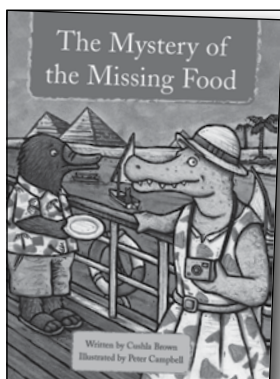




The Mystery of the Missing Food

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.



THE MYSTERY OF THE MISSING FOOD

Upper level fiction

Text type: Mystery

Reading age 10.2

Word count 2,988

Before Reading

Activate prior knowledge by asking students if they have read any *Nancy Drew*, *Goosebumps*, *Babysitters' Club*, or *Fear Street* stories.

What sorts of mysteries occur in these books? Guide the discussion so that students understand that there are three groups of mysteries to solve: detective crimes, puzzles, and suspense.

Suspense can be broken down into two groups: realistic and occult. *What usually happens in a mystery?* Guide students to respond that something happens at the start and that the rest of the story is spent asking questions,

uncovering clues, and working out what really occurred. At the end, the mystery is solved by one of the main characters.

What skills does the reader need to have to solve the mystery? Guide students to understand that the reader must think critically (don't believe everything you read), pay attention to details, and be able to predict.

COVER

Before Reading

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

Discussion and question guide:

- *Who is in this story? What might Carla's role in this story be? Can we predict from the illustration where this story takes place?*
- *What can you infer from the title?*
- *Read the blurb on the back cover. Discuss the words cruise and suspicion.*
- *Who else is in this book? What happens to Platypus? Do you think Platypus is guilty? Why?*
- *Where is this story set? Students should quickly give the information that it is set on a cruise boat going down the Nile. What is the Nile? In which country is this book set?*
- *Consider the title, cover illustration, and blurb. What do you think happens in this story?*

CHAPTER 1

During Reading

Read page 4. Discuss where the Yarra River and Tin Can Bay are located. What do you know about Carla? Invite students to infer that Carla likes to travel or take holidays.

Read Chapter 1. As you read, you will learn about a special day approaching for Carla. You will also learn of Carla's plan for this occasion. Jot down some notes about what Carla tells Platypus she has in store.

Be ready to discuss how Carla feels about her plans. Observe how Platypus feels when Carla shares news of his role in the special plan. On page 6, you will read of Platypus's reaction to the news.

After Reading

Discuss students' responses to the guide questions.

What special day is approaching for Carla?

What special plans does Carla have to celebrate? Why does Carla want to go to Egypt? Encourage discussion and refer students to page 6 of the book to locate references in the text.

*What is the special news that involves Platypus? How does Platypus feel about the trip? What is his interesting reaction on page 6? Students should refer to the simile at the top of the page: *he tumbled like an out-of-control barrel down the grassy slope*. Why do you think his reaction to the news was so strong?*

How will they get there? Which route will they take? Show the route on a map or globe and discuss why they might fly to Los Angeles on the way.

CHAPTER 2

During Reading

Read page 8. What sort of traveller is Carla? What sort of traveller is Platypus? What makes you think this? Discuss.

As you read Chapter 2, you will notice that Carla is an experienced traveller, whilst Platypus finds it much more challenging. Jot down things that Platypus has trouble with on the journey. Think about how it would feel to be travelling with him.

What do you learn about Carla as she responds to Platypus's concerns? Be ready to discuss who you would rather travel with and why.

What aspect of the holiday is Platypus looking forward to? How is Carla feeling about Platypus by the end of the first chapter?

After Reading

How well suited do you think Carla and Platypus are as travel companions? Find parts of the story that indicate this.

What have you learned about Platypus as a traveller? Invite students to discuss that he is fussy with the food and movies, and worried about thieves. Infer that he would probably be tricky to travel with.

*What sort of traveller is Carla? Encourage students to infer that she is easygoing, relaxed, and calm. Find words in the story that help you build these understandings. Direct students to Carla's comment on page 10, *keep your eyes open and your wits about you*. What do you think she means by this? Discuss. What does this tell you about Carla? Invite students to infer that she is sensible and careful.*

How is Carla feeling about Platypus by the end of Chapter 2? What tells you this?

CHAPTER 3

During Reading

Read page 12. What did Carla and Platypus do the next morning? What do you think it means that they even had time to change their clothes before they left the dining room? Invite students to infer that the flight was in the morning and that they went directly to the cruise. They made good time, as they even had time to change clothes before lunch. As you read Chapter 3, you will learn about some of the other characters on the cruise. What do they have in common with Carla and Platypus?

After Reading

Who do Carla and Platypus meet on the cruise ship? Why do the Aussie travellers seem so happy to see each other?

What greeting did Platypus give to the kangaroos? Refer students to check the bottom of page 13. How did the kangaroo respond? Check page 14. What do you know about the words, Giddy and mate? Explain that these are called idioms. An idiom is a way of speaking that is native to a particular place. What is the meaning of Giddy mate? Discuss the places that these idioms would be native to. Do you think that if you said Giddy mate to someone from England, that they would know what it means?

What does Platypus discover is on the menu for lunch?

CHAPTER 4

During Reading

Read page 15. Predict what you think this chapter will be about. What might happen during this chapter? Encourage students to infer that lunch will be served. Lead them to predict that the food might go missing in this chapter.

Check to see if your prediction is correct.

As you read Chapter 4, you will learn what type of lunch is served. Write down the name of this style of lunch and be ready to explain what it means.

Platypus does something that may get him into hot water. Find out what that is and why it could get him into trouble.

After Reading

Was your prediction correct? Who discovers that the food is missing? What made Carla think something funny was going on? Check page 17 to find out what she is thinking.

Explain what type of lunch is served on the cruise. How does a buffet lunch work? Invite students to explain. Revisit page 16 to clarify if needed. Have you ever been to lunch at a buffet? Which restaurants have you been to that are buffet style?

What does the chef report at the end of Chapter 4? What does this mean? Students should infer that the thief went into the kitchen as well as to the buffet.

How did Platypus feel when he noticed there were no fritters left? Direct students to page 16 to check. Why do you think the author wrote disappointment descending on him like a thick grey fog? What does this tell us about how he felt?

CHAPTER 5

During Reading

Read page 18. Who takes charge of the situation? What order does the captain give? Why do you think he gives the instruction to lock the dining room door?

Read Chapter 5. As you read, jot down the characters' ideas about who could have committed the crime. Keep in mind that there is a lot of food in a buffet and probably a lot more in the kitchen. Where could it all be?

Platypus has some interesting thoughts about the locals. What are his thoughts and how does Carla respond to them?

Observe how the crime changes the way the characters have been interacting with each other. Record the changes you observe, and be ready to discuss why the missing food could cause these changes.

After Reading

What do the characters suggest may have happened? Invite students to respond and ask them to infer reasons for these suggestions. How have the interactions among the animals changed since the food went missing? Why do you think they are more on edge? Ask for inferences.

Who does Platypus think may be responsible? What are his reasons? Revisit page 19 to find out. What is Carla's response to Platypus? Check page 19 and find the words that tell us that she doesn't agree with Platypus and is frustrated by his logic.

How does the captain plan to interview the guests? Why do you think he is conducting the interviews in this way?

What does Carla plan to do?

CHAPTER 6

During Reading

Read page 22. Why do you think the local camels are pointing at Mrs Kanga? Encourage prediction. What does the word accusingly mean? What is meant by the term local camels? How many humps do camels have? Do we have camels in Australia? Build understandings that dromedaries have one hump, and that is what we have in Australia.

As you read Chapter 6, observe how the characters are beginning to become anxious and stressed. Jot down words, phrases, and sentences from the story that indicate this.

Find out about Mrs Kanga. See if your prediction is correct. Note any other characters that are accused of the crime.

Observe who says what and how they say it. Detectives need to watch for detail to see if it suggests any clues. As you read, be thinking about who you think might be guilty.

After Reading

Why did the camels suspect Mrs Kanga? Why? What caused the bump in her pouch?

Who else was accused of the theft? Why? How do you think the wombats felt as the accusation was made? Do you think all that missing food could fit into a pouch?

Carla is beginning to notice something about the camels. What does she notice? How does it make her feel? Reread this part of the text again. Direct students to the last sentence on page 23 and the first on page 24. What do you think Carla is beginning to wonder? Now read the first two paragraphs on page 25. What suspicions does she have?

What happens at the end of the chapter? How could the fritter in Platypus's pocket cause him trouble? Invite inferences.

CHAPTER 7

During Reading

Read page 26. What do you think will happen in this chapter? Encourage prediction.

Read Chapter 7 and observe the reactions of the other guests as the fritter is taken from Platypus's pocket. How did Platypus feel? Write down the word used by the author to describe his feelings.

Be ready to discuss Carla's feelings about her friend's situation, and also the feelings of the captain. It doesn't look good for Platypus. Take note of whether he is the one blamed for the crime.

At the end of this chapter, Carla begins to connect some pieces of the puzzle. Think carefully about the clues that give Carla ideas about who committed the crime. See if you can figure out what Carla may be thinking. Be ready to discuss your thoughts.

After Reading

How did some of the others feel when they saw the fritter? Students should infer that they assumed Platypus to be the thief. What does it mean that they looked at him with daggers in their eyes? Discuss this metaphor with the students. Why did the author choose these words?

How does Carla react to seeing the fritter? Does she think he is guilty? Why not? How does she describe his behaviour? Refer students to page 27 to locate the word *greedy*. Which words describe the captain's annoyance? Direct students to page 27 to find the word *sternly* and page 28 to locate the words *irate* and *grimly*.

What are the clues that Carla observes at the end of the chapter? Invite inferences about the clue that camels carry loads in the desert. Direct students to page 29 to find the three

words that Carla pondered. Invite students to locate the words *camels*, *load*, and *desert*.

CHAPTER 8

During Reading

Read page 30. What will happen in Chapter 8? Invite students to infer that the mystery will be solved. Who do you think did it? How did they do it? Invite predictions.

Read the last chapter and find out who committed the crime. Write down how the robbery occurred. Note the new clues that we discover in Chapter 8 as this case is solved. Jot down all the clues that incriminate the guilty.

What is the piece of information that helps Carla to solve this case?

After the case is solved, Platypus mutters something that tests Carla's patience. What does he say and how does Carla react? How do you think Carla may be feeling about her friend by the end of the story? Find words in the last paragraph that give you an indication.

After Reading

Did you guess who the culprits were? How did Carla piece the puzzle together? What were the clues? Ask students to explain how Carla worked out that the camels were guilty. Direct them to page 31 of the book to clarify details and to elaborate on their understandings.

Do you think this case was made easier for Carla to solve because she comes from a country with dromedaries? Do you think she could have solved it if she thought all camels had two humps? Explain.

What does Platypus mutter at the end that tests Carla's patience? Why does this test her patience? Describe how Carla felt about Platypus by the end. Which words did the author use to tell you this?

🔍 CODE BREAKER

A simile is a technique used by an author to compare something that happens in the book to something else.

Turn to page 5. Search this page to find the simile excitement fizzing inside her like a glass of freshly poured lemonade. Describe what a glass of freshly poured lemonade looks and sounds like. What does the author want us to know about how Carla feels? Discuss. When have you felt this way? Invite discussion to support generalization.

Turn to page 6. Search with your partner and discuss the simile tumbled like an out-of-control barrel down the grassy slope. How do you imagine Platypus falling? Why do you think the author has written it this way and used these words? Discuss.

Find and discuss the similes on page 16: disappointment descending upon him like a thick grey fog and on page 24: the feeling nagged away at her like an itch she couldn't scratch.

🗺️ MEANING MAKER

Carla and Platypus caught a plane from Australia to Los Angeles and another plane from Los Angeles to Cairo. Use a globe or a map of the world to help you work out all the different ways to get from place to place. Use these means of transportation: car, bus, train, plane, and boat.

For example: to get from Australia to Cairo, you can use a plane or boat. To get from Sydney, Australia to Brisbane, Australia, you can use a car, bus, train, or plane.

How will you get:

- From New Zealand to Australia?
- From New Zealand to United States?

- From the United States to Canada?
- From Australia to Hawaii?
- From Australia to Africa?
- From Melbourne, Australia to Sydney, Australia?

Write all the ways you have travelled from place to place. Don't forget to include ways of travelling such as bicycles, skateboards, scooters, and helicopters, as well as those above.

🔍 TEXT USER

On the blurb of this book, it reads, "Will Carla be able to solve the mystery and save her friend?" What can we infer about these characters before we begin reading? Encourage student responses while supporting them to understand that in a mystery fiction, the main characters are introduced early. Readers must understand that it is unlikely, but not impossible, for these characters to be the ones involved in the crime. *Did this help you know that Platypus was not involved?*

As you read a story like this, what are you thinking? Are you trying to notice clues and solve the mystery? How does it 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.

◎ TEXT CRITIC

Chat with a partner about these questions and be ready to discuss your answers.

- Why might the camels steal food from the cruise ship? What could they do instead?*
- The camels were eager for someone else to be blamed for their crime. What does this suggest about their characters? How would you have felt if you were Platypus, who looked guilty because of something silly that he did?*
- At a buffet people can refill their plates as often as they like, to eat as much as they want to. There is an unspoken rule, however, that you cannot fill your pockets and bags to take the food away with you. Why do you think this is? What would happen if everyone did this?*

USING MULTIPLE INTELLIGENCES

Group students in pairs or small groups for this task.

Imagine: that you are directing the entertainment on the cruise ship.

Brainstorm: all the activities you can think of that can be done on a cruise. Make a list. (V)

Sort: the activities into the categories *outside, inside, sports, leisure, social, group, and individual*. Many things will cross categories. Think of a way to record this information clearly. (L)

Organize: a timetable of events for one day. Some events, for example personal activities such as reading and sleeping, will not need to be included. (L)

Create: a social team game that is played on deck. (S)

Teach: your social game. Find another group of two people. Teach each other your games. (B)

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 the Missing Food

Name _____

Read the first paragraph of each chapter (under the chapter heading). Before reading the rest of the chapter, predict what will happen. After reading, record what did happen.

What I predict will happen	What did happen



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The Mystery of the Missing Food

Name _____

Multiple Intelligences (verbal-linguistic)

Words that describe naming words (nouns) are called adjectives.

For example, in this sentence from the story, "You are my oldest and dearest friend," the words that tell us about Carla's friend are "oldest and dearest."

Circle the adjectives below. On the line, write a new adjective that means the same thing.

Carla's best friend is Platypus. _____

Carla walked along the crowded street. _____

They will see the huge pyramids. _____

Let's go to the hot desert. _____

Platypus ate the delicious fritters. _____

They caught a long flight. _____

Words that describe action words (verbs) are called adverbs. They tell us about the action. Many adverbs end in the letters "-ly." For example, "Platypus stared at his omelette unenthusiastically." The word "unenthusiastically" tells us about the action word "stared."

Draw a line under each action word below and circle the adverbs.

Platypus looked warily.

Platypus ate hungrily.

Carla stopped suddenly.

They sang happily.

He looked around suspiciously.

Carla replied curtly.

She sat thoughtfully.

The captain looked accusingly.

Kanga answered the question angrily.

The captain spoke grimly.



The Mystery of the Missing Food

Name _____

Where did Carla and Platypus go? Write the names of all the places in the story. List them under the correct heading.

Places in Australia	Places Outside Australia

Where would you go if you could go anywhere and see anything on a holiday? Draw and write about it below. Give reasons for your choice.



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The Mystery of the Missing Food

Name _____

Discuss your thoughts about the plot of *The Mystery of the Missing Food*.

1. Did you like the beginning and end of this story? Give reasons.

2. How well do you think the events in this story flowed? Was it a logical sequence and did it make sense to you? Explain.

3. Was it a good pace? Did it move too fast or too slow? Explain.

4. Name two problems that occurred in this story.

5. Do you think the clues made sense? Did they help you solve the mystery? Explain.

6. Were all the events in this story important? Explain.

7. Did you get caught up in the mystery and did you want to find out who stole the food? Explain.

8. Was this story believable? Explain.



The Mystery of the Missing Food

Name _____

Authors create the characters in books to help us build a picture of them. The way the author uses words and describes the behaviour of characters helps shape our thinking. What were your understandings of these characters? Use the book to find words and behaviours that were used to build our understandings.

Carla

Platypus

Mrs Kanga

Wombats

Dromedaries

Camels

Captain



The Mystery of the Missing Food

Name _____

Create the menu for the cruise ship's buffet. You will need to include several choices for each of these categories:

- Starters or entrees
- Breads or rolls
- Mains (some hot and some cold)
- Desserts

Starters or entrees

Breads

Mains

Desserts



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The Mystery of the Missing Food

Name _____

Complete the details below for *The Mystery of the Missing Food*.

Plot	Crime	Location	Solution

Hero	Sidekick	Suspects	Villains

Qualities of hero	Qualities of sidekick	Qualities of suspects	Qualities of villains



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