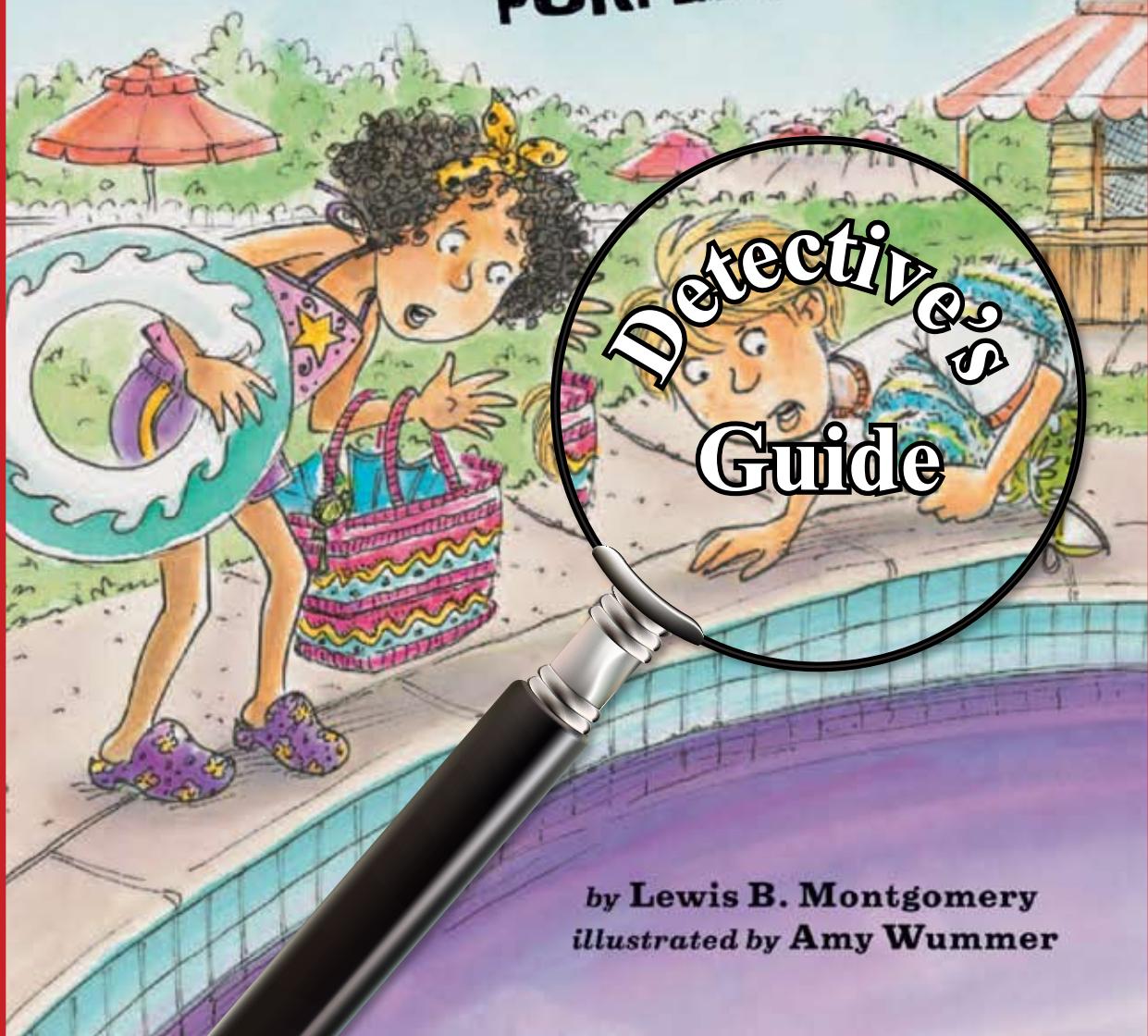




# The **MiLO & JAZZ** **MYSTERIES**



## THE CASE OF THE PURPLE POOL



**Detective**  
**Guide**

by Lewis B. Montgomery  
illustrated by Amy Wummer

Dear Detectives-in-training,

With so much purple, I thought *The Case of the Purple Pool* was going to be Jazz's favorite mystery of all time! But when we started suspecting our own friends and even Jazz's sister, we realized we still had a lot to learn.



Dash taught us how to use evidence when he said, "Circumstantial evidence is not direct. It's not absolute proof. But it can help us infer what happened." This was a tough sleuthing lesson, but an important one!

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

- 🔍 How to make smart inferences
- 🔍 What the differences are between direct and circumstantial evidence
- 🔍 The attributes of different shapes
- 🔍 What alliteration is and how to use it to enhance your writing. (This is one of Dash's most treasured techniques—purple pools, touchy tigers, and gunslinging grizzlies, oh my!)

Are you ready to dive in? Then let's go!

Your pal,

*Milo*

## Detective Skill: Making Inferences

Clues are not always obvious, so detectives need to pay careful attention and make inferences. Inferences are conclusions that are based on what you have observed and what you already know.



The meaning of a clue is not always as obvious as I'd like it to be. Jazz and I often have to put our heads together and use things we observe plus stuff we already know in order to figure it out.

In this activity, you'll learn how to make inferences like us!

**Part 1:** Circle the synonyms and put an "X" over the words that do not mean infer. (Hint: Synonyms are words that mean the same as the original word.) If you do not know what a word means, you can look it up in a dictionary or thesaurus.

conclude	deduce	forget
overlook	figure out	reason

**Part 2:** Write a sentence using the word infer.

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**Part 3:** Complete the chart to show how you can combine what you observe with what you already know to create an inference.

I observe...	I already know...	I can infer...
People are wearing bathing suits and are outside.	People wear bathing suits when it's warm.	The season is _____.
Chip wore a whistle and carried a clipboard at the pool.	Lifeguards wear whistles and work at pools or beaches.	Chip is a _____.
Carlos is babysitting his twin sisters.	Older kids often babysit younger children.	Carlos's sisters are _____ than he is.
The pool is purple and the pool was closed for the day.	Pool water is usually blue.	_____ to the pool.

## Detective Skill: Gathering Evidence

Circumstantial evidence is not absolute proof. But it can help us infer what happened.

- An example of circumstantial evidence is noticing your candy bar has disappeared and seeing the wrapper fall out of your brother's jacket. You might infer that your brother took your candy bar.



It would be so much easier to solve a crime if we just saw it happen with our own eyes. (Milo's keeping his fingers crossed this will happen one day!) But usually detectives have to look for clues after the event has happened.

Find out about the two different types of evidence in this activity!

Direct evidence is something that you experience, usually using one of your senses to explain what happened without any inference.

- An example of direct evidence is witnessing someone take a candy bar from the checkout, put it in their pocket, and walk out the door of the store without paying.

**Part 1:** Think about the evidence Milo and Jazz were gathering or might look for in *The Case of the Purple Pool*. On the line next to each description of evidence below, write a “C” if the evidence is Circumstantial and a “D” if it is Direct.

1. Ben was at the pool on his day off. He turned red and mumbled when Milo asked him why he was there. \_\_\_\_\_
2. Jazz found a stained purple garden hose in the tree near the pool. \_\_\_\_\_
3. Carlos had purple stains all over the front of his T-shirt. \_\_\_\_\_
4. The security camera recorded Noah pouring purple dye into the pool. \_\_\_\_\_

**Part 2:** Give an example of each type of evidence Milo and Jazz might have found when investigating the case.

Direct:

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Circumstantial:

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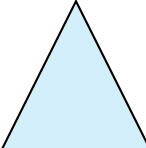
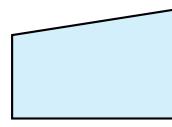
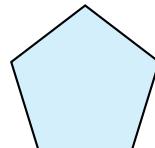
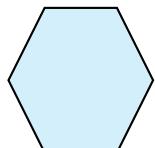
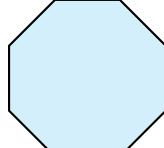
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## Detective Skill: Creating with Mathematics

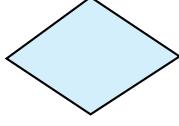
Detective work is hard! So we took a break and joined Vanessa's painting class.

You've been working hard too as a detective-in-training! Join us in making a picture with the theme "Fun in the Sun."



Triangle	Quadrilateral	Pentagon	Hexagon	Octagon
3-sided figure	4-sided figure	5-sided figure	6-sided figure	8-sided figure
				

### *Special Quadrilaterals*

Square	Rectangle	Rhombus	Trapezoid	Parallelogram
4-sided figure that has equal length sides and all of the angles are $90^\circ$	4-sided figure that has two sets of equal length sides and all of the angles are $90^\circ$	4-sided figure with equal length sides and opposite sides are parallel	4-sided figure with only one set of parallel lines	4-sided figure with opposite sides that are both equal length and parallel
				

Use the shapes shown in the table above to create a drawing for the theme "Fun in the Sun." Next to each shape above, write how many of that type of shape you used in your drawing.

# Detective Skill: Writing Creatively

Alliteration is a technique used by a writer when they repeat the same first consonant sound in a phrase. At the end of chapter 10, Milo and Jazz are discussing the names that Dash Marlowe might have given to different cases.

For example, one of the names is The Case of the Squished Suspect. In this example, “squished” and “suspect” both begin with the “s” sound.



Milo and I love coming up with creative, crafty names for our cases, and we really love using alliteration to do it. (It's one of the first tips and tricks we picked up from Dash!)

Once you learn how to use alliteration, we bet you'll love it a bunch!

Directions: Use alliteration to describe five friends or family members.

Example:

## Rockin' Runner Rachel Smart Sweet Sammy

## Detective Skill: Recording Information

**Chapter 1:** What would you paint to represent the theme “Fun in the Sun”?

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**Chapter 2:** What is one problem that one of the characters in this chapter is having?

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**Chapter 3:** How do you think Chip is feeling right now? Explain your answer.

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**Chapter 4:** How do you think Milo and Jazz are feeling at the end of the chapter? Explain why you think so.

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**Chapter 5:** Milo and Jazz think someone might have wanted the pool closed for the day. Who might have wanted that? Why?

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**Chapter 6:** What do you think Jazz and Milo see at the end of this chapter?

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**Chapter 7:** Do you think it was Carlos who put the purple dye in the pool? Why or why not?

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**Chapter 8:** Summarize the circumstantial evidence that Milo and Jazz have discovered.

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## The Case of the Purple Pool: Detective's Guide

**Chapter 9:** If you were Chip, what would you say to Noah? Why?

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**Chapter 10:** What word would you use to describe Chip? Explain your answer.

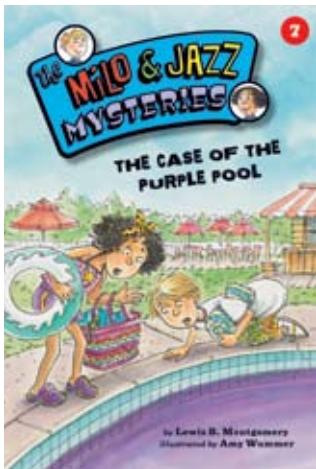
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**FOR MORE ACTIVITIES, VISIT  
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# Teacher Resources

## for The Case of the Purple Pool

### Detective's Guide

Activities Aligned to Common Core State Standards



### Making Inferences

*Learning objective: Students will combine observations and general knowledge in order to create inferences.*

#### Extension

- Have students look outside. Ask them to explain what they observe and what they know that can help them infer what the weather is like. (Example: “I observe icy patches on the ground. I know that ice freezes at 32° F. So I can infer that it is below 32°.”)
- Then have students look around the classroom and ask them what a student from another class might be able to infer about the class by just looking. (Example: Another student could infer that we’ve already had snacks today because the wrappers are in the trash, and the student would know that the janitor takes the trash out at the end of every day.)

#### Standards

CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

## Gathering Evidence

*Learning objective: Students will distinguish between circumstantial and direct evidence.*

### Extension

- Pretend someone's backpack has gone missing. Brainstorm a list of evidence that might lead detectives to figure out who took it. (Examples: Someone from another class was observed standing by the locker where the backpack had been. There was a muddy shoe print. There were chocolatey fingerprints on the outside of the locker. A student was heard talking about taking the backpack.) Write these pieces of evidence on note cards. After the class has a good list of what evidence could have been found, divide students into groups and give each group some of the note cards. Each group should determine which pieces of evidence are direct and which are circumstantial. At the end of the activity, sort the cards on chart paper and ask a student or students to summarize the difference between direct and circumstantial evidence.

### Standards

CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

## Creating with Mathematics

*Learning objective: Students will create a picture using a variety of quadrilaterals and other polygons.*

### Extension

- Have students create tessellating patterns. A tessellating pattern is one that is created when a shape covers a plane without any gaps. Discuss which shapes would create tessellating patterns and which would not. End by having students explain their patterns using mathematical language.

### Standards

#### Grade 2

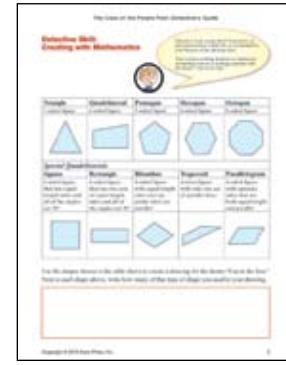
CCSS.2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

#### Grade 3

CCSS.3.G.A.1 Understand that shapes in different categories may share attributes, and that the shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

#### Grade 4

CCSS.4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size.



	<h2>Writing Creatively</h2> <p><i>Learning objective: Students will create examples of alliteration.</i></p> <p><b>Extension</b></p> <ul style="list-style-type: none"><li>Assign each student a letter of the alphabet and have them write a poem demonstrating their understanding of alliteration.</li></ul> <p><b>Standards</b></p> <p>CCRA.W.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p>
	<h2>Recording Information</h2> <p><i>Learning objective: Students will answer questions to demonstrate their understanding of the text.</i></p> <p><b>Extension</b></p> <ul style="list-style-type: none"><li>Ask students to make connections to the text. Have students think of a time when they have not wanted to admit the truth. Then ask them to think of two scenarios: the first, an appropriate way to get out of the situation; the second, a wild and crazy way to get out of the situation (like dyeing the pool purple).</li></ul> <p><b>Standards</b></p> <p><b>Grade 2</b></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><b>Grade 3</b></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><b>Grade 4</b></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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