
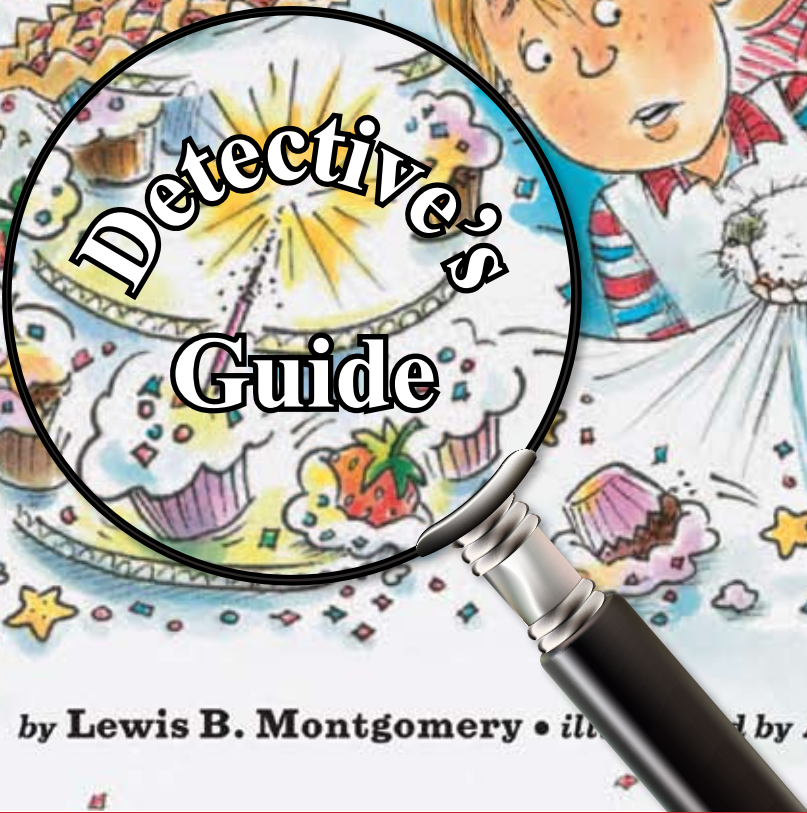


The **Milo & Jazz** MYSTERIES[®]



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THE CASE OF THE JULY 4TH JINX



Detective's
Guide

by Lewis B. Montgomery • illustrated by Amy Wummer





Dear Detectives-in-training,

I can't believe I finally got to go undercover in our fifth case! Okay, I didn't exactly plan to end up as a giant pink strawberry . . . but I'm pretty sure master detective Dash Marlowe would agree that to solve a mystery, sometimes you have to get a little "seedy."



Dash said, "Many people are not what they seem." Then he told us about my favorite new sleuthing strategy, role playing, or pretending to be someone you're not. It's an awesome way to get inside your suspect's head!

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

-  How to go undercover by role playing
-  How to compare fractions
-  How to graph data
-  That the names of cities, states, countries, and holidays should be capitalized. (This is more important than you think! One time I didn't capitalize "Zoo Crew," and I got a capital *noogie* out of it.)

Are you ready for your first undercover assignment? Then let's go!

Your pal,

Milo

Detective Skill: Role Playing

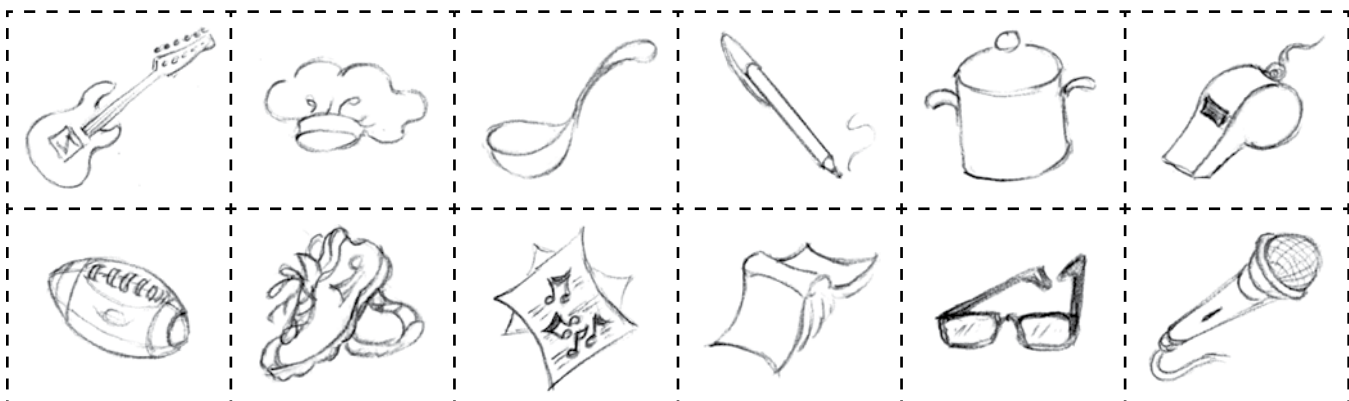
Think about the roles listed below. Then look at the pictures at the bottom of the page. Cut out the pictures and place them in the column where the item could be used if someone wanted to play the role.



Jazz told me I looked ridiculous when I went undercover with the Zoo Crew. The job of detective-in-training is not always glamorous, but at least my role-playing worked, right?

Think about how you would disguise yourself to play a certain role.

Chef	Gym Teacher	Musician	Author



Detective Skill: Think Like a Mathematician

Solving Fraction Problems

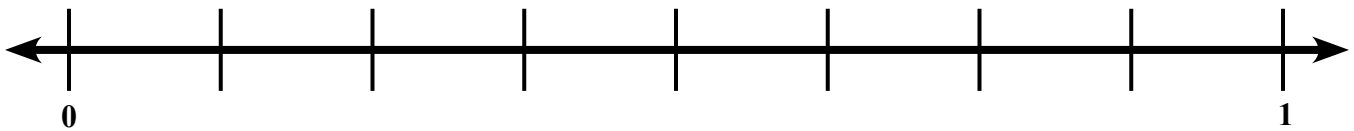


Tasting the pie is the best part of the baking contest. Just ask Milo—he ate three pieces!

Part 1: On a piece of paper, draw and label a picture to represent each pie. Shade the part of each pie that was eaten.

Name	Fraction of Pie Eaten
Winston	$\frac{3}{4}$
Mrs. Smalley	$\frac{4}{8}$
Spencer	$\frac{1}{4}$
Carlos	$\frac{1}{2}$
Viola Pritchett	$\frac{7}{8}$

Part 2: Label the number line below to show how much of each person's pie was eaten. (Hint: If two fractions are the same, put one label above the number line and one label below.)



Part 3: Write TRUE or FALSE to explain whether the statement below is correct based on the information from the table.

1. A greater amount of Winston's pie was eaten than of Carlos's pie. _____
2. Equal amounts of Mrs. Smalley's and Carlos's pies were eaten. _____
3. More of Spencer's pie was eaten than Carlos's pie. _____
4. More of Viola Pritchett's pie was eaten than anyone else's pie. _____

Part 4: Write a sentence comparing two of the pies.

Detective Skill: Think Like a Mathematician

Graphing Data

The data in the table shows how many votes each person's pie received in the baking contest. Complete the table to show the total number of votes that were cast. Then use the grid below to create a graph to show the results. Remember to label your graph.



At the next year's Fourth of July fair, the baking contest became a baking election! Even Jazz and I got to vote for the tastiest pie.

Make a graph of the voting results and see who won!

Name	Number of Votes
Winston	10
Mrs. Smalley	5
Spencer	3
Carlos	2
Viola Pritchett	8
Total Number of Votes	

Detective Skill: Editing

Detectives need to be able to communicate clearly in writing. It's important to use appropriate capitalization. You already know that you need to use a capital letter at the beginning of a sentence and that you capitalize people's names, but did you know you have to capitalize the names of cities, states, countries, months, and holidays, too? Rewrite the sentences below correctly.



When Milo writes letters to Dash Marlowe, I always help him proofread. After all, if we can't sleuth out mistakes in our own letters, how are we going to convince Dash we'll become top-notch master detectives someday?

What needs to be capitalized?	Examples:
cities	<i>Boston</i>
states	<i>New York</i>
countries	<i>Canada</i>
months	<i>January</i>
holidays	<i>Earth Day</i>

Chapter 1: we celebrate independence day on july 4 every year.

Chapter 2: on the first independence day, the Declaration of Independence was read aloud in philadelphia.

Chapter 3: the people in philadelphia, pennsylvania, also played music to celebrate.

Chapter 4: they were celebrating their freedom from england.

Chapter 5: pennsylvania was one of the thirteen colonies that wanted independence from england.

Detective Skill: Recording Information

Chapter 1: What is a jinx? What makes Winston think there is a jinx?

Chapter 2: Who are the “Zoo Crew”? Predict how they might be important to the story.

Chapter 3: Do you think all of the things that are happening are accidents or do you think someone is doing them on purpose?

Chapter 4: Has your opinion about whether the events are accidents or have been done on purpose changed after reading this chapter?

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Chapter 5: Who put the rubber snake in the ball pit? How did Milo figure it out?

Chapter 6: At the end of the chapter it says, “He knew exactly what to do.” What do you predict he will do?

Chapter 7: How did Milo try to change to fit in with the Zoo Crew?

Chapter 8: Why was the Zoo Crew dressing up as fruits and vegetables?

Chapter 9: Why do Milo and Jazz think that Winston is the prankster?

Chapter 10: Write a sentence or two that Jazz would include in her letter to Dash Marlowe to explain how Milo used role playing to help them solve the mystery.



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



Teacher Resources for The Case of the July 4th Jinx Detective's Guide

Activities Aligned to Common Core State Standards



Role Playing

Learning objective: Students will determine which props would help them to role play each type of occupation.

Extension

- Choose about four to six occupations (examples: the school principal, a police officer, a bus driver, an electrician, a carpenter, an artist). Give each student in the class a card with their occupation on it. Have students circulate around the room and talk to other students while role playing their occupation (without revealing the word on their card). The goal is for students to figure out who has the same occupation they do and write the names of those students on the card.

Standards



CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.



Grade 2

CCSS.RL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Grade 3

CCSS.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

	<h2 style="color: red; text-align: center;">Think Like a Mathematician: Solving Fraction Problems</h2> <p><i>Learning objective: Students will use a number line to compare fractions.</i></p> <p>Extension</p> <ul style="list-style-type: none"> • Give each student a circle. Have students divide their circle into equal-sized parts to represent a pie. Have students shade some of the parts to represent the amount of pie that has been eaten and write that amount as a fraction. Then have students line up and form a human number line based on their pies. <p>Standards</p> <p>Grade 3 CCSS.3.NFA.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>Grades 4 CCSS.4.NFA.2 Compare two fractions with different numerators and different denominators. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions.</p>
	<h2 style="color: red; text-align: center;">Think Like a Mathematician: Graphing Data</h2> <p><i>Learning objective: Students will create a graph to represent the results of the contest.</i></p> <p>Extension</p> <ul style="list-style-type: none"> • Hold your own baking contest. Ask students to bring in tastes of their favorite snacks or baked goods. Allow each student to sample the items and vote for their favorite. (Important note: Please beware of any food allergies of students in your classroom or district food policies, and modify accordingly.) When the votes have been tallied, use the results to create a class graph. Ask students “how many more” and “how many less” questions about the graphed data. <p>Standards</p> <p>Grade 2 CCSS.3.MD.D.10 Draw a picture graph and a bar graph (with a single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in the bar graph.</p> <p>Grade 3 CCSS.3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in the scaled bar graphs.</p>

	<div>Editing</div> <p><i>Learning objective: Students will demonstrate understanding of capitalization rules by editing sentences.</i></p> <div>Extension</div> <ul style="list-style-type: none">• Have students write an expository paragraph explaining the best way to celebrate the Fourth of July. <div>Standards</div> <p>CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <div>Grade 2</div> <p>CCSS.L.2.2.A Capitalize holidays, product names, and geographic letters.</p>
	<div>Recording Information</div> <p><i>Learning objective: Students will answer questions to demonstrate their understanding of the text.</i></p> <div>Extension</div> <ul style="list-style-type: none">• In the book, Winston has to do community service to make up for his bad behavior. Explain that many people do community service projects, not just people who are trying to make up for what they have done. Discuss examples of service that is done within the community. If time allows, brainstorm a community service project that can be done as a class. <div>Standards</div> <div>Grade 2</div> <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> <div>Grade 3</div> <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> <div>Grade 4</div> <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>