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The **MILLO & JAZZ** MYSTERIES

THE CASE OF THE AMAZING ZELDA

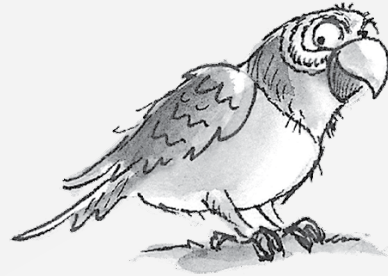


Detective's
Guide

by Lewis B. McHenry • illustrated by Amy Wummer





Dear Detectives-in-training,

With our fourth case in the bag, I cannot believe how much I've learned about being a detective! But did you know that even ace detectives aren't always right the first time?



Super sleuth Dash Marlowe put us on the right track when he told us, "A prediction may be wrong. Until you test it, you can't be sure!" Now I'm no dope, but in *The Case of the Amazing Zelda*, Westview's new "pet psychic" almost had me fooled. *Almost*. Good thing I wised up in time . . . before Bitsy took over my bed for keeps!

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

-  What predictions are and how to make them
-  How to test a prediction
-  How to use descriptive adjectives to describe someone
-  How to write a friendly letter.

Get ready to learn everything I've found out about how to solve a mystery using our latest and greatest sleuthing strategies!

Your pal,

Jazz

Detective Skill: Making and Testing Predictions

See if you can use clues around you to correctly predict the favorite colors of some of your friends or family members.

Look at what they are wearing, the color

of their backpack, the color of their pencil box, and other colors that they surround themselves with. See if you can use those clues to help you predict their favorite color.



Can you read people's minds like the Amazing Zelda? Maybe! Zelda didn't really have a superpower—she just looked for clues to help her make predictions.

After you have looked for clues and predicted a color, ask the person to tell you their favorite color. Remember not to tell them your prediction.

Name	Clues	Predicted Favorite Color	Actual Favorite Color

Summarize: How well were you able to predict people's favorite colors?

Extend: What is something else you might be able to make predictions about? What clues would you look for when making those predictions?

**Detective Skill:
Understanding Characters**

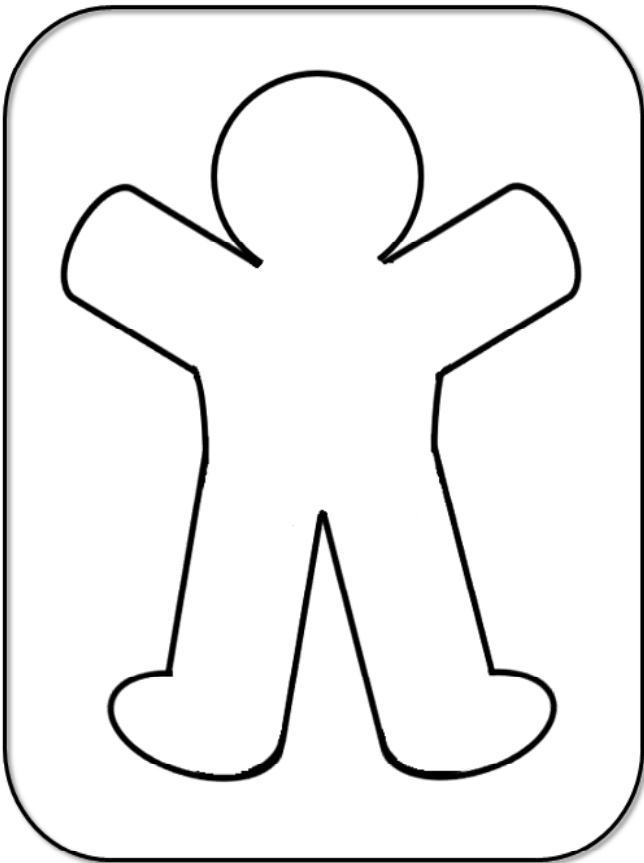
Two of the characters in this book are Zelda and Spencer.

Inside the outlines below, write adjectives that you think describe them.

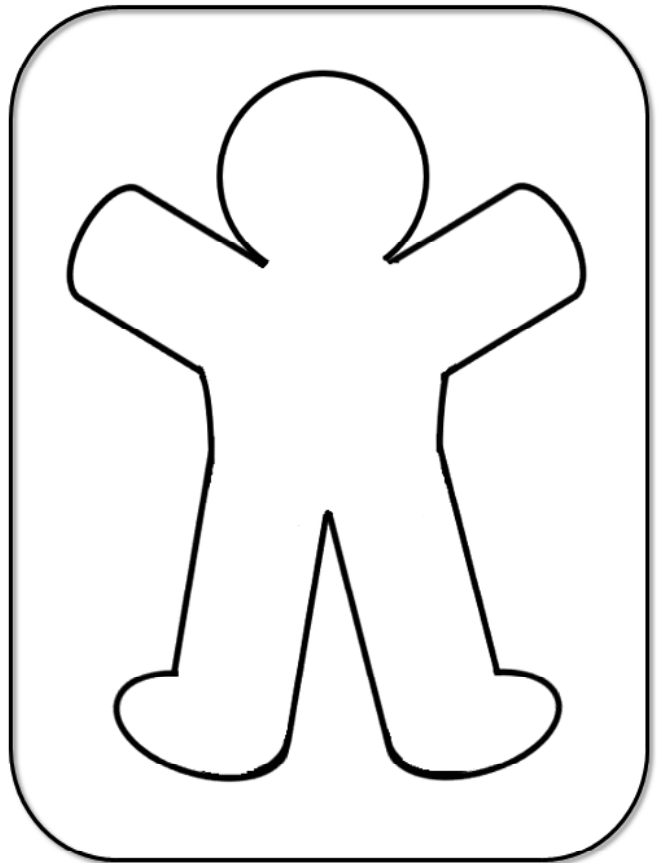


Jazz was convinced that the Amazing Zelda was fake. After reading our story, how would you describe Zelda? How about—arrrr!—our matey Spencer?

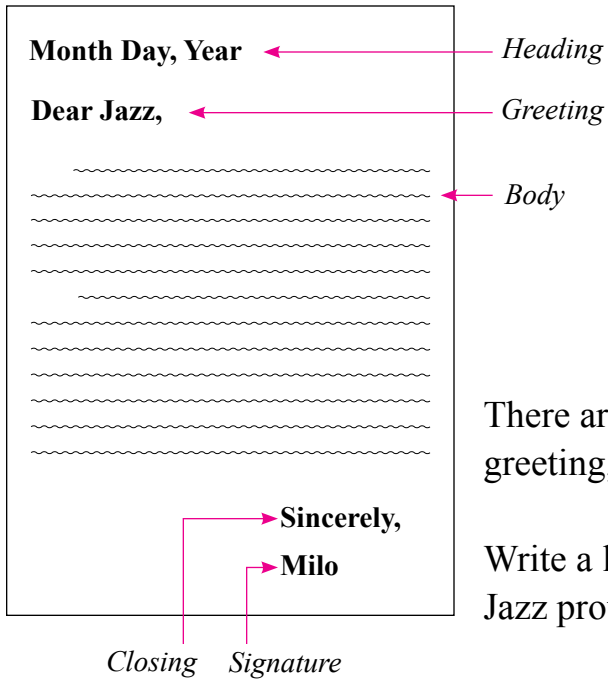
ZELDA



SPENCER



Detective Skill: Letter Writing



We like to keep Dash Marlowe updated on all the mysteries we solve, but we've had so many cases that it's hard to find the time!

Help us out by writing our letter to Dash explaining how we cracked The Case of the Amazing Zelda.

There are five parts to a friendly letter: the heading, the greeting, the body, the closing, and the signature.

Write a letter to Dash Marlowe explaining how Milo and Jazz proved Zelda was a fake.

A large yellow rectangular area for writing. It features a vertical red margin line on the left side and several horizontal blue lines spaced evenly down the page.

Detective Skill: Recording Information

Chapter 1: What is a psychic? Why is Spencer taking his parrot to see one?

Chapter 2: How do you think Milo felt at the end of the chapter? Why?

Chapter 3: What do Milo and Jazz want to find out?

Chapter 4: Does Jazz think the Amazing Zelda is able to read minds?
How do you know?

The Case of the Amazing Zelda: Detective's Guide

Chapter 5: How do you think Jazz felt at the end of the chapter? Why?

Chapter 6: Why does Milo think Zelda stole Jazz's pig?

Chapter 7: What do you predict will happen next?

Chapter 8: What could Milo and Jazz do to set a trap for Zelda?

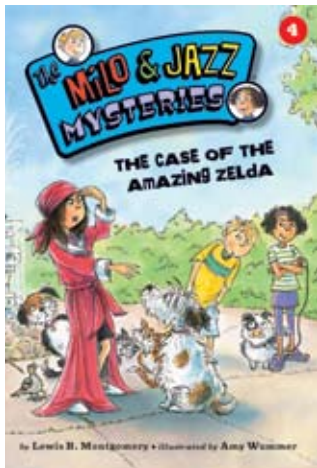
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Chapter 9: Why is it an important detail that the girl with the mouse is Zelda's sister?

Chapter 10: Would you want to be friends with Zelda? Why or why not?



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



Teacher Resources for The Case of the Amazing Zelda Detective's Guide

Activities Aligned to Common Core State Standards



Predicting

Learning objective: Students will use clues from illustrations to make informed predictions about what will happen in the story.

Extension

- After students read the book, have them go back and read their predictions. Were the predictions correct? Were there details in the pictures that now make sense that did not make sense before reading?



Standards

Grade 2

CCSS.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Grade 3

CCSS.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.

	<h3 style="text-align: center;">Letter Writing</h3> <p><i>Learning objective: Students will write a friendly letter to Dash Marlowe clearly explaining the solution of the story.</i></p> <p>Extension</p> <ul style="list-style-type: none"> • Have students work in pairs over a two-day period. On day one, have one of the partners write a friendly letter to one of the characters in the book. Encourage them to include questions about details in the book in their letter. On day two, have the second partner write a friendly letter back to their partner as if they were the character. <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>
	<h3 style="text-align: center;">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 students role-play possible interactions between the Amazing Zelda and children with their pets. <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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