

# WHO'S MAKING 4-6 MISCHIEF?

## A MAGICAL MARCH MYSTERY

**O'Malley**

I'm not sure. I really don't know.

Just wait and see how the game will go.

Next up: Lepreclown

**NEW VOCABULARY**

Word	Definition
acknowledged	to admit or accept
approach	to move toward
corridor	a passage between rooms
decipher	to understand or explain
destination	the place to which one is going
highly	very much
jingle	a short, light, and cheerful song
recited	to read or say from memory

**THE TREASURE TRACKERS**

Name	Age	Occupation	Witness Testimony Notes
Timothy (Tim) Warner	10	Student, 5th grade	Timothy is a quiet boy who is very smart. He is a member of the school chess team. He is also a member of the school band. He is a very good student and is always on top of his work.
Amber Honert	11	Student, 5th grade	Amber is a very smart girl who is very good at math. She is a member of the school chess team. She is also a member of the school band. She is a very good student and is always on top of her work.
Andy Salcido	11	Student, 5th grade	Andy is a very smart boy who is very good at math. He is a member of the school chess team. He is also a member of the school band. He is a very good student and is always on top of his work.

**Pay attention & take good notes!**

Jot down anything you hear that makes a character seem guilty or even just sounds fishy.

You will use your circumstantial evidence to help you solve the mystery.

**Circumstantial Evidence**

**READ!  
INFER!  
HAVE FUN!**

**READERS'  
THEATER**



DIGITAL OR PRINT

# 4-ACT Readers' Theater

## Who's Making Mischief A Magical March Mystery

By: Cassi Noack

**Lepreclown** Act 1: Scene 1 - The Fairytale Forest  
Deep in the Fairytale Forest, a shadowy place filled with wonderful and imaginative creatures, these little leprechaun friends sat around a wooden table, laughing and cooking up all sorts of mischief.

**Liam** If it's fun and adventure you seek,  
Shamrock's treasure hunt is coming next week.

**O'Malley** How's it already been a year?

**Narrator 2** It's time for a wee leprechaun to appear.  
Shamrock, a town full of fresh clover and friendly faces, had hosted a treasure hunt every St. Patrick's Day for the past 24 years. This year would be the 25th anniversary of the Lucky Leprechaun Treasure Hunt.

**Liam** (to Lucy) Twenty-four years now have all been the same.  
Do you think you're ready for the 25th game?

**Lucy** I guess I am. What could be the harm?  
Ready to kick? Ready to prank?  
Ready to keep those teams from the bank?  
I guess I am. Just might be the charm!  
The 25th time, just might be the charm!  
I'll slip on my magic ring like all the years past.  
My identity hidden; my game will outlast.  
And through the end of the hunt, from the time it began,  
My emerald ring will make me human again.

**Lepreclown** Act 1: Scene 2 - Let the games begin!

**Narrator 1** St. Patrick's Day finally arrived.  
A crowd was gathering in Shamrock's outdoor park, where a stage had been set up.

**Narrator 2** Twelve people, young and old, stood at the back of the stage in groups of three. They were this year's players.

**Narrator 1** Shamrock's mayor stood at the front of the stage.

**Mayor** Welcome to the 25th annual Lucky Leprechaun Treasure Hunt!

**Crowd** (Clapping and Cheering)

**Mayor** As you know, the treasure hunt is our town's greatest tradition. Twenty-five years ago, the mayor created an elaborate treasure hunt for the people of Shamrock. He put a thousand dollars into what he called the "Shamrock's Pot of Gold." That money would go to the winners of the game. Random townspeople were chosen to solve a series of riddles, each leading them closer to the prize. But, on that first game, there was no winner, and there has never been a winner for any game since.

**Crowd** (booming) Thanks to that no-good leprechaun,  
Every year, when the money wasn't found, it was added to the next year's pot. The prize has gotten bigger and bigger. This year, Shamrock's Pot of Gold is worth \$25,000!

**Mayor** (Clapping and Cheering)

**Crowd** But the teams are facing a challenge. Legend says that every year, one of the players is a leprechaun in human disguise. And this sneaky little munchkin sabotages the game with cunning tricks and pesky misdirection. (pause) But it's only a legend, right? (they whisper to each other)

**Mayor** Congratulations to this year's lucky players. Here are our four teams.

**Narrator 2** Janice Martin, the town's new reporter, scurried across the stage holding a microphone. Her cameraman followed closely behind. In real time, her *live* broadcast was projected onto a giant screen at the back of the stage.

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Robby



Mrs. B  
SCAVENGERS

(shaking head no)

The new bank building in town is 4 stories too. Can anyone think of a five-story building?

Next up:



Danny

SLIDES or PAPER!



# TEACHER GUIDE

**Teacher Guide**

In this exciting mystery activity, your class will glean clues as they take part in a readers' theater. They will use these clues to help make inferences that will lead to the reveal. (If you've done our other mysteries, this one is a little different.) Here is an outline of how you can implement this activity in your class!

**Get the Script**  
Decide whether you want to print a script for each student or use the projected script.

**Cast the Reader's Theater**  
There are 21 parts plus an ensemble. If you have more than 21 students, cast in multiple students in the ensemble roles and have them read the lines in unison, or you can double cast each narrator and have them take turns reading the lines. If you have fewer students, the teacher can read the lines of the narrator[s] or you can double up parts.

**This mystery is a little different than our other mysteries. (See page 6 to see how it's different.)**  
Show slides 1-7 to help the students get ready to think like detectives.

**OPTIONAL:**  
**Check out the witness interviews**  
These witness interviews aren't vital to the story, but they do help students with character study and character analysis. Understanding the characters will make the play more meaningful for the students.

**What's that Word?**  
Introduce your class to the new vocabulary that they will find in the. You may choose to give students this vocabulary worksheet to help recognize the new words. The vocabulary words are bolded in the

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**Teacher Guide, Page 2**

**Read Act 1: Scenes 1-3**  
Have students take notes on the **Circumstantial Evidence** sheet as the story unfolds. When Act 1 is over, give students time to discuss their thoughts, compare notes, and share what they're thinking.

**Read Act 2: Scenes 1-3 (Act 2 is the longest act)**  
Continue taking notes. When Act 2 is over, guide students to think about **whether or not** there are any new clues that might change their original ideas about who might be a suspect.

**Read Act 3: Scenes 1-2**  
Continue taking notes. When Act 3 is over, students should get ready to discuss their final thoughts and come to a decision about the case. Students can use the **Evidence Page** to help them organize their thoughts.

**Make Your Accusation**  
Give each student an accusation sheet. Have them turn it in along with the notes sheets when they are ready to make their choice.

**Act 4- The Reveal**  
Once all the students have made their accusations, you can hold a quick discussion about each suspect. This helps build the suspense before the big reveal! **The final Act will reveal the mystery's twist.**

**Extend the Story**  
Write Leprechaun poems!

**TIP:** If you've done any of our other Whodunnits, you can have your students compare and contrast the outcome of this mystery with the other ones they've done.

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Do as MUCH  
or as Little  
as you want!

Your students can simply read the Readers' Theater, or you can enhance the STORY with the "Whodunnit" EXTRAS!

# Here's How It Works!

## Teacher Guide

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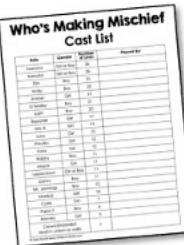
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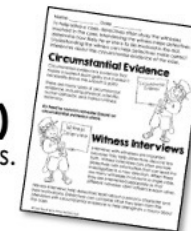
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**This mystery is a little different than our other mysteries. (See page 6 to see how it's different.)**

Show slides 1-7 to help the students get ready to think like detectives.



### OPTIONAL:

### Check out the witness interviews

These witness interviews aren't vital to the story, but they do help students with character study and character analysis. Understanding the characters will make the play more meaningful for the students.



### What's that Word?

Introduce your class to the new vocabulary that they will find in the story. You may choose to give students this vocabulary worksheet to help them recognize the new words. The vocabulary words are bolded in the text.



# Here's How It Works!

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### Read Act 1: Scenes 1-3

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When Act 1 is over, give students time to discuss their thoughts, compare notes, and share what they're thinking.

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Continue taking notes.  
When Act 2 is over, guide students to think about whether or not there are any new clues that might change their original ideas about who might be a suspect.

### Read Act 3: Scenes 1-2

Continue taking notes.  
When Act 3 is over, students should get ready to discuss their final thoughts and come to a decision about the case. Students can use the **Evidence Page** to help them organize their thoughts.

**TIP:** Use the cheat sheet to help stimulate meaningful conversations.



### Make Your Accusation

Give each student an accusation sheet.  
Have them turn it in along with the notes sheets when they are ready to make their choice.

### Act 4- The Reveal

Once all the students have made their accusations, you can hold a quick discussion about each suspect.  
This helps build the suspense before the big reveal!  
**The final Act will reveal the mystery's twist.**



### Extend the Story

Write Leprechaun poems!

**TIP:** If you've done any of our other Whodunnits, you can have your students compare and contrast the outcome of this mystery with the other ones they've done.

# 4 ACT SCRIPT

Choose to Print the Script...

[illegible]



# 4 ACT SCRIPT

Or project it one line at a time!

SPEAKER

Robby



Danny  
Mrs. B  
**THE SCAVENGERS**

*(shaking head no)*

The new bank  
building in town is 4  
stories too. Can  
anyone think of a  
five-story building?

Next up:



Danny

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NEXT SPEAKER

# DETECTIVE SKILLS

## You're the detective!



Today you're going to become a detective to help solve a magical mystery! In order to solve the mystery you'll have to pay close attention to characters' every move.

You'll use your observations to make inferences about each character.

Do you think you can solve the case?

## Circumstantial Evidence

Circumstantial evidence is evidence that makes a suspect seem guilty, but it doesn't necessarily prove the suspect is guilty.

There are many types of circumstantial evidence, including physical, scientific, human behavior, and indirect witness testimony.

## Witness Interviews

Interviews with witnesses are important because they help detectives discover the truth. Witness interviews can often provide detectives with information that can lead the investigation in a new direction. When there are many witnesses involved in a single case, they are interviewed separately so that different witness statements don't influence each other.

Witness interviews help detectives learn about a person's character and their motivations. Detectives learn from the interviews with witnesses to help strengthen a theory about the case.

## THE TREASURE TRACKERS

**Timothy (Tim) Warner**

Age	16
Occupation	Student, 12th grade
With the prize money...	Invest in a business

**Witness Testimony Notes:**  
Tim's a jester in high school. He's smart, but doesn't always make good grades. He's

**Amber Honert**

Age	35
Occupation	Artist
With the prize money...	Go to Italy

**Witness Testimony Notes:**  
Amber is single and has no kids. When she was in college, she went on a study abroad to Italy, and her dream is to go back one day. She has a glass jar where she throws up a thousand dollars already but would love to win the prize money. She's outgoing and most people do. She's optimistic that her team can win. She doesn't understand the big push to wear green on St. Patrick's day and thinks that people should wear the rainbow instead of just green.

**Andy Salcido**

Age	11
Occupation	Student, 5th grade
With the prize money...	Get something a new collar for Jimmy

**Witness Testimony Notes:**  
Andy loves reading joke books, and knock-knock jokes are his favorite. Sometimes he gets the delivery of the joke wrong and gives away the punch line too soon. He just got a cell phone and has been downloading tons of apps, including Funny Dad Jokes. He clarified that the app is not just for dads. Andy's best friend is his childhood friend, which is a grouchy little thing - the complete opposite of him. Andy is nervous that people won't want him on their team. He doesn't really need him on their team. He hopes that people will respect him more if he can help his team win. Andy thinks of himself as a baby person and hopes his luck will run off on his team too.

Name \_\_\_\_\_ Date \_\_\_\_\_  
To help solve a case, detectives often study the witnesses involved in the case. Interviewing the witness helps detectives to determine how likely he or she is to be involved in the act. Understanding the witness can help detectives make correct inferences about the circumstantial evidence of the case.

## Circumstantial Evidence

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Circumstantial Evidence



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# LANGUAGE SKILLS

VOCABULARY

DIGITAL OR PRINT

NOTE TAKING

READING

WRITING

INFERENCING

Name \_\_\_\_\_ Date \_\_\_\_\_

### NEW VOCABULARY

acknowledge	approach	corridor	decipher	destination
fiddled	footage	frantically	hightailed	jingle
literally	metaphor	pamphlet	planetarium	recited
sabotage	sleuthing	stationed	thumbed	verify

**Directions:** Check off any word that you hear during the Readers' Theater. You will choose 5 words to use in original sentences.

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** Use the poem pattern Leprechaun Cinquain. Then illustrate.

**Pattern:**  
Line 1: A noun  
Line 2: Two adjectives  
Line 3: Three "-ing" verbs  
Line 4: A phrase  
Line 5: Synonym for the first noun.

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**Leprechaun** Act 1: Scene 1 - The Fairytale Forest  
**Narrator 1** Deep in the Fairytale Forest, a shadowy place filled with wonderful and imaginative creatures, three little leprechaun friends sat around a wooden table, laughing and cooking up all sorts of mischief.  
**Liam** If it's fun and adventure you seek,  
**O'Malley** Shamrock's treasure hunt is coming next week.  
**Narrator 2** How's it already been a year?  
**Liam** It's time for a wee leprechaun to appear.  
**Lucy** Shamrock, a town full of fresh clover and friendly faces, had hosted a treasure hunt every St. Patrick's Day for the past 24 years. This year would be the 25th anniversary of The Lucky Leprechaun Treasure Hunt.  
**Narrator 1** [To Lucy] Twenty-four years now have all been the same.  
**Liam** Do you think you're ready for the 25th game?  
**Lucy** Ready to tickle! Ready to prank?  
**Narrator 2** Ready to keep those teams from the bank?  
**Liam** I guess I am. What could be the harm?  
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**Narrator 2** My emerald ring, will make me human again.

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**Narrator 1** Shamrock's mayor stood at the front of the stage.  
**Mayor** Welcome to the 25th annual Lucky Leprechaun Treasure Hunt!  
**Crowd** [Clapping and Cheering]  
**Mayor** As you know, the treasure hunt is our town's greatest tradition. Twenty-five years ago, the mayor created an elaborate treasure hunt for the people of Shamrock. He put a thousand dollars into what he called the "Shamrock's Pot of Gold." That money would go to the winners of the game. Random townspeople were chosen to solve a series of riddles, each leading them closer to the prize. But, on that first game, there was no winner, and there has never been a winner for any game since.  
**Crowd** [Booing] Thanks to that no-good leprechaun.  
**Mayor** Every year, when the money wasn't found, it was added to the next year's pot. The prize has gotten bigger and bigger. This year, Shamrock's Pot of Gold is worth \$25,000!  
**Crowd** [Clapping and Cheering]  
**Mayor** But the teams are facing a challenge. Legend says that every year, one of the players is a leprechaun in human disguise. And this sneaky little munchkin **sabotages** the game with cunning tricks and sneaky misdirection. [pause] But it's only a legend, right? [wink]  
**Narrator 1** Congratulations to this year's lucky players. Here are our four teams.  
**Mayor** Janice Martin, the town's new reporter, scurried across the stage holding a microphone. Her cameraman followed closely behind. In real time, her **footage** was projected onto a giant screen at the back of the stage.

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Here is your notes sheet!** Be sure and take good notes! Pay attention to everything that happens. If something seems odd, it may be a clue that will help you solve the mystery. If you write down little notes, you're less likely to forget minor details that may become important later.

### Circumstantial Evidence

Date \_\_\_\_\_

**Directions:** Use your notes sheet on this page to help you organize all your

**CIRCUMSTANTIAL EVIDENCE**

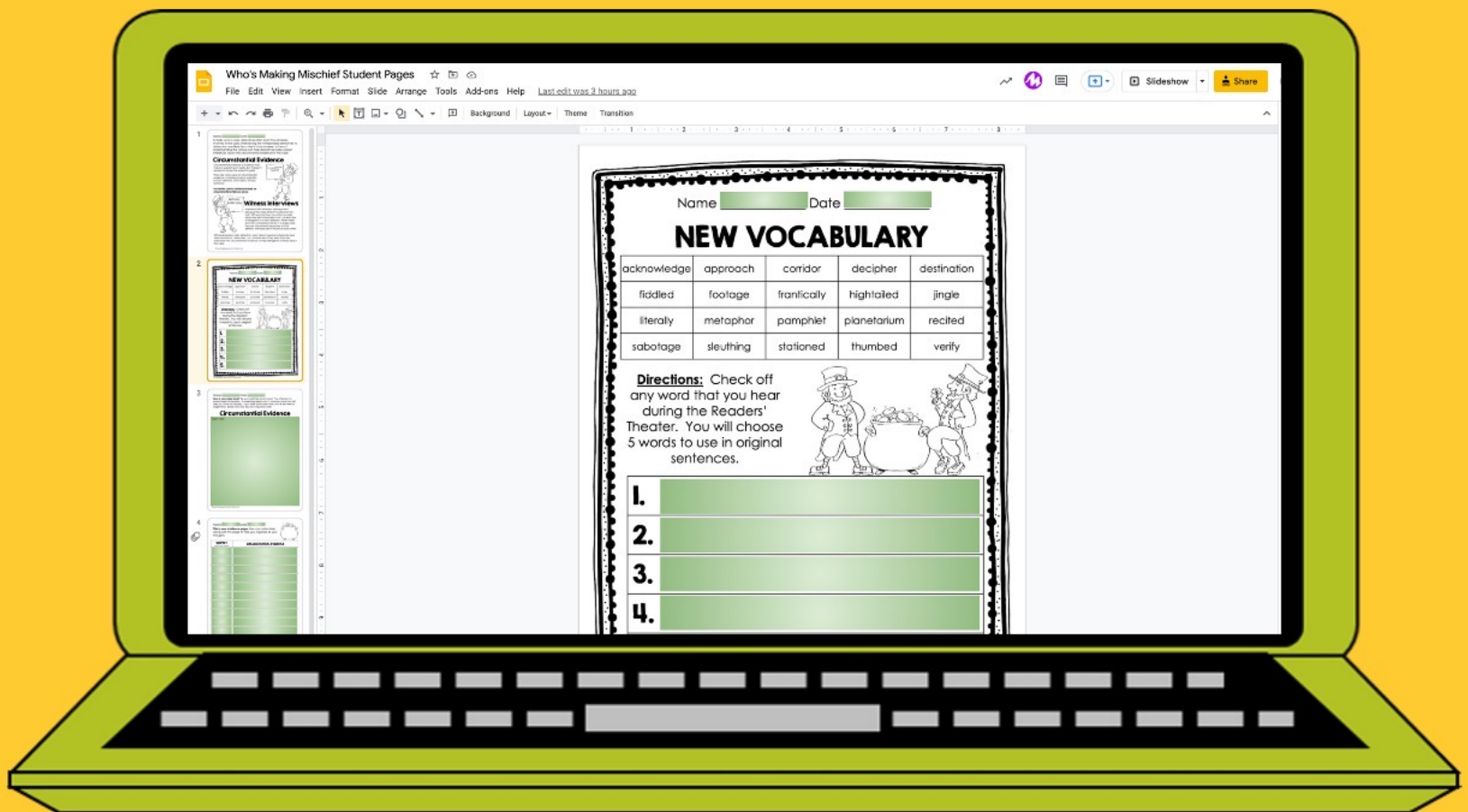
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Q Preview

Click Preview to Learn More!

# DIGITAL VERSION

The student pages are also available on Google Slides!





# Here's What Teachers are Saying!

“My fourth graders loved this reader's theater. We have read the Thanksgiving one and the Christmas one. The students are asking for more. They LOVE the mystery, and trying to figure out the answer as we read! I teach in person and virtually at the same time. The google slides makes it so easy for all my students to participate! I am hoping there will be more to purchase!!



# WHO'S MAKING MISCHIEF?

## A MAGICAL MARCH MYSTERY



You'll have to  
play to find  
out!



# COLLECT THEM ALL!

**4-6 WHO STOLE THE TURKEY?**  
WHODUNNIT CLASS EXPERIENCE

NEW VOCABULARY

**YOU'RE THE DETECTIVE!**  
Before you're going to become a detective, you have to learn how to solve a mystery. You have to learn how to ask questions, how to listen, and how to think. You have to learn how to be a detective.

**Motive**  
Motive is a reason for committing a crime. There are lots of different motives, or reasons, for committing a crime. For example, a person might commit a crime because they are angry, or because they are greedy, or because they are jealous. A motive is a reason for committing a crime, but it's not always the only reason. Sometimes a person might commit a crime for more than one reason.

Next up: **Narrator 2**

**READ! INFER! HAVE FUN!**

**READERS' THEATER**

*Shirley St. Clair*  
Cass Noack

**4-6 WHO STOLE SANTA'S LIST?**  
WHODUNNIT CLASS EXPERIENCE

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Next up: **Narrator 2**

**READ! INFER! HAVE FUN!**

**READERS' THEATER**

*Shirley St. Clair*  
Cass Noack

**4-6 WHO LEFT US CUPCAKES?**  
WHODUNNIT CLASS EXPERIENCE

**DIGITAL OR PRINT**

NEW VOCABULARY

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**Opportunity**  
Opportunity is a chance to do something. It's a chance that comes along and you have to take it. If you don't take it, you might miss it. Opportunity is a chance to do something, but it's not always the only chance. Sometimes there are other chances, but they might not be as good as the first one.

Next up: **END OF ACT 1 SCENE 2**

**READ! INFER! HAVE FUN!**

**READERS' THEATER**

*Shirley St. Clair*  
Cass Noack

**4-6 WHO FREED THE FISH?**  
WHODUNNIT CLASS EXPERIENCE

NEW VOCABULARY

**Motive**  
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**Pay attention & take good notes!**  
All down anything you hear that might be important. Write it down in your notebook. You will use it later.

**RAVEN**  
[whispering to Courtlynn] I read that the average lifespan of a goldfish is 41 years. But that's only if they live in the wild. For goldfish in captivity, it's only 10 years.

Up Next: **Calby**

**READ! INFER! HAVE FUN!**

**READERS' THEATER**

*Shirley St. Clair*  
Cass Noack