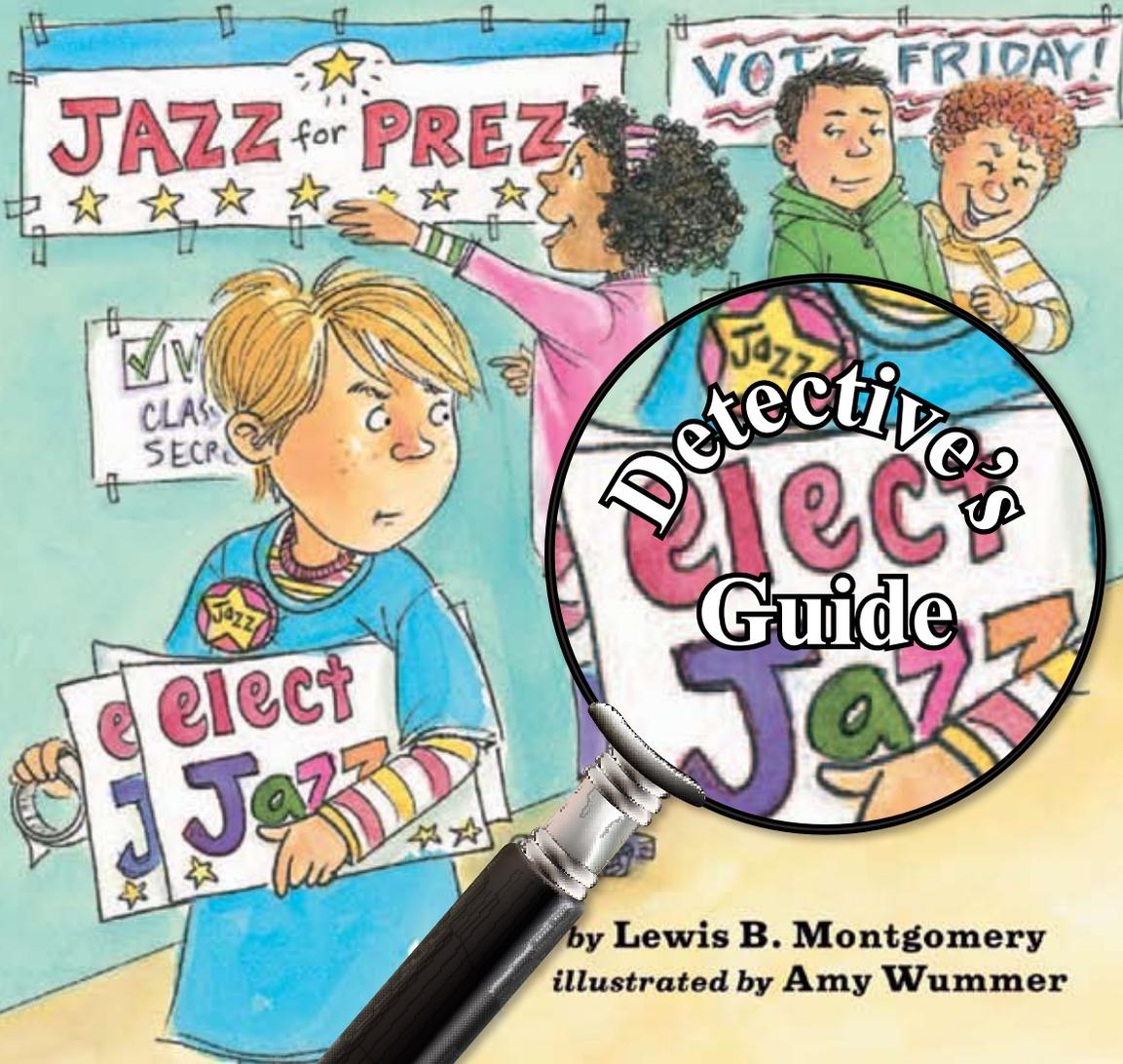


The **MILLO & JAZZ** MYSTERIES

THE CASE OF THE CROOKED CAMPAIGN



by Lewis B. Montgomery
illustrated by Amy Wummer

Dear Detectives-in-training,

With pigs and parrots and poodles and . . . herrings? . . . this student council election was a real zoo.



I always thought a herring was a kind of fish, but in *The Case of the Crooked Campaign*, Dash Marlowe told us that good detectives need to watch out for red herrings. He said that a red herring is “irrelevant information that leads you away from the real solution.”

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

- 🔍 How to decide whether something is a relevant or irrelevant clue (Don’t get hooked by red herrings!)
- 🔍 How to write a slogan and create a campaign ad that catches attention
- 🔍 How to prepare a speech
- 🔍 How to count and compare money.

Are you ready to pick up some new sleuthing strategies and find out who had to Kiss a Pig? Then let’s go!

Your pal,

Milo

Detective Skill: Determining Relevant or Irrelevant Information

Good detectives have to watch out for red herrings, or irrelevant information. Red herrings can take you off course if you are not careful.

Can you believe Dash Marlowe chased a red herring all the way to Brazil?

Even ace detectives can fall for irrelevant information, so in this activity, be extra careful not to flop!



Determine if each clue is relevant or irrelevant to solving the case. Then follow the directions below to draw a path leading the detectives from the Start box to Zack.

1. Gordy knew to bring in a large foam hand before Jazz put up her “Pick Jazz for President” poster.
 - If the information is relevant move one block to the *right*.
 - If the information is irrelevant move one block *down*.
2. Brooke was not happy about Pria having all of the ideas.
 - If the information is relevant move one block *down*.
 - If the information is irrelevant move one block to the *right*.
3. Mrs. Budge’s portable phone was able to hear the baby monitor in Jazz’s room.
 - If the information is relevant move one block to the *right*.
 - If the information is irrelevant move one block *down*.
4. Gordy has a set of walkie-talkies.
 - If the information is relevant move one block *down*.
 - If the information is irrelevant move one block to the *right*.
5. Floyd, the parrot, was saying “a spy.”
 - If the information is relevant move one block to the *right*.
 - If the information is irrelevant move one block to the *left*.
6. Gordy has never been in Jazz’s room.
 - If the information is relevant move one block to the *left*.
 - If the information is irrelevant move one block *down*.

Start				
				

Detective Skill: Advertising

Good detectives advertise their services so that people will come to them when they need help. Jazz also needed to advertise her campaign for president. Sometimes advertisers use slogans, or catchy phrases, to help you remember them.

Imagine you were running for school president. Create a campaign poster with a catchy slogan that you could display.



In *The Case of the Stinky Socks*, I suggested we use the slogan “Milo and Jazz, private eyes. Mysteries of any size.” During my campaign, my team suggested using “Pick Jazz for President” on a flower-themed poster and “Look Who’s Voting for Jazz” with a mirror.

What would your slogan be?

Detective Skill: Public Speaking

Fill in the speech bubbles with at least three things you would want to say if you were running for president of your school. Remember, the things you say should make your classmates want to vote for you. If you like music, you may want to replace gym class with tuba lessons, but do you think most of your classmates would agree?



Sometimes detectives have to speak in front of a crowd. Maybe a crowd gathers just as you're calling out your suspect. Or maybe you're giving a campaign speech like Jazz's.

Either way, if you're giving a speech, it's important to plan out what you're going to say (and to watch out for stowaway parrots).



**Detective Skill:
Think Like a Mathematician**

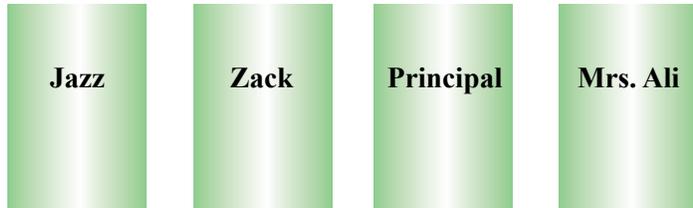
Comparing Values

Sometimes detectives need to make comparisons to solve problems and answer questions.



Our fundraiser was a huge success! Now that the money's in, help the student council figure out how much was collected in each jar.

I'll bet you know who I was hoping would have to kiss the pig! (Poor Bitsy . . .)



Use your skills to complete the chart and find out who had the most money in their jar and will have to kiss a pig.

	Jazz		Zack		Principal		Mrs. Ali	
	<i>Number of each</i>	<i>Value</i>						
<i>\$5 bills</i>	1		4		2		0	
<i>\$1 bills</i>	2		23		12		4	
<i>Quarters</i>	3		8		6		5	
<i>Dimes</i>	11		6		24		12	
<i>Nickels</i>	6		4		2		2	
<i>Pennies</i>	10		13		3		3	
<i>Total Value</i>								

- Who has the most money in their jar and will have to kiss the pig?

- How much more money does Zack have in his jar than the principal has in his?

- Who has more money in their jar: Ms. Ali or the principal?

- How much more money does Zack have in his jar than Jazz has in hers?

Detective Skill: Recording Information

Chapter 1: How do you think Jazz felt when Zack wrote his name on the sign-up sheet?

Chapter 2: What is a bribe? Why are the candidates not allowed to give out bribes?

Chapter 3: Who do you think told Zack about Jazz's slogan?

Chapter 4: What is a spy? Do you think Floyd was really saying "a spy"?

The Case of the Crooked Campaign: Detective's Guide

Chapter 5: Jazz’s campaign team worked together to brainstorm ideas. Write a few sentences about a time you have had to work as a team.

Chapter 6: What could they do to figure out who the spy is?

Chapter 7: Milo and Jazz were talking about who planted a bug in her room. What do they mean by “bug”?

Chapter 8: What’s Jazz’s plan? Do you think it will work? Why or why not?

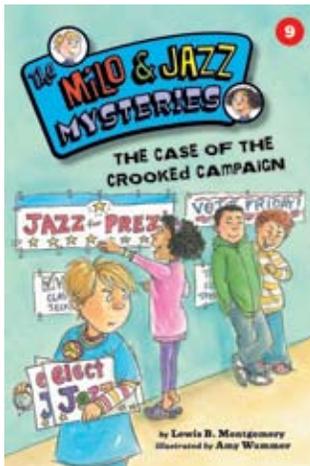
Chapter 9: Do you think the campaign team was successful in their plan?

Chapter 10: Do you think Jazz will win the election? Why or why not?

Chapter 11: What is the funniest part of this chapter?



FOR MORE ACTIVITIES, VISIT
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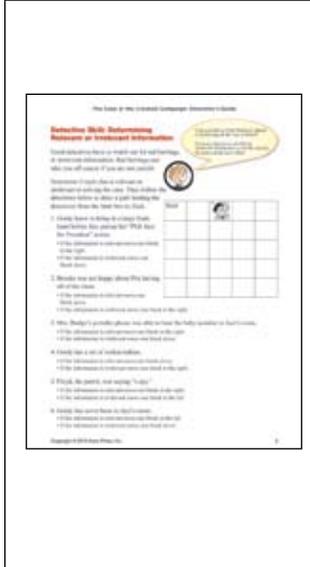


Teacher Resources

for The Case of the Crooked Campaign

Detective's Guide

Activities Aligned to Common Core State Standards



Determining Relevant or Irrelevant Information

Learning objective: Students will determine if a piece of information is relevant or irrelevant and use that information to lead them to solve the mystery.

Extension

- Learn more about red herrings. Have students cut a fish out of red construction paper and then write a red herring from the story on it.

Standards

CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.



Advertising

Learning objective: Students will create a campaign advertisement, including a slogan.

Extension

- Develop a list of 8–10 ideas that candidates might implement to improve the school. This could include more after-school activities, better snacks in the cafeteria, more school spirit days, and so on. Allow each student three votes and ask them to vote for which improvements are most important to them. Create a class graph to show the results.

Standards

CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose,

	<h3 style="text-align: center; color: red;">Public Speaking</h3> <p><i>Learning objective: Students will compose at least three ideas that they would offer to convince their classmates to vote for them if they were running for school president.</i></p> <p>Extension</p> <ul style="list-style-type: none"> • Write a campaign speech and present it to the class. <p>Standards</p> <p>Grade 3 CCSS.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>Grade 4 CCSS.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
	<h3 style="text-align: center; color: red;">Think Like a Mathematician: Comparing Values</h3> <p><i>Learning objective: Students will use addition and multiplication skills to determine the amount of money in each person's jar and then will answer comparative questions about the amounts.</i></p> <p>Extension</p> <ul style="list-style-type: none"> • Have a change collection for charity! Ask students to think of three or four local charities that could benefit from your collections. Then label jars for each of them. Ask students to collect spare change to contribute to each jar. Next, have students work in small groups to find the total amount in each jar. Finally, as a class, write comparative statements about the amounts. <p>Standards</p> <p>Grade 3 CCSS.3.OA.D.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>Grade 4 CCSS.4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>



Recording Information

Learning objective: Students will answer questions to demonstrate their understanding of the text.

Extension

- Do you have a student council in your school? If you do, write a letter to the student council with a suggestion of how they could improve the school. If you don't, write a letter to your principal explaining how a student council might benefit your school.

Standards

Grade 2

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.

Grade 3

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Grade 4

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.

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