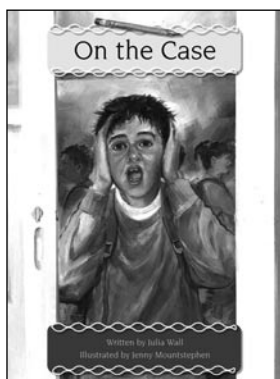




On the Case

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



ON THE CASE

Lower level fiction

Text type: Realistic Fiction

Reading age 9.2

Word count 1,613

Before Reading

Tell students that authors sometimes use real settings or situations as the background of their stories. This allows authors to create interesting or exciting stories that occur in everyday settings. This can make stories more interesting to read, as readers can relate to the situation.

Activate prior knowledge by asking students what a mystery is. *Can you think of any mystery books or films?*

What generally happens in these stories? Build understandings 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 gives clues or shows characters in a certain way to throw the reader off track. This is designed to keep the reader guessing.

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? What makes you think this?*
- *What does the word case mean here?*
- *What is the character on the cover doing?*
- *Read the blurb on the back cover. Discuss the words realistic fiction, narrator, the pressure mounts and suspect. Guide students to understand that:*
 - the author has used an everyday situation as the setting in this book
 - a narrator tells the story
 - a suspect is a person who may have committed a crime
- *Consider the title, cover illustration and blurb. What do you think happens in this story?*

CHAPTER 1

During Reading

Read the subtitle of Chapter 1 and predict what happens.

As you read Chapter 1 think about who is narrating or telling the story, and try to build a picture of what kind of person he is. Do you think that this character will solve the mystery? Why?

Jot down the mysterious things that occur and be ready to chat about some possible explanations for the strange occurrences. Note the words or phrases that you would expect to find in this type of mystery story.

Think about the other characters you meet in Chapter 1 and build a picture of what kind of people they are.

After Reading

Who is the narrator in this story? What role does the narrator have in this story? Assist students to notice that as well as being the detective in this story, that the story is told through the eyes of the narrator.?

Can you think of other words to describe someone who is good at detective work? Introduce the words *sleuth* and *investigator*. What do you think a *super-sleuth* might be? What do the initials *PI.* mean?

Why do you think this character likes detective work? Lead students to infer that he might like to solve problems and work things out.

What have you learned about Jen, Bruno, and Keiko? Is there an obvious suspect for the disappearances at this stage?

CHAPTER 2

During Reading

Read Chapter 2. What does the subtitle suggest to you? Discuss and predict what will happen in Chapter 2.

Read Chapter 2. Think about the types of items that go missing. What do the students think is happening to their belongings? Write down some of the suggestions the students come up with to explain the disappearances. What does Ms Klein suggest the students do?

By the end of the chapter the situation starts to change the way the students behave. What are the students beginning to think about each other? How is it beginning to change the way the students behave?

What do you think is going on? Do you suspect that anyone is involved? Be ready to share your ideas and explain why you think this.

After Reading

Discuss responses to the guide questions. Probe for elaboration and clarification as needed.

How many cases of missing items are there so far? Direct students to page 10 of the text to check if needed.

What do the missing items have in common? What other things would you expect may go missing? Guide students to generalize that the missing items are small items of general stationery.

Are there any strong leads in the case? Why can't the narrator say what he thinks to the other students? Direct students to page 13 for clarification if needed.

How would you feel if this situation occurred

in our classroom? Do you think it would change the way you feel about others? In what ways?

CHAPTER 3

During Reading

When investigators are trying to solve a mystery, they rely on others to give them information that will help them to solve the case. They then piece the information together and this can give them important clues. *Read the subtitle of Chapter 3. What do you think the words An investigator under pressure means? What do you think this suggests may happen in this chapter?*

Read Chapter 3 and be ready to discuss how many unsolved cases there are, and whether anything else goes missing in this chapter. Look closely at the illustration on page 15 and be ready to chat about what Jen is thinking. How has this case changed how the students think about each other?

After Reading

Encourage students to share their responses to the guide questions.

Revisit the illustration on page 15. Probe students to elaborate on what they think Jen is thinking. *What tells you that Jen is suspicious of the boy waiting outside the room? What do you think the boy might be thinking? Do you think he knows that Jen is watching him? How would you feel if you were the boy and you knew that someone distrusted you? How would you feel if you were Jen and you thought this could be the thief?*

What do the students do to avoid having their belongings taken? Direct students to page 16 to check if needed.

What makes you think that Jen is clumsy? Direct students to reread the first paragraph

of page 16 to check.

CHAPTER 4

During Reading

Read the subtitle of Chapter 4. What clue does this give us?

As you read Chapter 4, jot down some important discoveries that give us information about the case. Be ready to share your thoughts about what could be happening in this story. Think about other possible explanations for the disappearing items.

Be thinking about how the narrator is beginning to feel by the end of this chapter.

After Reading

Ask for responses to the guide questions. Revisit page 18 to prompt students to Ms Klein's discovery of Jen's pencil. *Does this fit with what we know about Jen? How so?* Guide the discussion to lead students to the generalization that Jen frequently drops and loses things. Revisit page 19 to prompt students to the discovery of Bruno's sharpener in Ms Klein's drawer.

Discuss how the narrator is beginning to feel. Probe students to clarify and explain where needed. Encourage students to take the group to words in the text that make them think this way. *What does the narrator mean by the words my days as a detective were numbered?*

CHAPTER 5

During Reading

What might the subtitle Back on the Case mean? What do you expect may happen in Chapter 5, based on these words?

Read Chapter 5 and be ready to discuss any

new disappearances. Be ready to chat about what Ms Klein and the students think happens to things that mysteriously go missing. Jot down some of the suggestions the characters make.

The narrator discovers an important clue. Why does the narrator go back into the classroom and what does he see when he does? Be prepared to discuss how the case unravels and why the items began to disappear. Where are the missing items?

After Reading

Share responses to the guide questions.

Encourage students to elaborate on how the case is solved. *What does the narrator see and hear in the classroom that gives him clues about the case? When the narrator sees Mr Hudson, what does he begin to think? Do you think the narrator likes Mr Hudson? Why? What kind of person does he think Mr Hudson is? Which words in the story make you think this?*

Did the students get the missing items back? Who helped get the items returned?

Why do you think Mr Hudson wasn't friendly to the students? What could the students have done to prevent the situation? How would you feel if you had to pick up other people's belongings every day?

🕒 CODE BREAKER

An idiom is an expression or group of words which when used together carry a message that is different from the meaning of each of the words on their own. For example, people sometimes say that they are “over the moon” when they are really happy. They don't really mean that they are “over the top of the moon.”

Discuss other idioms:

- *see the light*
- *apple of my eye*
- *break a leg*
- *on the case*

Turn to page 10. Reread page 10, find the idiom, and think about what it means. Be ready to chat about it. The students need to locate the words “Ms Klein got wind of what was happening.” *What do you think got wind means?* Guide the discussion so that students understand that *got wind of* means *found out about*.

🗣️ MEANING MAKER

Chat with a partner and be ready to discuss:

- *Why it was necessary for all the missing items to be small.*
- *Why the narrator didn't want to say much to the other students about the case.*
- *Why Ms Klein asked the students to think about explanations for the missing items.*
- *Reasons for Mr Hudson's annoyance at the students.*

Encourage discussion and probe for clarification and elaboration as needed.

Look at the illustration on page 11. What does

this gesture suggest to you? Prompt students to reread the text if needed.

Look at the illustration on page 12. What are these characters thinking.

Look at the illustration on page 23. Explain what the narrator may be thinking.

drawer, and all of these things helped to make it look like stealing was occurring.

◆ TEXT USER

Mystery stories are written a certain way. They begin with an unexplained incident or occurrence and we journey with the author, finding clues and discovering facts until the mystery is solved. Sometimes there is a clear villain or someone we suspect to be the cause of the problem. Sometimes the puzzling event is due to other reasons.

In this story, there are no clear villains and the author has had to build a mystery that has another solution. *Chat to a partner about what you are thinking when you read a mystery story. What do you pay attention to and how do you think about the characters as you read?*

● TEXT CRITIC

In some mysteries, certain characters are constructed so that readers are led to believe that they may be the villain or villains in the story. *Think about this mystery. Has the author constructed the characters of any students so that we think they are guilty? Discuss.* The students should observe that there are no obvious villains amongst the students.

Since there are no obvious villains, the author has constructed the characters with certain characteristics to create the mystery. *Think about the characters of Jen, Bruno, and Ms Klein.* Students should discuss that Jen often drops or loses things, Bruno had his sharpener confiscated, and Ms Klein forgot it was in her

USING MULTIPLE INTELLIGENCES

Discuss and record: Pair students to discuss their feelings if their belongings were to go missing. Students list words to describe their feelings. (V, I,)

Share: Regather students and record responses on a chart. Tally beside each feeling to record the frequency of the responses. (V, I, P, L)

Dramatise: Regroup into pairs. One student assumes the role of the thief and the other the victim. Students write a short interaction during which the victim confronts the thief about taking his/her belongings. Students are to include facial gestures and body language to show how they feel during the interaction. Guide students to include the emotions of hurt, sadness, anger, shame, guilt, and forgiveness. Each pair presents their dramatization to the group. (V, I, P, B)

Graph: Make a bar graph to indicate students' feelings. (V, L, S)

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.

On the Case

Name _____

Problem/Solution

What is the problem in this story?

How was the problem solved?

Discuss and list some other things that could have caused this problem.



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On the Case

Name _____

An idiom is an expression or group of words, which, when used together, carry a message that is different from the meaning of each of the words on their own.

Match the idiom on the left with its meaning on the right.

to pull the wool over someone's eyes

the end

Put a sock in it.

not feeling well

raining cats and dogs

to get up

Rise and shine!

to deceive or trick someone

That's all folks!

pouring rain

under the weather

what you eat influences how healthy you will be

You are what you eat.

to tell someone to be quiet

Write the meanings of these idioms.

back to square one _____

kick the bucket _____

hat trick _____

needle in a haystack (reread page 6 of the book if you are not sure) _____



On the Case

Name _____

Comprehension

Use the book to help you answer the questions. Record your answers.

What was the first item to go missing? _____

As more items disappeared, what did the students begin to suspect was happening?

How did Jen feel when she discovered that her blue pen was missing? Why do you think she felt this? Check the book and find words or actions that make you think this.

What special tools does a detective need? _____

Why do you think Ms Klein spoke to the class about the missing items when she got wind of what was happening? _____

What do you think it means to keep your eyes and ears open? Check page 15 of the text to reread this idiom. _____

Think of words that describe Jen. What makes you think of Jen this way?

What kind of person would you expect a detective to be? _____

What else do you think Mr Hudson could have done to get the students to pick up their belongings? _____



On the Case

Name _____

1. Does the title of the book help you know what it is about? Why or why not?

2. Did the title, cover illustration, and blurb make you want to read this story? Give reasons.

3. What will you remember about this book?

4. Why do you think the author wrote this story?

5. Could you relate to this story? Give reasons.

6. Have you read other mystery books? If yes, what were their titles?

7. What does a reader need to know in order to understand this story?

8. Did you get excited about solving the mystery?



On the Case

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. What sort of mood did the author create for this story?

2. Think of some words that describe how you felt as you read the story. Find words in the story that made you feel this way.

3. Which character is most like you? In what ways?

4. Choose a character that you disliked and write what you disliked about this character.

5. How did your feelings change as you read the story? Did the author intend to make you feel this way?

7. How did the author build tension in this story?

8. How did the author want you to think about Mr Hudson? Did this make you like or dislike him?



On the Case

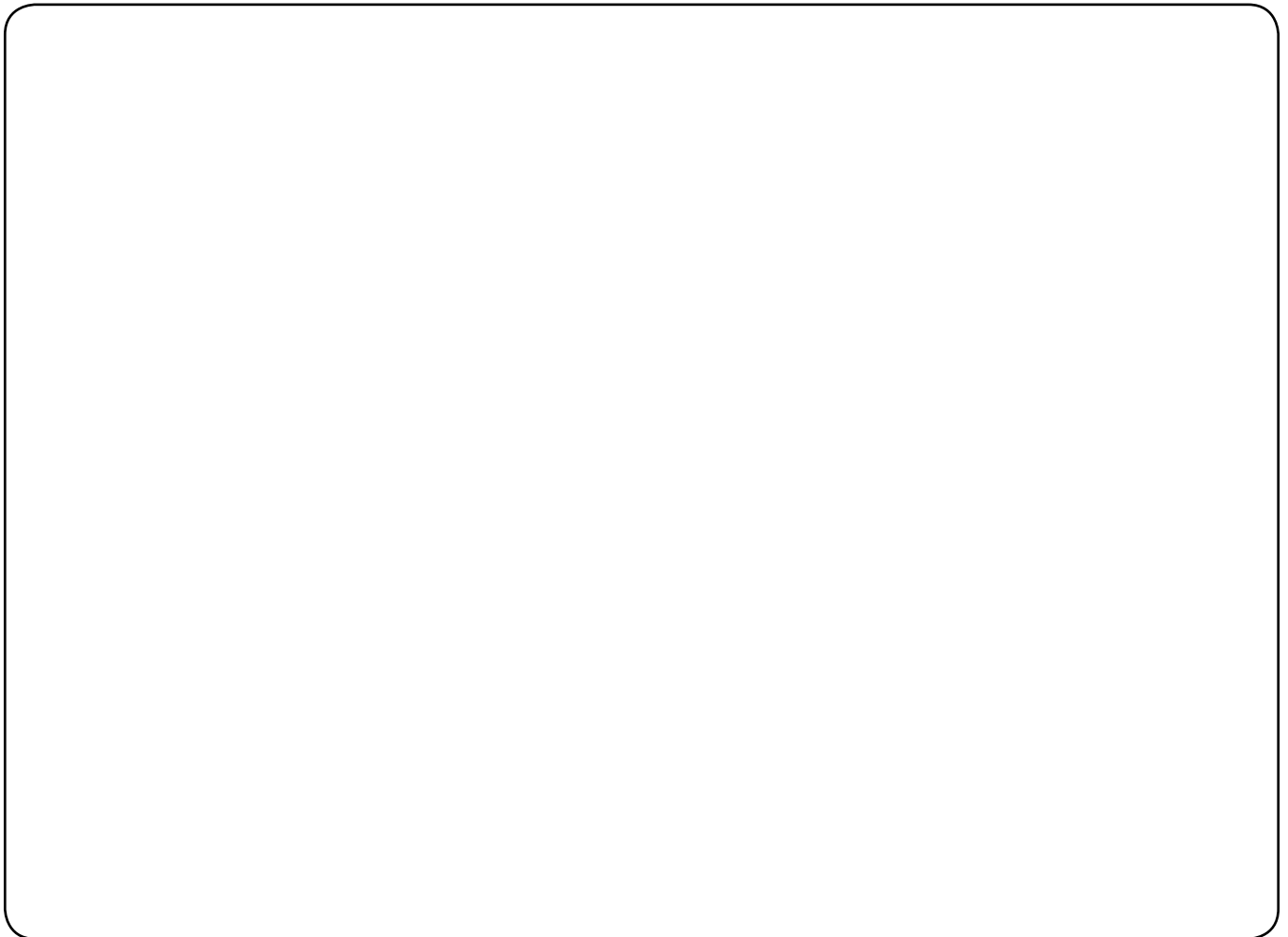
Name _____

Multiple Intelligences (intrapersonal, interpersonal, verbal-linguistic, visual-spatial)

Work on your own to write a list of tips for students to help them look after their belongings more effectively.

Work with a partner. Compare your lists and put a cross next to the tips that are the same. Discuss any extra tips on each list. Come up with one list of tips.

Work together to write your tips onto the chart below. Think of ways to decorate your chart appropriately.



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On the Case

Name _____

In this text the author needed to build tension in the classroom to keep us guessing and keep the case alive. The author built the tension without making any of the main characters appear to be guilty.

How did the author build the tension? Check the book and record your responses. Page numbers are provided to help you.

First (page 5) _____

Second (page 7) _____

Third (page 8) _____

Fourth (page 8) _____

Fifth (page 13) _____

Sixth (page 15) _____

Finally (page 21) _____



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Notes



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Notes



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