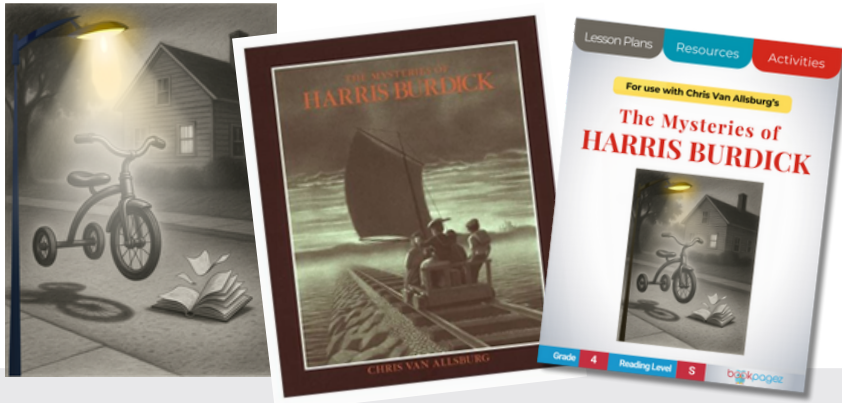


# Take a Closer Look at the Vocabulary Connections Resource Set

## WORD GAMES AND A VOCABULARY BOOKMARK

Each package contains a different set of word games including crossword puzzles, word searches, graphing, categorizing, matching, and more. These games are intended to help students practice working with the new vocabulary words in a more traditional format.

The bookmark provides students with the opportunity to identify a word from the book that they would like to remember. In this way, students are able to keep track of words that are new to them.



Name: \_\_\_\_\_

**Vocabulary Connections**

**Directions:**  
Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

**The Mysteries of Harris Burdick**  
By: Chris Van Allsburg  
Grade Level: 4 / Guided Reading Level: 5

**Vocabulary Connections**

**The Mysteries of Harris Burdick**  
By Chris Van Allsburg

A new word that I learned in this book is: \_\_\_\_\_

It's like... \_\_\_\_\_

**Step by Step Directions:**  
1. Select a New Word from the Vocabulary Card to Use  
2. Fold  
3. Add Your Vocabulary Card to Your Book

**Original Sentence**  
Copy the sentence in the book where the word appears.  
Book Title: \_\_\_\_\_

**Visualize**  
Draw a picture to illustrate the meaning of the word.

**Word Games**  
with Words from **The Mysteries of Harris Burdick**

**Fill in the Blanks**  
**Directions:** Use the vocabulary words to fill in the blanks in the sentences below.

pounding	remarkable	canal	liner	reproduced
schooner	publisher	fascinated	bizarre	caption

1. The \_\_\_\_\_ decided to print all the strange pictures in a new book.

2. I was \_\_\_\_\_ by the mysterious drawings on each page.

3. The \_\_\_\_\_ under the picture helped me understand what was happening.

4. It was a \_\_\_\_\_ story that made everyone say, "Wow!"

5. The strange creature looked so \_\_\_\_\_ that I couldn't stop staring.

6. The artist \_\_\_\_\_ the drawing exactly as it was in the original.

7. The \_\_\_\_\_ sailed across the ocean carrying many passengers.

8. The boat traveled slowly down the long \_\_\_\_\_.

9. My heart was \_\_\_\_\_ when I saw the dark shadow in the picture.

10. The \_\_\_\_\_ had tall masts that caught the wind perfectly for sailing.

**Challenge: Mystery Book Letter**  
Pretend you're the publisher of a brand-new mystery book with remarkable and bizarre pictures. Write 3-4 sentences to a friend telling them why they should read it. Use at least three vocabulary words.  
Write your letter on the back of this page.

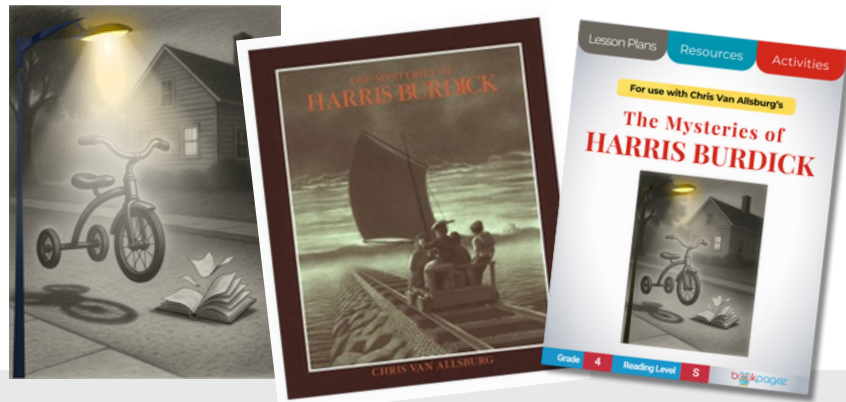
**Bonus:** Draw the cover of your mystery book under your letter.

Name: \_\_\_\_\_ ©BookPagez.com



# The Vocabulary Connections Resource Set also Include:

- ANSWER KEYS
- CONTEXT CLUE ACTIVITY
- STANDARDS ALIGNMENT



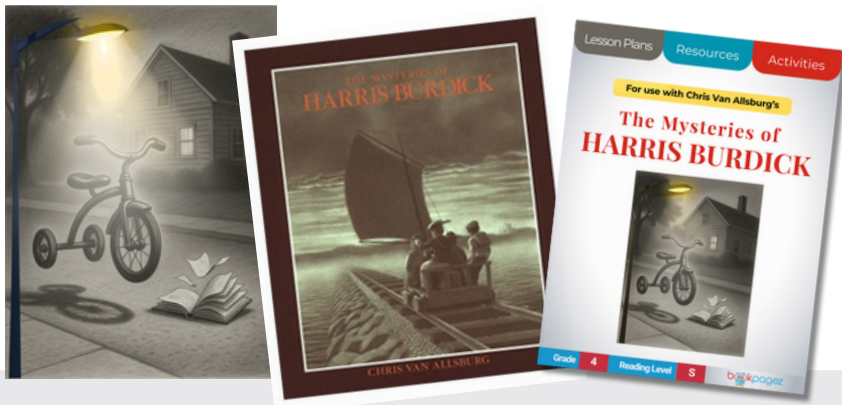


# Take a Closer Look at the Phonics & Word Work Resource Set

## STEP-BY-STEP LESSON PLAN

Every phonics and word work lesson plan was designed to support a variety of instructional approaches. The resource sets are flexible enough to be used for whole-group, small-group, or one-on-one instruction.

- PART 1: Introducing the instructional focus
- PART 2: Connecting the instructional focus to the text
- PART 3: Guided practice
- PART 4: Independent practice
- PART 5: Reflection
- PART 6: Extension activity (optional)



### Word Work

**The Mysteries of Harris Burdick**  
By: Chris Van Allsburg  
Grade Level: 4 / Guided Reading Level: S

**Instructional Focus:**  
Synonyms

**Background:**  
In *The Mysteries of Harris Burdick*, the author uses very few words—just a title and caption on each page—so every word carries weight. These carefully chosen words help create mystery, suggest plot, and set the mood.  
To support vocabulary development and deepen comprehension, have students explore **synonyms** for key words in the captions. Emphasize the importance of **context** when choosing synonyms. For example, in the sentence “She lowered the knife and it grew even brighter,” the word *grew* means *became*, not *got bigger*. Encourage students to use clues from the illustration, title, and caption to determine the best-fitting synonym.

**Examples:**

book→story	hello→hi	happy→glad	unexpected → surprise
closed→shut	freezing→icy	lamp→light	ignore→brush aside
above→on top	dog→hound	peace→calm	false→incorrect

- Materials and Preparation:**
- A copy of *The Mysteries of Harris Burdick* by Chris Van Allsburg
  - Chart paper or whiteboard
  - Students' independent reading books or a class text
  - Synonym sorting mats (1 set per pair of students)
  - Synonym cards (1 set per pair of students, cut in advance)
  - Synonyms Word Work Practice Page (1 per student)
  - Optional: Word Detective Extension Worksheet (1 per student)
  - Optional: Synonym Hunt for Extension Engagement Activity

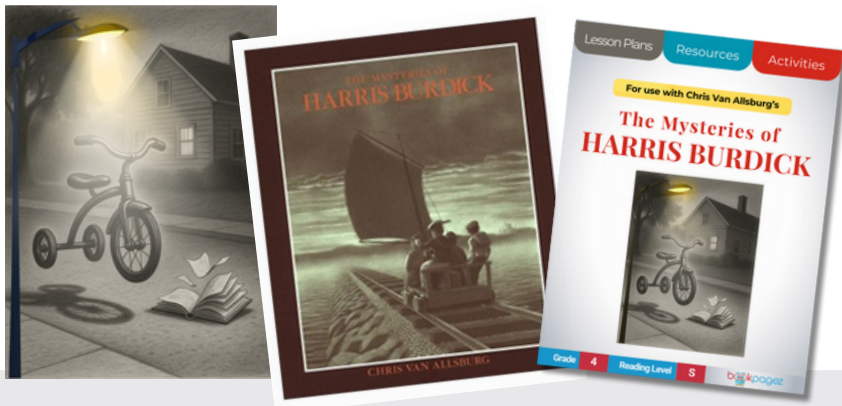


# Take a Closer Look at the Phonics & Word Work Resource Set

## GUIDED PRACTICE

Students will have an opportunity to manipulate words, explore how they work, and discover connections between them.

- Students actively examine words using a hands-on approach
- Students’ specific knowledge of an alphabetic, pattern, or meaning system deepens as a result of interacting with words and with other students
- Students are able to communicate what they know and what they are wondering about the word study to deepen understanding



Names: \_\_\_\_\_ **Synonym Sorting Mat**

**Directions:** Match each synonym card to **bold face words** in the sentences below. Once you've matched all the cards, glue them next to the matching sentence. There is one synonym per sentence.

She <b>shoved</b> him to the ground with force.	(glue matching synonym card here)
"What a <b>cute</b> little pup!" the police man exclaimed.	(glue matching synonym card here)
Full of <b>wonder</b> , he watched the fireworks explode.	(glue matching synonym card here)
We couldn't take one more minute of the <b>constant</b> noise.	(glue matching synonym card here)
" <b>Spaghetti</b> for dinner again?" he whined.	(glue matching synonym card here)
Beautiful music filled the <b>air</b> as the trumpet played.	(glue matching synonym card here)
<b>Jewels</b> poured out of his backpack as he tripped over the ledge.	(glue matching synonym card here)
He asked, "Will we ever <b>arrive</b> at the lake?"	(glue matching synonym card here)
Before he could close the gate, 12 <b>pigs</b> came dashing out.	(glue matching synonym card here)

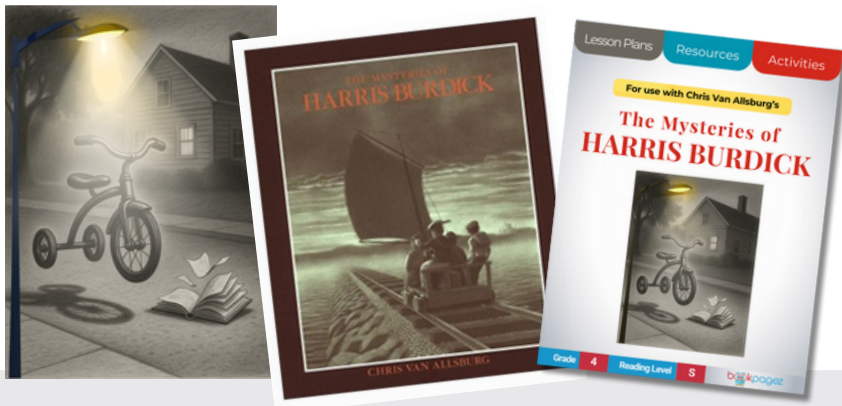


# Take a Closer Look at the Phonics & Word Work Resource Set

## INDEPENDENT PRACTICE

Students have the opportunity to show what they’ve learned about words.

Through presenting students with an independent activity designed to extend their work with specific words, you allow the student to engage with words at their own pace. This is a perfect time for you to assess student understanding and confer with any students who may be struggling.



Name: \_\_\_\_\_

### Synonyms

**Directions:** Write a title and caption for the illustration below that matches the style of Harris Burdick. Then, circle 3 words in your title and caption, and write synonyms for those words on the lines below.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

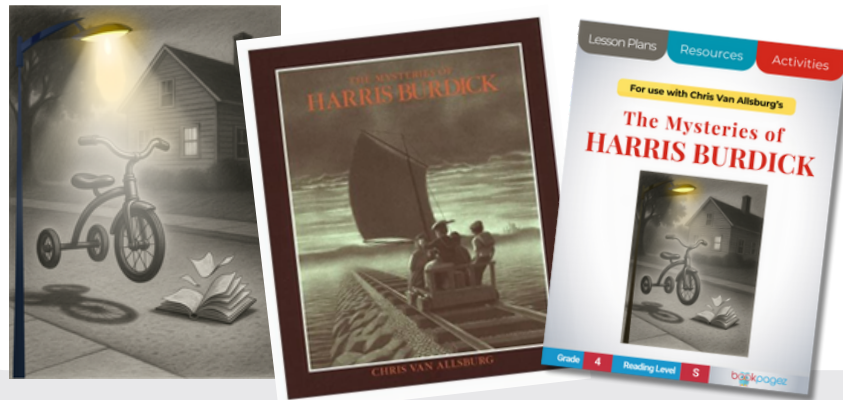
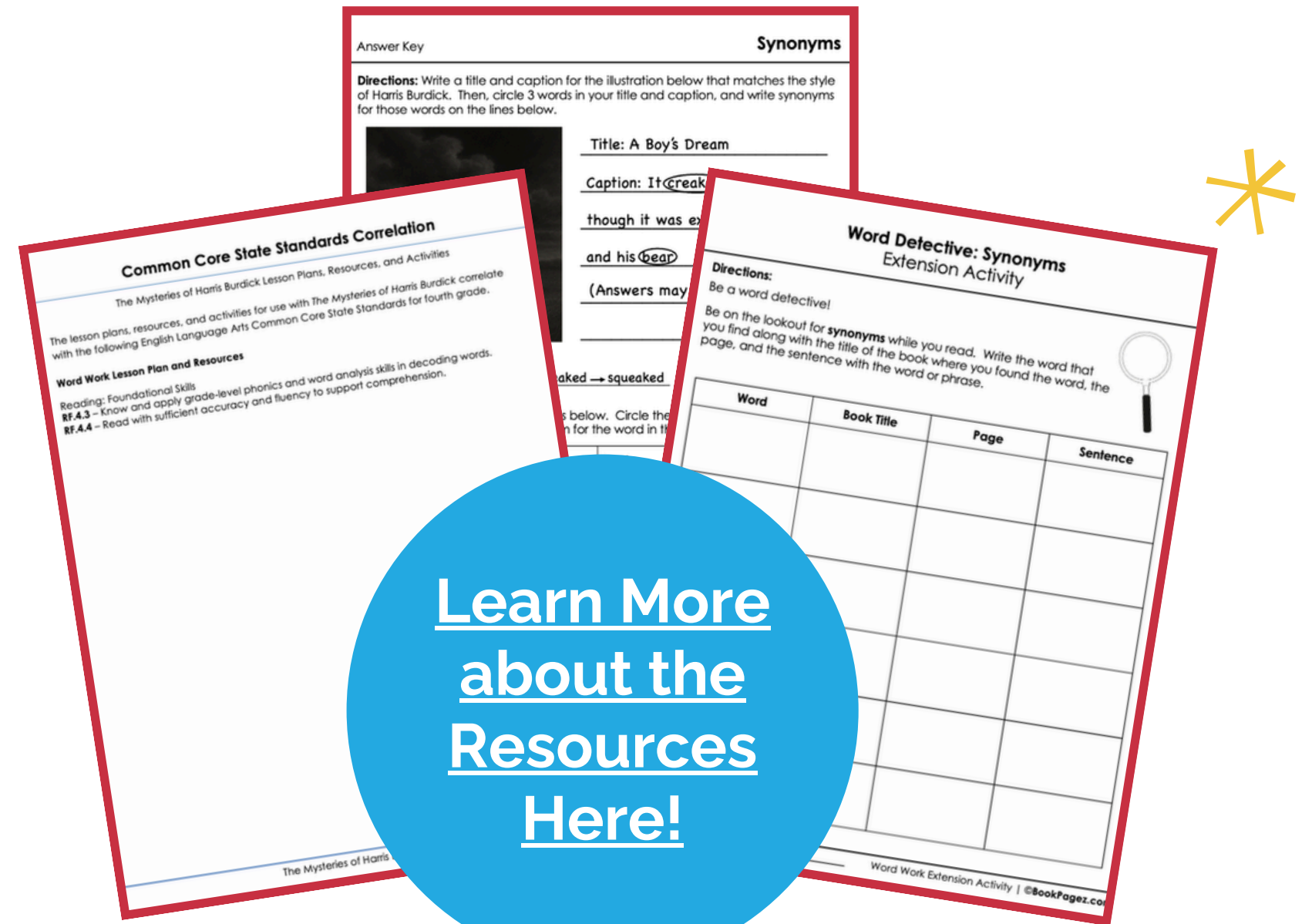
**Directions:** Look at the list of words below. Circle the synonyms for each **bold face** word. Then write another synonym for the word in the blank column.

1. <b>Good</b>	great	fine	bad	unsure	
2. <b>Hot</b>	on	roasting	spicy	boiling	
3. <b>Weird</b>	bizarre	unusual	odd	terrifying	
4. <b>Ship</b>	liner	vessel	sunken	map	
5. <b>Angry</b>	red	upset	furious	happy	
6. <b>Jumped</b>	bounced	places	leaped	them	
7. <b>Big</b>	huge	enormous	giant	massive	



# The Phonics & Word Work Resource Set also Include:

- ANSWER KEYS
- WORD DETECTIVE ACTIVITY
- STANDARDS ALIGNMENT

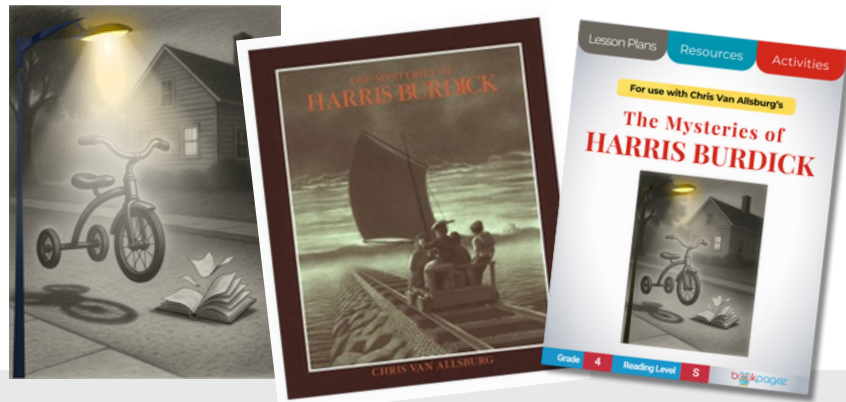




# Assessments and Activities include:

- COMMON CORE COMPREHENSION ASSESSMENT
- RUNNING RECORD ASSESSMENT
- SKILL PRACTICE PAGES
- ANSWER KEYS

The assessments include a Running Record to help you assess oral reading fluency and a standards-aligned comprehension assessment.



The skills practice pages vary from text to text. They cover skills like comparing and contrasting, writing, sequencing, matching, cause and effect, and more.

**The Mysteries of Harris Burdick**  
CCSS Assessment

Name: \_\_\_\_\_  
Score: \_\_\_\_/\_\_\_\_

**Directions:**  
Use what you know about *The Mysteries of Harris Burdick* to answer each question.

1. What detail from the introduction best supports the idea that Harris Burdick is a person?  
(A) He brought his lunch in a paper bag.  
(B) He said he wrote 14 stories but only showed the illustrations.  
(C) He wanted to publish a book of poems.  
(D) He worked in a bookstore in Boston.

2. What is the main idea of the introduction to *The Mysteries of Harris Burdick*?  
(A) Burdick had trouble finishing his stories.  
(B) Burdick wanted to become a famous artist.  
(C) The author wanted to explain how Burdick's pictures were different from other children's books.  
(D) Peter Wenders collected books written by children.

3. In the story "The Harp," what do we learn about the character based on the text?  
(A) He is very good at playing music, specifically the harp.  
(B) He is confused and needs help.  
(C) He feels angry and upset.  
(D) He is surprised because something he thought was a myth turned out to be true.

4. What does the word *bizarre* most likely mean as used in the introduction?  
(A) Really fun and exciting  
(B) Strange or unusual  
(C) Sad or boring  
(D) Magical or helpful

**Running Record**  
Title: *The Mysteries of Harris Burdick* Guided Reading Text Level: \_\_\_\_\_

Name: \_\_\_\_\_  
Accuracy Rate: (# of words correct/100 words) \_\_\_\_\_  
Error Rate: (# of incorrect words/100 words) \_\_\_\_\_  
Self-Correction Rate: (# of words self-corrected/100 words) \_\_\_\_\_  
Time: (in seconds) \_\_\_\_\_ Words Per Minute: (100/sec) \_\_\_\_\_

Easy	Instructional
95% - 100% Accuracy	90% - 94% Accuracy

E = Errors SC = Self-Correction M = Meaning  
S = Structure/Syntax V = Visual

Page 1

**INTRODUCTION**  
I first saw the drawings in this book a year ago, in the home of a man named Peter Wenders. Though Mr. Wenders is retired now, he once worked for a children's book publisher, choosing the stories and pictures that would be turned into books. Thirty years ago a man called at Peter Wenders's office, introducing himself as Harris Burdick. Mr. Burdick explained that he had written fourteen stories and

**Inspired by The Mysteries of Harris Burdick**

Directions: Look closely at the illustration. Think about the setting, the mood, and the moment. Write a title and caption to pair with it.

Title: \_\_\_\_\_

Caption: \_\_\_\_\_

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Tested By: \_\_\_\_\_ ©BookPagez.com

CCSS Assessment 4th Grade Reading Standards for Literature | BookPagez.com



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