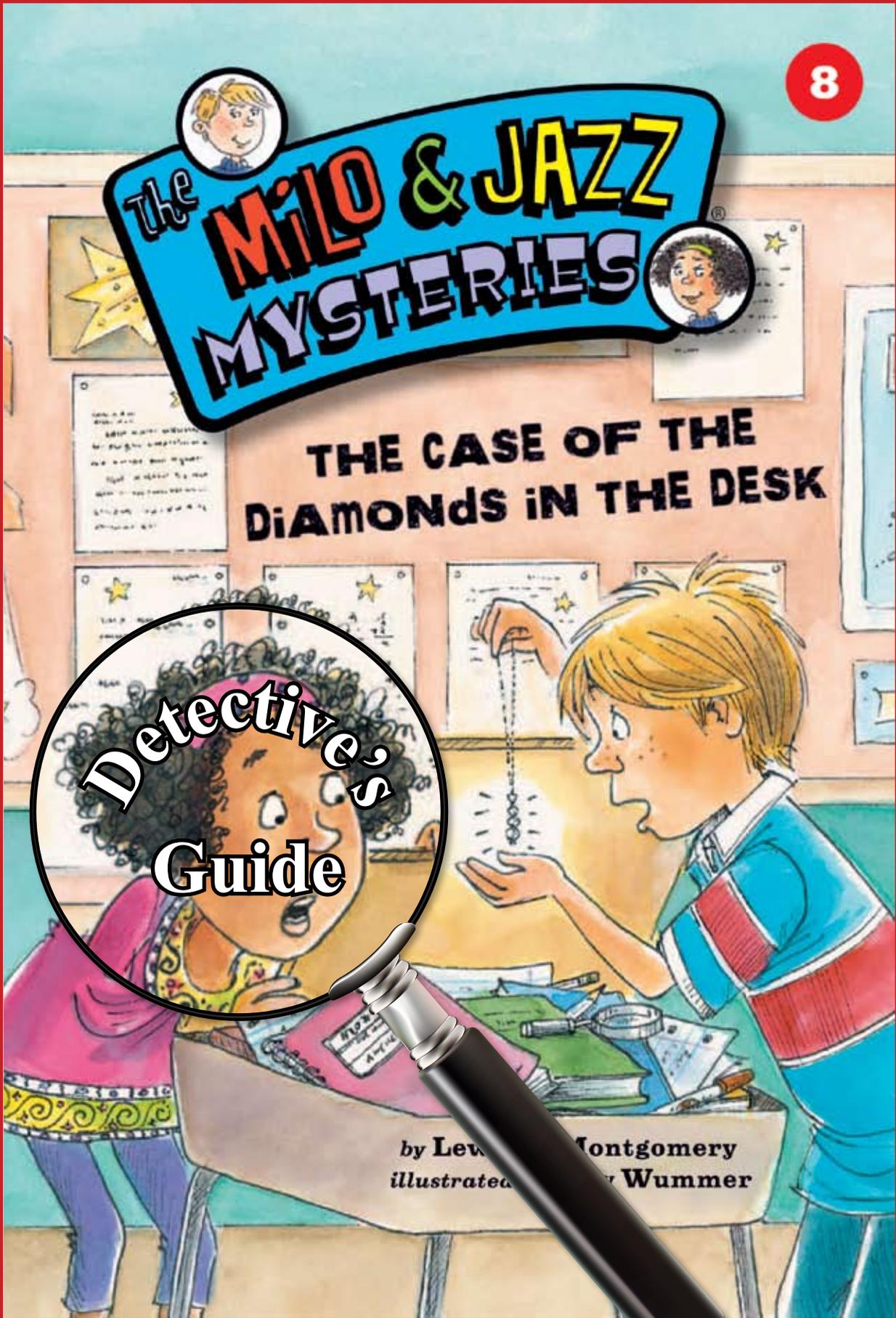


# The **MILLO & JAZZ** MYSTERIES

## THE CASE OF THE DIAMONDS IN THE DESK

Detective's  
Guide

by Lewis Montgomery  
illustrated by Wummer



## The Case of the Diamonds in the Desk: Detective's Guide

Dear Detectives-in-training,

Our eighth case marked the first time a mystery landed in our laps! Well, in Milo's desk, actually.

Did you know that detectives often need to work backward to solve a case? Dash Marlowe told us that! In *The Case of the Diamonds in the Desk*, we had to trace back, step by step, to discover where those mysterious diamonds came from.



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

- 🔍 How to work backward to solve a problem
- 🔍 How to use knowledge of addition, subtraction, and fractions to solve multi-step problems
- 🔍 How to compare and contrast observed attributes
- 🔍 How to write a detailed newspaper article. (Someday Milo and I are going to be on the front page of the *Westview Gazette*—I just know it!)

So, remember: Sometimes you have to step backward in order to move forward. Are you ready to backtrack? Then let's go!

Your pal,  
**Jazz**

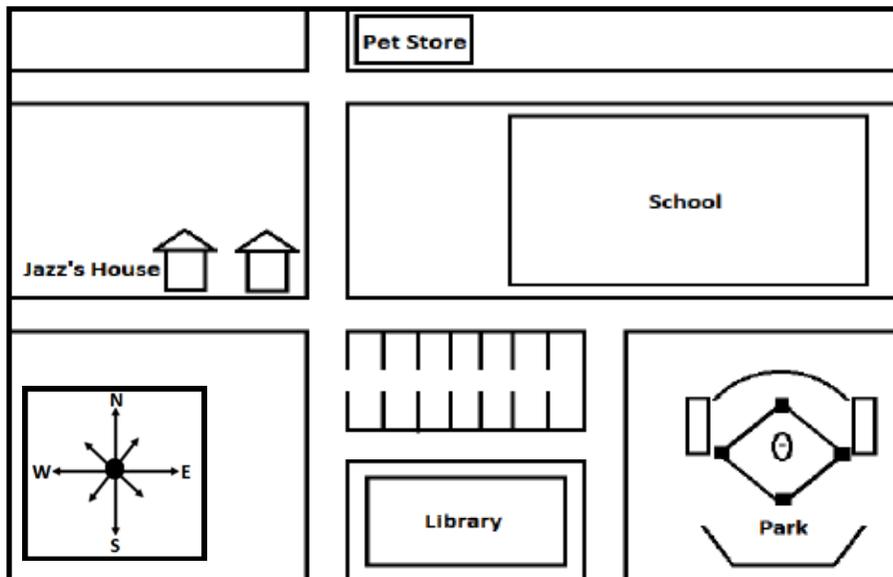
## Detective Skill: Working Backward

After school on Friday, Jazz went to the park with Milo. Afterward, she stopped at the library to return a book. Then she went to the pet store to pick up some pig food for Bitsy, and before going home, she stopped next-door at Mrs. Budge's house to say hello. When Jazz walked into her house, she didn't have her backpack.



When I lost my backpack, I was able to use my detective skills to solve my own problem. . . . I worked backward.

In this activity, you'll see how I did it!



Create a plan for Jazz to work backward. Describe your plan in words and then draw the route on the map.

---

---

When Jazz worked backward to find her backpack, it was in the second place she checked. Where was her backpack?

---

---

## Detective Skill: Thinking Like a Mathematician

### Problem Solving

Read the investigator's notes and use them to complete the chart to show how many of each gem was stolen.



Good detectives can put together different bits of information in order to solve problems.

In the case below, the investigator knows that six pieces of emerald jewelry were stolen. Using that information and a few extra clues, help her piece together how many other kinds of jewels were stolen.

**Investigator's Notes**

**Event: Jewel Heist**

- There were six emerald pieces stolen.
- There were double the number of ruby pieces stolen as emerald pieces.
- There were two fewer sapphire pieces stolen than ruby pieces.
- The sum of the ruby and sapphire pieces stolen is one more than the number of pearl pieces stolen.
- Diamonds were half of the stolen gems.

Gem	Number of Pieces Stolen
Diamonds	
Rubies	
Emeralds	6
Sapphires	
Pearls	

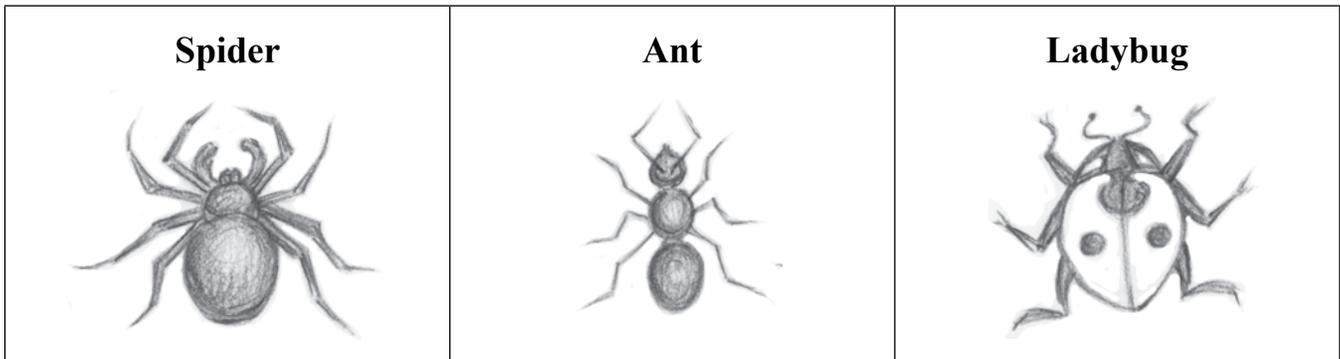
BONUS: What was the total number of jewels stolen? \_\_\_\_\_

## Detective Skill: Observation

Milo used his bug sucker to collect these three insects. Look at the insects closely and compare them.



Ewww! Milo keeps using his bug sucker. So far, he's caught three creepy-crawlies, and he refuses to get rid of them until he looks at them close-up. HELP!



Write sentences comparing the insects.

1. How are the spider and the ant similar?

---

2. How are the ant and the ladybug similar?

---

3. How are the ladybug and the spider similar?

---

Write sentences contrasting the insects.

4. How are the spider and the ant different?

---

5. How are the ant and the ladybug different?

---

6. How are the ladybug and the spider different?

---

**Detective Skill:  
Writing an Informational Article**

Directions: Write a newspaper article explaining how *The Case of the Diamonds in the Desk* was solved. Make sure you tell your reader “who,” “what,” “where,” “when,” “why,” and “how.” Draw a picture to accompany your article.



Our teacher suggested that the school newspaper do an article about our case. But they need someone to write it. Help us out!

A writing area consisting of a large empty rectangular box on the right side, and a series of horizontal lines on the left side for writing the article.

## Detective Skill: Recording Information

**Chapter 1:** Summarize what happened in the first chapter.

---

---

---

**Chapter 2:** Jazz wants to tell a grownup about the necklace. Milo wants to try to solve the crime on their own. Who do you agree with? Why?

---

---

---

**Chapter 3:** What can you infer that Milo was thinking?

---

---

---

**Chapter 4:** Who do you think they might want to ask to get more clues? What is one question you would ask that person?

---

---

---

## The Case of the Diamonds in the Desk: Detective's Guide

**Chapter 5:** What important information did Milo and Jazz find out in this chapter?

---

---

---

**Chapter 6:** What would you have done if you found the necklace on the ground?

---

---

---

**Chapter 7:** Do you think Mr. Davenport is the thief? Why or why not?

---

---

---

**Chapter 8:** How are Jazz and Milo similar? How are they different?

---

---

---

## The Case of the Diamonds in the Desk: Detective's Guide

**Chapter 9:** Summarize the way the necklace got from the house it was taken from to Milo's desk.

---

---

---

**Chapter 10:** What type of person do you think Mr. Davenport is? Would you want him as your teacher? Why or why not?

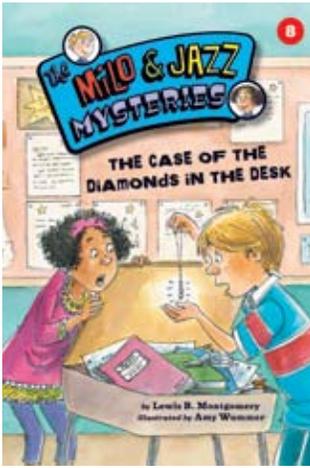
---

---

---



**FOR MORE ACTIVITIES, VISIT**  
**[www.kanepress.com/milo-and-jazz-activities](http://www.kanepress.com/milo-and-jazz-activities)**



# Teacher Resources

## for The Case of the Diamonds in the Desk

### Detective's Guide

Activities Aligned to Common Core State Standards

**Extension Skill: Working Backward**

The first step in solving a problem is to understand the problem. In this activity, you will use a map and a set of information to work backward to locate the missing item.

Read the information and look at the map. Then answer the questions.

1. What is the name of the missing item?

2. How did you find it?

3. What is the name of the place where it was found?

4. How did you find it?

5. What is the name of the place where it was found?

6. How did you find it?

7. What is the name of the place where it was found?

8. How did you find it?

9. What is the name of the place where it was found?

10. How did you find it?

### Working Backward

*Learning objective: Students will use a map and a set of information to work backward to locate the missing item.*

**Extension**

- Discuss how working backward may help students solve their own problems. Ask them to think of a time when working backward would have helped. Then have students draw a map or diagram to explain how they would have used this strategy.

**Standards**

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.

**Extension Skill: Thinking Like a Mathematician: Problem Solving**

Read the information and look at the map. Then answer the questions.

1. How many diamonds were stolen?

2. How many rubies were stolen?

3. How many emeralds were stolen?

4. How many sapphires were stolen?

5. How many pearls were stolen?

6. How many diamonds were stolen?

7. How many rubies were stolen?

8. How many emeralds were stolen?

9. How many sapphires were stolen?

10. How many pearls were stolen?

Item	Number
Diamonds	
Rubies	
Emeralds	
Sapphires	
Pearls	

### Thinking Like a Mathematician: Problem Solving

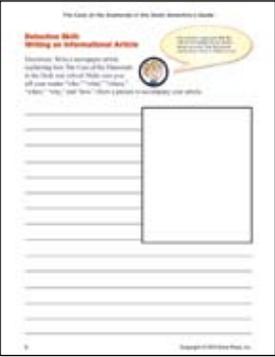
*Learning objective: Students will use a multi-step approach to find out how many pieces of each type of gem were stolen.*

**Extension**

- As a whole class, create a graph to show the number of each gem stolen. Then ask students to work in small groups to draw conclusions from the graph. Have groups share their conclusions.

**Standards**

CCSS.MP1 Make sense of problems and persevere in solving them.

	<p style="text-align: center;"><b>Observation</b></p> <p><i>Learning objective: Students will write sentences to compare and contrast the attributes of insects.</i></p> <p><b>Extension</b></p> <ul style="list-style-type: none"> <li>• Have students build bugs with clay. Then have students use a Venn diagram to compare the bug they built to a spider, ant, or ladybug.</li> </ul> <p><b>Standards</b> <b>Grade 2</b> 2-PS1-3 Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.</p>
	<p style="text-align: center;"><b>Writing an Informational Article</b></p> <p><i>Learning objective: Students will write a newspaper article and include “who,” “what,” “where,” “when,” “why,” and “how.”</i></p> <p><b>Extension</b></p> <ul style="list-style-type: none"> <li>• Have students select a news article from a local newsletter. Have students locate and underline the following parts: Underline “who” in red; “what” in blue; “where” in orange; “when” in green; “why” in purple; and “how” in yellow.</li> </ul> <p><b>Standards</b> CCRA.W.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. 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 style="text-align: center;"><b>Recording Information</b></p> <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>• Make connections with Milo and Jazz. Ask students to make text-to-text and text-to-self connections and share with the class.</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>
---	---

**FOR MORE ACTIVITIES, VISIT**  
**[www.kanepress.com/milo-and-jazz-activities](http://www.kanepress.com/milo-and-jazz-activities)**