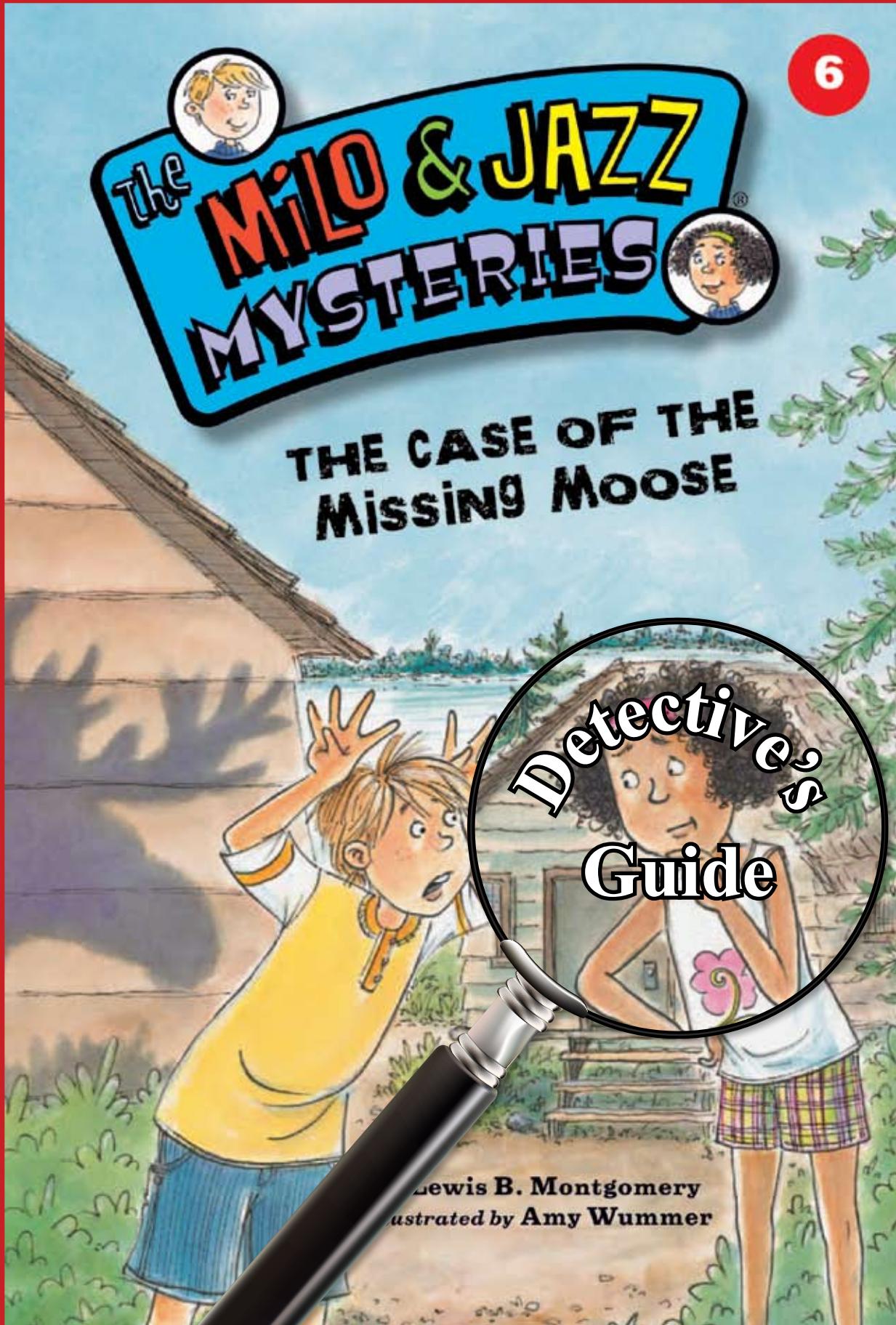


The **MILO & JAZZ**
MYSTERIES®

THE CASE OF THE
Missing Moose

Detective's
Guide

Lewis B. Montgomery
Illustrated by Amy Wummer



Dear Detectives-in-training,

Milo and I are so excited that you've been joining us on our sleuthing adventures! I can't wait to share our latest Detective's Guide with you.



The Case of the Missing Moose was the first mystery Milo and I had to solve from opposite sides of a lake! Dash told us, "When you're working with a partner, nothing matters more than good communication." Boy, was he right. Ever since camp, Milo's been sending me letters every day—even though I live right down the street.

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

- 🔍 How to ask critical questions
- 🔍 How to use a map and compass rose
- 🔍 How to write and address a postcard (I like to decorate mine with purple sparkles!)
- 🔍 How to develop a game.

Are you ready to head to detective camp? Then let's go!

Your pal,

Jazz

Detective Skill: Communication

Good detectives ask lots of questions as they try to solve mysteries. Some questions allow you to get more key information than others.

When Milo and I hear about a case, our minds swim with questions.

Knowing Milo, I'll bet he had a million questions when he found out the moose was missing! Give him a hand in deciding which questions will help crack the case.



Part 1: Read the questions below. Circle the three questions you think would be best for Milo to ask to find out more information about what happened to the lake moose at the end of Chapter 4.

- Where were the kids on the red team when the moose disappeared?
- Whose favorite animal was a moose?
- Who got mail from the post office that day?
- Who would want to take the lake moose?
- Where would someone have hidden the lake moose?
- What time is the evening campfire?

Part 2: Write two more questions you think would be good questions for Milo to ask to help find out what happened to the lake moose.

1. _____

2. _____

Detective Skill: Map Skills

Use the map below to answer questions.



When detectives are on the hunt for clues, it's important not to get lost . . . like me when I went in search of the moose thief!



1. The girls' camp is east of the lake. The boys' camp is west of the lake. Label the map.
2. Milo's cabin is the northeastern-most cabin in the boys' camp. Put an "M" on his cabin. Jazz's cabin is the southwestern-most cabin in the girls' camp. Put a "J" on her cabin.
3. Jazz walked south of the girls' first aid building. Where did she go?

4. Milo went to the building to the east of the mess hall. Where did he go?

5. What direction did Jazz travel in when she canoed from her camp to the boys' camp?

6. If Milo walked from his cabin to the first aid building, which direction did he travel in?

BONUS: Draw a path on the map that Milo or Jazz might have walked. Then, on another sheet of paper, explain their route using directional words.

Detective Skill: Letter Writing

Pretend you are at camp with Milo and Jazz. On the front of the postcard, draw a picture of camp. On the back, write a note to a family member telling them about your time at camp.

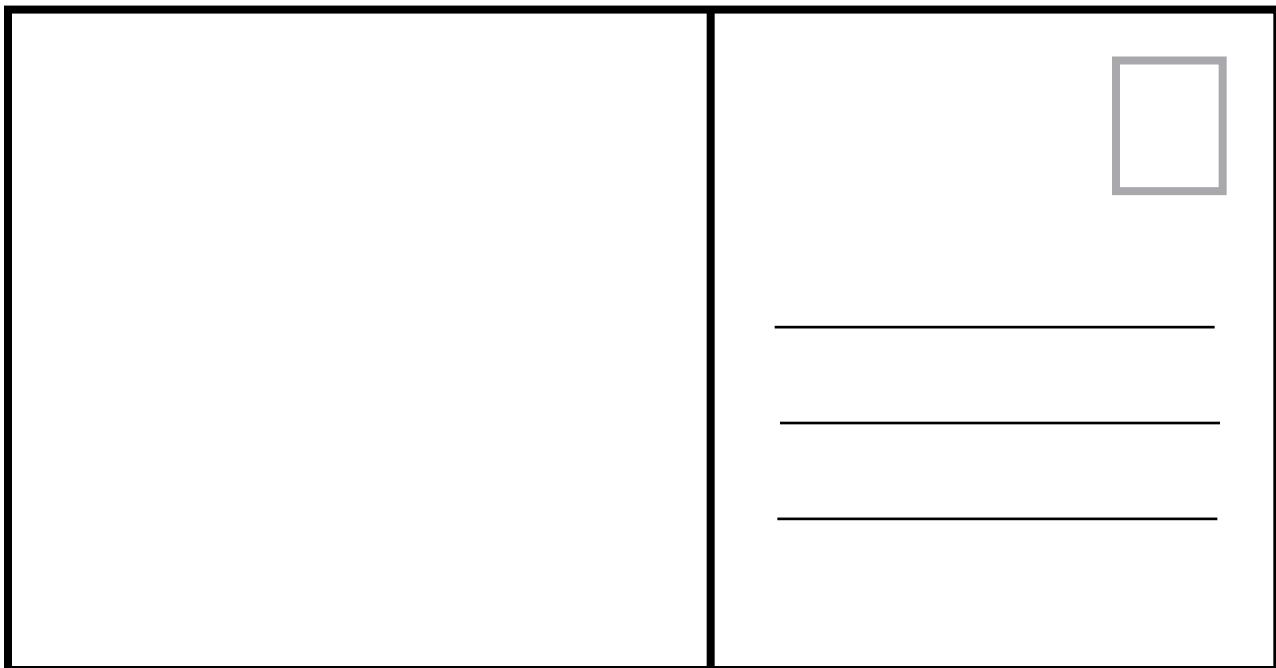


Our families wanted us to write to them while we were at camp. If you were at camp with us, I'll bet your family would want to hear from you too!

Front



Back



Detective Skill: Thinking Creatively

There's a bag in the cabin with a soccer ball, a whiffle ball and bat, a volleyball net, a bucket, 6 hula hoops, 12 golf balls, and 4 flags.

Create a game that you can play with your friends using what is in the bag. (You don't have to use everything in the bag.)



My favorite part of camp is playing games. My cabin-mates and I loved coming up with new games—like Moose-opoly and Ketchup Ball (that one didn't end so well).

Have you ever made up your own game before? It's super fun—give it a try!

Name of the Game	
Equipment Needed	
Directions/ Rules	
How to Win	

Detective Skill: Recording Information

Chapter 1: What is the setting of this chapter?

Chapter 2: Predict how you think the “lake moose” will be important to the story.

Chapter 3: Do you think Wendell believes in the lake moose? Why or why not?

Chapter 4: Who do you think took the lake moose? Explain your prediction.

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Chapter 5: How do you think Milo feels when he checks the mail?

Chapter 6: What is Milo's problem at the end of the chapter? What would you do if you were him?

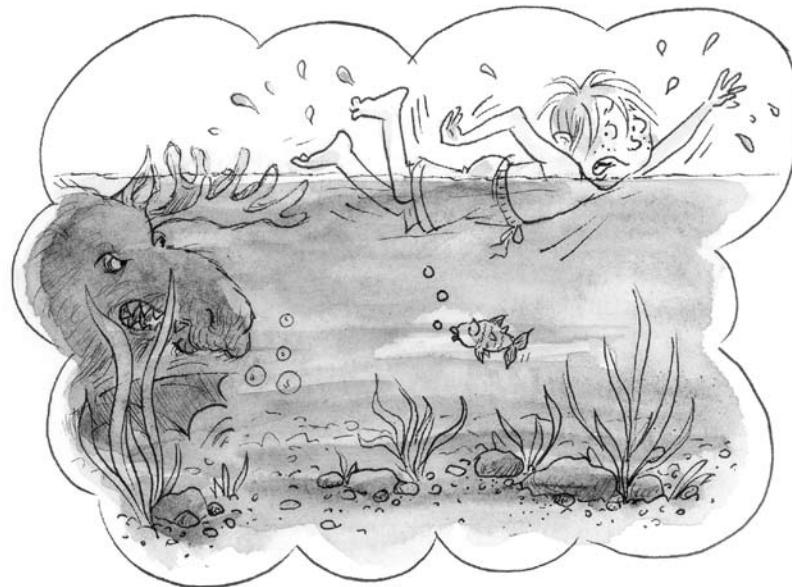
Chapter 7: What was the most important thing Milo learned in this chapter?

Chapter 8: How do you think this story will end?

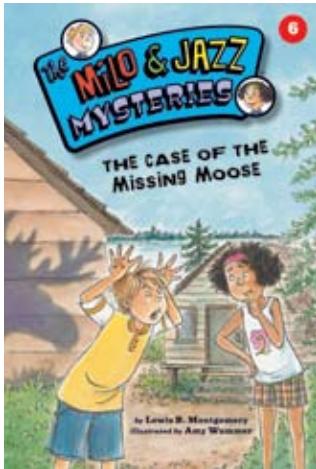
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Chapter 9: Why was the yellow paint a clue?

Chapter 10: What surprised you most about the conclusion of the story?



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Teacher Resources

for The Case of the Missing Moose

Detective's Guide

Activities Aligned to Common Core State Standards



Communication

Learning objective: Students will demonstrate an understanding of how to use questioning to gain information by analyzing and producing effective questions.

Extension

- Set up a classroom mystery by having something from the classroom go missing. Have students brainstorm a list of questions they would ask in hopes of finding clues about where the missing item went. Ask students to explain their reasoning for asking the questions. At the end of the lesson, survey students to determine the three questions that are most likely to lead to important clues.

Standards

CCRA.SL6 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>Map Skills</h2> <p><i>Learning objective: Students will use a map and compass rose to determine locations.</i></p> <p>Extension</p> <ul style="list-style-type: none">• Have students draw detailed maps of their school or neighborhoods. <p>Standards</p> <p>D2.Geo.2.305 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.</p>
	<h2>Letter Writing</h2> <p><i>Learning objective: Students will write a short letter and draw a picture from the perspective of a camper.</i></p> <p>Extension</p> <ul style="list-style-type: none">• Have students write postcards to students in a younger grade providing them with information on a topic within the curriculum. For example, if your students are learning multiplication, they can write to second graders and explain how multiplying by two is another way of solving to find the sum of a doubles fact. <p>Standards</p> <p>Grade 2</p> <p>CCSS.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>Grade 3</p> <p>CCSS.W.3.2.A Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>Grade 4</p> <p>CCSS.W.4.2.A Introduce a topic clearly and group related information in paragraphs and sectional include formatting, illustrations, and multimedia when useful to aiding comprehension.</p>

	<h2>Thinking Creatively</h2> <p><i>Learning objective: Using a given set of sporting equipment, students will create a unique game.</i></p> <p>Extension</p> <ul style="list-style-type: none">Provide students with an assortment of equipment. Have students work in groups to create games using this equipment. Allow groups to teach their game to the class. (Safety is of the utmost importance. The teacher should determine whether the games developed by students are safe to play.) Should space or equipment prohibit this extension, students can work in groups to create board games. <p>Standards</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>
	<h2>Recording Information</h2> <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">Create advertising posters for the camp. Have students include details from the book on their posters. <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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