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The **MILLO & JAZZ** MYSTERIES

THE CASE OF THE STINKY SOCKS

Detective's
Guide

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The Case of the Stinky Socks: Detective's Guide

Dear Detectives-in-training,

Jazz and I are totally *jazzed* about sharing our Detective's Guide with you! (It drives her nuts when I say that—but we are!)

In *The Case of the Stinky Socks*, Dash Marlowe helped us get one step closer to becoming world-famous super sleuths just like him, and now we're here to help you become ace detectives yourselves!

Dash told us, "Life is full of mystery—if you know how to observe," and that was just one of the awesome sleuthing strategies he taught us.



In this Detective's Guide, you'll find out:

-  What it means to observe and why this skill is super important for super sleuths
-  How to figure out the tricks of mirror reflections
-  How to look closely at details and write detailed detective notes
-  How to work well with others (Jazz says to tell you this is really, really, *really* important).

Are you ready to become detectives-in-training like us? Then let's go!

Your pal,

Milo

Detective Skill: Observation

Good detectives must observe carefully and pay attention to details because they never know what might be a clue. Detectives often use notebooks to write down the details so they won't forget.



If you want to be great detectives like Jazz and me, you need to observe what is going on around you.

Try out this activity to learn what it means to observe.

Part 1: Circle the synonyms and put an "X" over the antonyms of the word observe.

(Hint: Synonyms are words that mean the same as the original word. Antonyms are words that mean the opposite.)

discover	overlook	forget
view	attend to	study
ignore	inspect	miss
misunderstand	monitor	examine

Part 2: Write a sentence about a time you or a friend observed something. Make sure to use the word observe (or another form of it, such as observed or observation) in your sentence.

Part 3: Draw a picture of you or your friend observing.

Part 4: Write other words or phrases that mean the same thing as observe.

Detective Skill: Think Like a Scientist

Understanding Reflection

Mirror writing helped Milo and Jazz solve their mystery. They realized that Chip was looking in the mirror when he saw “MIT” on the back of the jacket, and that it really said “TIM.”



If Milo and I didn't understand how mirrors work, we may never have solved The Case of the Stinky Socks.

Try out this activity to sharpen your mirror-writing skills!

Part 1: Use a mirror to figure out each of the words below.

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been

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eciton

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alistsb

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sevitceteb

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BONUS: Use the mirror words from Part 1 to create a sentence. Write the sentence below.

Part 2: Write your name as it would appear in the mirror.

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Detective Skill: Teamwork

Dash Marlowe has written Milo letters sharing with him the skills that he needs to become a successful detective. In the story, Milo and Jazz decide to work together as partners. Write a letter to Milo and Jazz and give them at least two pieces of advice that will help them learn how to work better as partners.



Ugh! Sometimes Milo is almost impossible to work with. Can you believe he didn't even want a partner at first?

How do you work together with your friends? Write us a letter and give us some advice on how we can make an even better team.

Dear Milo and Jazz,

Your friend,

When you have finished your letter, share it with your classmates and read their letters. After reading their letters, think about what you have learned that will help you be a better teammate or partner in the future.

Detective Skill: Recording Information

Chapter 1: The chapter ends with: “Keep a sharp eye out for anything strange or unusual....” What do you think might happen next?

Chapter 2: How do you think Jazz knows that Milo is spying on her?

Chapter 3: How is Milo feeling at this point in the story? When is a time in your life that you have felt the way Milo is feeling now?

Chapter 4: What is the problem in the story? How do you think Milo and Jazz will find a solution?

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Chapter 5: What important information did Milo and Jazz gather in this chapter?

Chapter 6: Why does Milo suspect Wildcat Willie has taken Dylan's socks? Do you think Milo's guess is correct? Why or why not?

Chapter 7: Jazz and Milo want to know if anyone on the team is called Mitt. What is one question you could ask that might give them more information about who took the socks?

Chapter 8: What surprised you in this chapter? Explain why it surprised you.

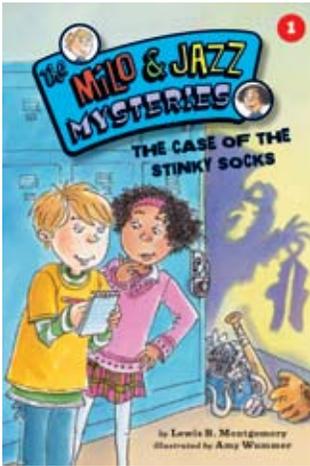
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Chapter 9: Drawing conclusions is an important skill for detectives. How did Milo and Jazz conclude who stole Dylan's socks?

Chapter 10: What do you think Milo meant when, at the end of the book, he said, "Something tells me it won't be the last"? Would you like to read another book by this author? Explain why or why not.



FOR MORE ACTIVITIES, VISIT
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Teacher Resources for The Case of the Stinky Socks Detective's Guide

Activities Aligned to Common Core State Standards



Observation

Learning objective: Students will be able to explain what it means to observe.

Extension

- Show a short video clip to students. After viewing, ask them to describe what they saw. Discuss the differences in what each student saw. Ask students to think about why they may recall different details from those their classmates recalled. Ask them to explain why observing details is an important detective skill.

Standards

Grade 2

L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

Grade 3

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

Grade 4

L.4.6 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 and that are basic to a particular topic.

	<p style="text-align: center;">Teamwork</p> <p><i>Learning objective: Students will write a letter which includes at least two strategies for working well with others.</i></p> <p>Extension</p> <ul style="list-style-type: none"> • Work with a partner to create a poster and a fun slogan for a pretend detective agency. <p>Standards</p> <p>CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
	<p style="text-align: center;">Recording Information</p> <p><i>Learning objective: Students will answer questions to demonstrate their understanding of the text.</i></p> <p>Extension</p> <ul style="list-style-type: none"> • Have students write a letter to the author. Encourage them to include their opinion about the book and at least one question they have after reading the text. <p>Standards</p> <p>Grade 2</p> <p>RL.2.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.</p> <p>Grade 3</p> <p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>Grade 4</p> <p>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>

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