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The **MILLO & JAZZ** MYSTERIES

THE CASE OF THE *HAUNTED* HAUNTED HOUSE

Detective's
Guide

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Dear Detectives-in-training,

The Case of the Haunted Haunted House was our creepiest case yet! Of course I didn't believe for a minute that the learning cottage was *really* haunted. Well, maybe one minute. Or two.



But luckily the cause and *effect* lesson from Dash Marlowe was just what I needed to solve the mystery! Dash said, “You often need to look at motive—why people do the things they do.” Thinking about someone’s motive, or their cause for doing something, is a sleuthing strategy that can help almost any detective.

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

-  How to determine cause and effect
-  How to think logically and use your math skills to make a plan
-  How to use descriptive adjectives (this is really important when Jazz and I write to Dash to fill him in on all the details and suspects in our case!)
-  How to write a powerful paragraph.

Are you ready to take the next step in your detective-in-training program? (Don’t be scared! Dash says, “I’ve never encountered an actual ghost in any of my cases. Well, maybe one. Or two...”)

Your pal,

Milo

Detective Skill: Determining Cause and Effect

An effect is something that happens.
The cause is the reason it happens.



My little brother, Ethan, is always asking, “Why? Why? Why?” To find out the cause of something, you have to ask yourself why it happened.

In this activity, you’ll think about some of the causes and effects of events in our case.

Part 1: Draw lines to connect the cause and the effect.

CAUSE	EFFECT
1. Gordy hid his hamster in Ms. Ali’s desk.	a. The learning cottage was empty.
2. Repairs were finished on the school.	b. Milo went over to Jazz’s house.
3. Milo got a letter from Dash Marlowe.	c. Milo screamed.
4. Gordy grabbed Milo’s ankle.	d. Ms. Ali won’t allow a petting zoo.

Part 2: The cause is given; write an effect. You can look back at the pages in the story to help you.

CAUSE	EFFECT
The learning cottage was a mess! (p. 17)	
Milo and Jazz hear the rumor that the learning cottage is haunted. (p. 29–31)	

Part 3: The effect is given; write a cause. You can look back at the pages in the story to help you.

CAUSE	EFFECT
	Jazz wanted to come up with a better booth than the dunk tank. (p. 6–7)
	Brooke and the Emilies voted against the haunted house. (p. 15)

Detective Skill: Planning

After Ms. Ali's class measured the trailer, they needed to plan how they would place each of their displays and activities to make sure they would all fit.



Almost everyone in our class had a different idea of how we should set up our haunted house! How do you think it should be set up?

Each box represents one square foot of space. Each of the displays must stay together, not be split into parts.

Enter												
											Exit	

Hint: You may want to mark in pencil where you plan to place each part of the haunted house before you color.

1. You need to leave a path for students to get from the entrance to the exit. Draw a path from the point where people enter to the exit. Color the path yellow.

How many square feet (blocks) is your path? _____

2. The haunted graveyard display will be 16 square feet. Each block represents 1 square foot, so you will need to color 16 blocks blue.

3. The pumpkin patch will be 12 square feet. Color the space orange.

4. The ghost balloons will take up 8 square feet. Color the space purple.

5. The class also wants to include a "Touch and Feel" table where students would reach into boxes and feel spaghetti worms and jelly brains. The table is a rectangle that is 5 feet long and 2 feet wide. Color the blocks green to show where you would place the table.

6. What would you put into the empty spaces?

Detective Skill: Understanding Characters

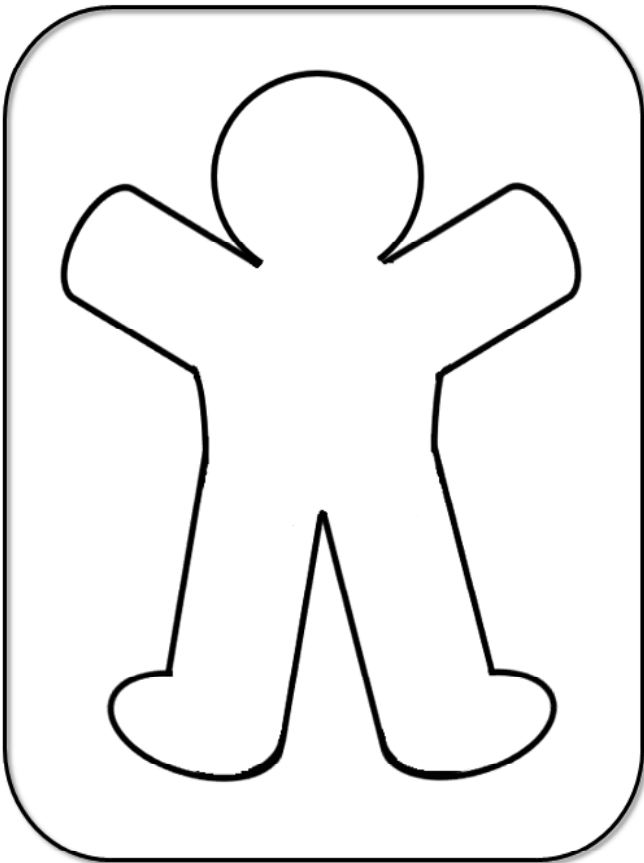
The main characters in the story are Milo and Jazz. Inside the outlines below, write words that you think describe each of the main characters.



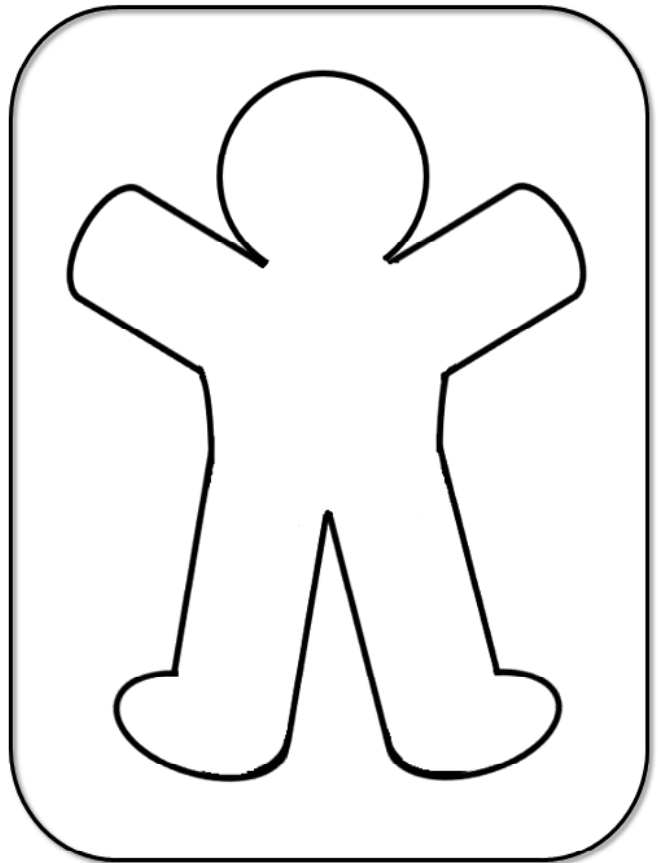
Jazz and I are so different, but the more we work together to solve mysteries, the more we learn all that we have in common.

What adjectives would you use to describe us? Be creative!

MILO



JAZZ



Detective Skill: Thinking Creatively

Write a paragraph describing a booth you would like to set up at your school's fair. Think about fairs you have visited. What kind of booth might interest the kids at your school?



Brooke wanted to have a makeover booth, Randy wanted to do a bean bag toss, and Spencer thought we should do balloon animals—but the only one he could make was a snake.

Help! What kind of booth do you think we should set up?

Complete the following organizer. You may use the detail questions to help you if you wish, or you may include your own details.

Introduction: What type of booth would you set up?

Detail: (Example: What would your booth look like?)

Detail: (Example: What would people do at your booth?).

Detail: (Example: How would you make money at your booth?)

Closing: Why do you think your booth would be the most popular?

Use the information from your organizer to help you write your paragraph.

BONUS: On another sheet of paper, draw a picture of your booth.

Detective Skill: Recording Information

Chapter 1: Do you think a haunted house is a good idea for a Spring Thing booth? Why or why not?

Chapter 2: What does the author mean by saying that Brooke reminded Milo of “an angry snake about to strike”?

Chapter 3: Have you ever been to a haunted house? If you have been, describe what it was like. If you have not been, describe what you think it would be like.

Chapter 4: Why do you think some of the students are saying the trailer is haunted?

Chapter 5: Do you think there really is a ghost? Why or why not?

Chapter 6: Summarize what Dash said in his letter. How do you think Dash's letter will help Milo and Jazz?

Chapter 7: What do you think the "spooky light" is that Milo sees at the learning cottage at the end of the chapter? Explain your answer.

Chapter 8: What surprised you most in this chapter? Why did it surprise you?

Chapter 9: Did Jazz and Milo do the right thing by giving the DVD back to Emily? Have you or someone you know ever done something like this?

Chapter 10: Do you think Milo had actually been scared? Why or why not?



FOR MORE ACTIVITIES, VISIT
www.kanepress.com/milo-and-jazz-activities



Teacher Resources for The Case of the Haunted Haunted House Detective's Guide

Activities Aligned to Common Core State Standards

Determining Cause and Effect

Learning objective: Students will demonstrate understanding of the relationship between cause and effect by determining the effect when given the cause and by determining the cause when given the effect.

Extension

- Ask students to think about how the outcome might have changed if the cause was different.

Examples:

Do you think Ms. Ali might have allowed a petting zoo if Gordy hadn't hidden his hamster in her desk?

What would have been different if the school had never done repairs?

How might the story have been different if the school custodian had cleaned out the learning cottage instead of the students cleaning it?

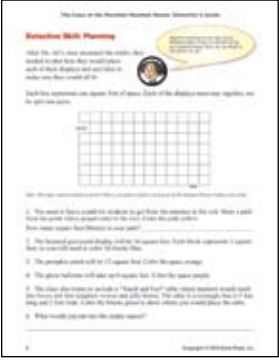

Standards



Grade 2

CCSS.RL.2.3 Describe how characters in a story respond to major events and challenges.

Grade 3

CCSS.RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.

	<h2 style="color: red; text-align: center;">Planning</h2> <p><i>Learning objective: Students will create a model of the haunted house booth on a grid with unit squares.</i></p> <p>Extension</p> <ul style="list-style-type: none"> • Ask students to use the knowledge they gained in planning the booth to create a plan to rearrange the classroom. Provide students with rulers, yardsticks, and measuring tapes. Students should document their plans on grid paper. It is important to discuss what each unit square represents. Students can work on this individually, but small groups are recommended. At the end of the lesson have students present their plans and vote on the best plan for the classroom. If possible, try to arrange the classroom according to the plan. <p>Standards CCSS.MP2 Reason abstractly and quantitatively.</p> <p>Grades 3 3.MD.C6 Measure areas by counting unit squares.</p>
	<h2 style="color: red; text-align: center;">Understanding Characters</h2> <p><i>Learning objective: Students will use a variety of adjectives to describe each of the main characters in the story.</i></p> <p>Extension</p> <ul style="list-style-type: none"> • Have a discussion about which of the main characters students would prefer to work with if they were starting a detective agency. <p>Standards</p> <p>Grade 2 L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p> <p>Grade 3 RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>Grade 4 RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</p>

	<h3 style="color: red;">Thinking Creatively</h3> <p><i>Learning objective: Students will write a paragraph with an introduction, at least three details, and a conclusion describing a booth they would like to create if their school had a fair.</i></p> <p>Extension</p> <ul style="list-style-type: none"> • Have students create posters to advertise their booths. <p>Standards</p> <p>Grade 2 CCSS.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.</p> <p>Grade 3 CCSS.W.3.1 Write opinion pieces on topics or texts, supporting a point with reasons.</p> <p>Grade 4 CCSS.W.4.1 Write opinion pieces on topics or texts, supporting a point with reasons and information.</p>
	<h3 style="color: red;">Recording Information</h3> <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"> • Divide students into small groups. Have them choose an important part of the story (you can either let the groups choose or assign passages) and have students act out the scenes. <p>Standards</p> <p>Grade 2 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 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 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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