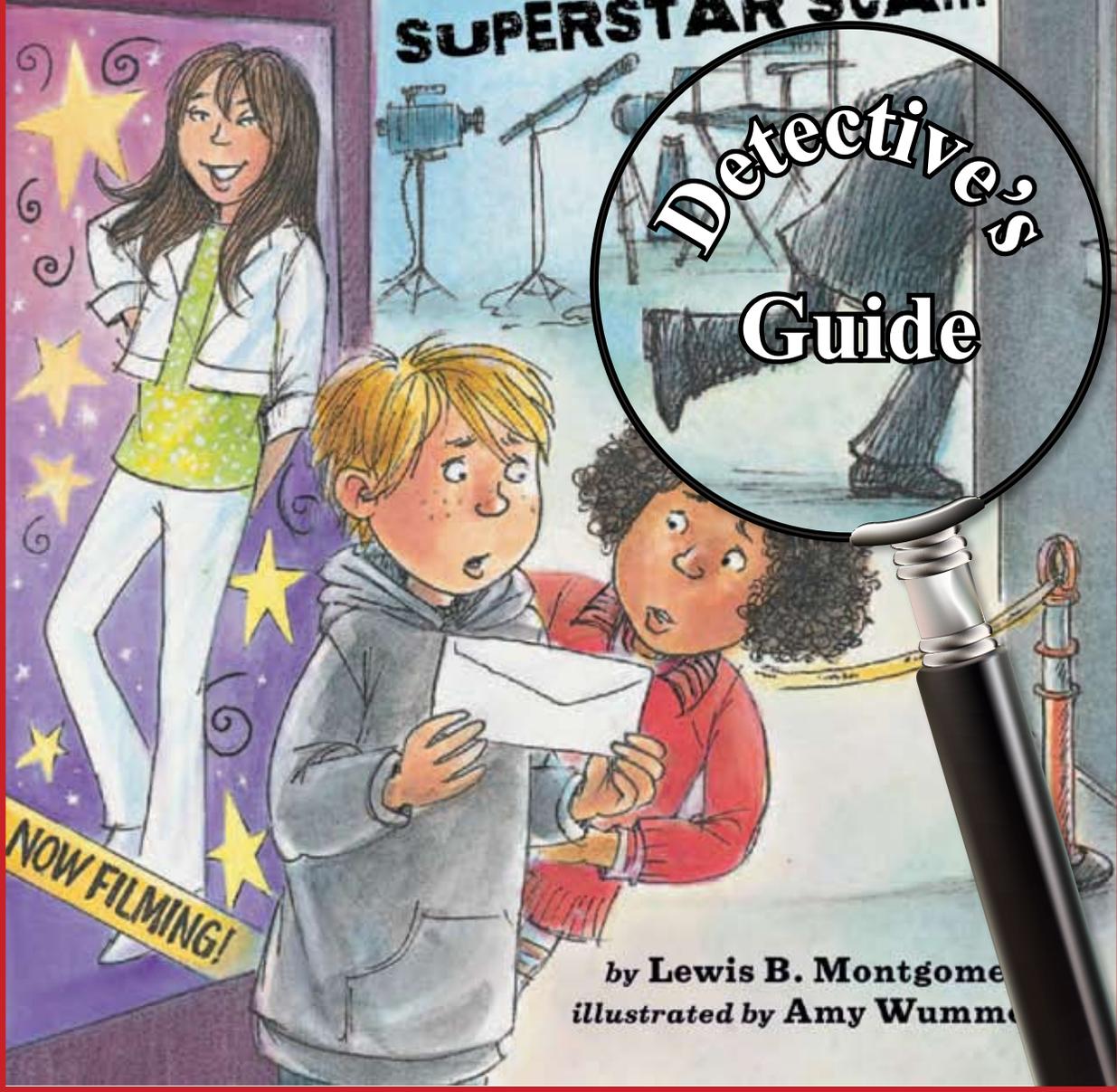
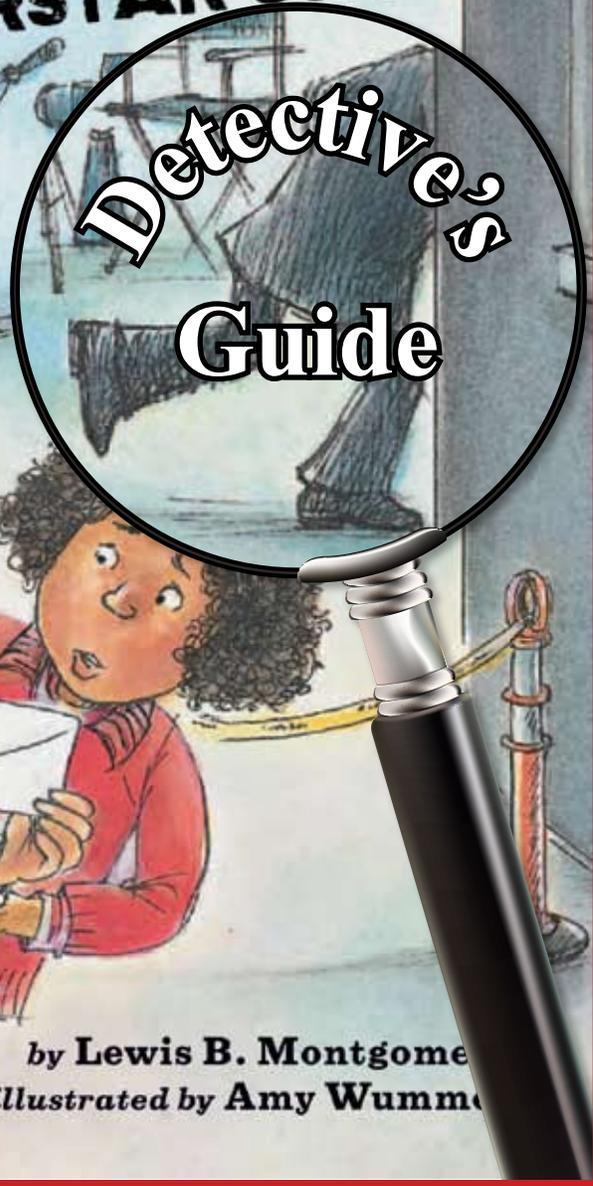


The **MILLO & JAZZ** MYSTERIES

THE CASE OF THE SUPERSTAR SCAM



by Lewis B. Montgomery
illustrated by Amy Wumme

Dear Detectives-in-training,

You know how people say two heads are better than one? Well, two detectives are WAY better than one! In a complicated case, there are tons of clues and suspects to remember, and having a great partner like Milo definitely helps. (Plus it's more fun!)



Dash Marlowe told us, “For a detective, gathering clues can be the easy part. Sometimes the tough part is sorting them out.” So, in *The Case of the Superstar Scam*, Dash taught us how to use Venn diagrams to organize our clues.

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

- 🔍 How a Venn diagram can be used to compare and contrast
- 🔍 How to detect differences in handwriting
- 🔍 How to interpret a schedule
- 🔍 How to format and write a letter.

If you’re ready for your close-up, here’s something I learned on the set of *Super Starr*: “Quiet on the set. . . . Roll sound. . . . Roll camera. . . . *The Case of the Superstar Scam: Detective’s Guide*, Take 1. . . . Aaaaand ACTION!”

Your pal,
Jazz

Detective Skill: Using Venn Diagrams

Dash Marlowe explained to Milo and Jazz how to use Venn diagrams to show the things that are in common. In his letter, Dash shows an example of a Venn diagram that compares Milo and Jazz.

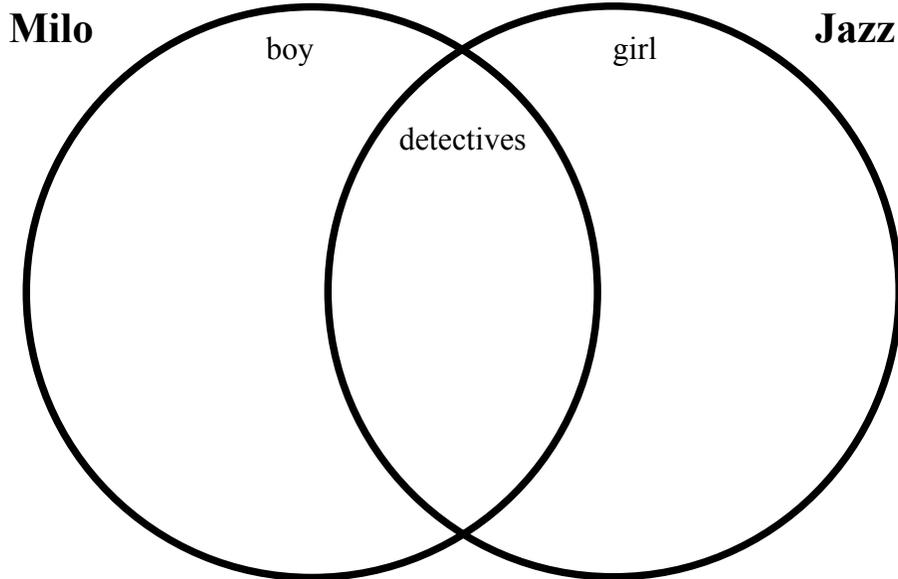


I never knew two little circles could help us so much when we make comparisons!

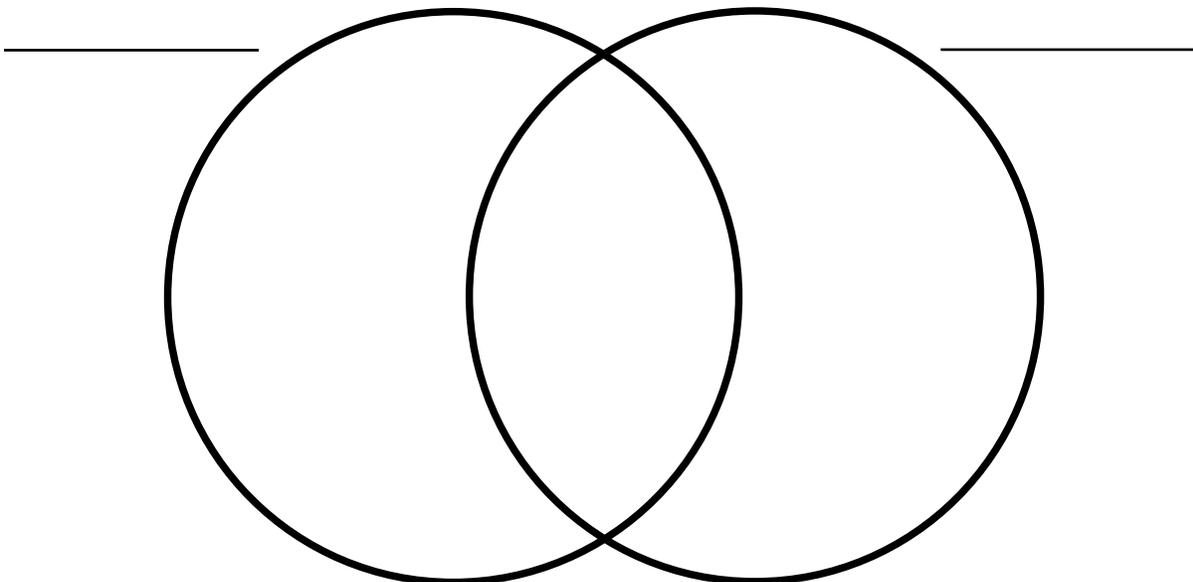
In his letter, Dash compared Milo and me. How do you think Milo and I are similar or different? Add your thoughts to Dash's diagram!

Think about what you know about

Milo and Jazz. In the center space write other similarities. In the outer spaces write other differences.



Use the Venn diagram below to compare two other things. Some of the things you can choose to compare might be two people, two books, two activities, or two foods.



**Detective Skill:
Handwriting Analysis**

Look carefully at the signatures below and then explain how they are similar and how they are different.

Good detectives need to look closely at tiny details. In *The Case of the Superstar Scam*, Ana and Paige compare the signature on Starr's poster to the one on the letter.

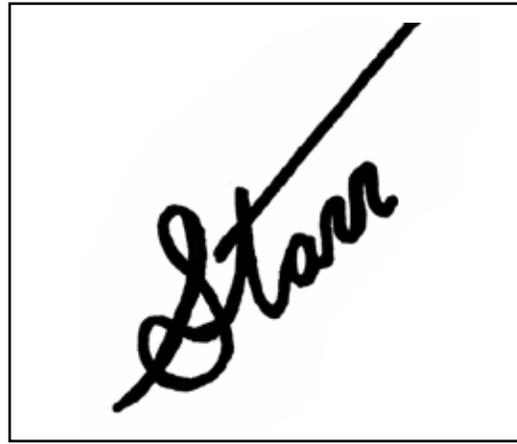
Now it's your chance to test your sleuthing skills as you analyze handwriting samples and see what differences you can detect!



Signature from Poster



Signature from Letter



How are the signatures similar?

How are the signatures different?

Do you think that Starr signed the letter? Why or why not?

Detective Skill: Think Like a Mathematician

Interpreting Schedules

Sometimes detectives need to use their mathematical skills to solve problems.



We were lucky to find an extra copy of Starr's schedule on the ground. (Super cool souvenir!)

The schedule taught us a lot about Starr's work, and we were able to figure out when we could see her. What else can you tell from her schedule?

1. What is the total amount of time that Starr worked on Friday?

2. What is the total amount of time that Starr worked on Saturday?

3. How much more time did Starr work on Saturday?

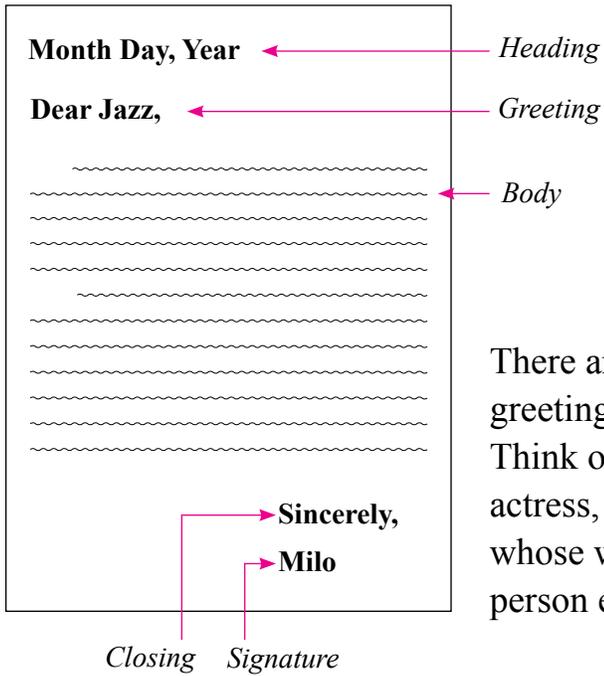
4. On which day did Starr spend more time filming? How much more time?

5. Compare the amount of time Starr spent rehearsing each day.

6. Write two other conclusions you can make about her schedule.

<i>Starr's Call Schedule</i>		
	Friday	Saturday
8:00 a.m.– 8:30 a.m.		Hair, Makeup, & Wardrobe
8:30 a.m.– 9:00 a.m.		
9:00 a.m.– 9:30 a.m.		Rehearsal
9:30 a.m.– 10:00 a.m.		
10:00 a.m.– 10:30 a.m.		
10:30 a.m.– 11:00 a.m.		Snack Break
11:00 a.m.– 11:30 a.m.		Filming
11:30 a.m.– 12:00 p.m.		
12:00 p.m.– 12:30 p.m.	Rehearsal	
12:30 p.m.– 1:00 p.m.		
1:00 p.m.– 1:30 p.m.	Lunch Break	
1:30 p.m.		
2:00 p.m.– 2:30 p.m.	Hair, Makeup, & Wardrobe	Hair & Makeup
2:30 p.m.– 3:00 p.m.	Snack Break	Rehearsal
3:00 p.m.– 3:30 p.m.	Filming	Filming
3:30 p.m.– 4:00 p.m.		
4:00 p.m.– 4:30 p.m.		
4:30 p.m.– 5:00 p.m.		
5:00 p.m.– 5:30 p.m.		
5:30 p.m.– 6:00 p.m.		

Detective Skill: Letter Writing



It was really cool to think that Starr might have been writing to kids in Westview. It made Jazz and me want to write to our favorite celebrities and see if they write back.

We want you to try, too! Do you have a favorite celebrity?

There are five parts to a friendly letter: the heading, the greeting, the body, the closing, and the signature. Think of a celebrity you like. It could be an actor, actress, musician, author, newscaster, or someone else whose work you really admire. Write a letter to that person explaining why you are a fan.

A large, blank writing area with a light yellow background. It features a vertical red margin line on the left side and several horizontal blue lines for writing. The lines are spaced evenly down the page.

Detective Skill: Recording Information

Chapter 1: Why are the kids of Westview excited?

Chapter 2: How do you know that the Power Pick is important to Chris? Use evidence from the chapter.

Chapter 3: What do you think Chris's letter said?

Chapter 4: Summarize the main problem in this chapter.

The Case of the Superstar Scam: Detective's Guide

Chapter 5: Do you think the letters were sent by Starr? Why or why not?

Chapter 6: What is a stakeout? Do you think a stakeout will help them find out who sent the letters? Why or why not?

Chapter 7: What did Milo and Jazz learn in this chapter?

Chapter 8: Why do Milo and Jazz think Danny and Paige are suspects?

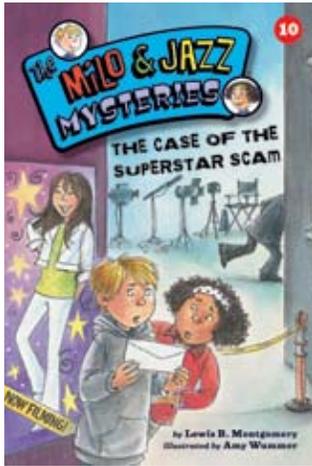
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Chapter 9: Who wrote the letters? How did Milo and Jazz figure it out?

Chapter 10: On page 101, why does Jazz say, “And I think this is our best ending for a case yet”?

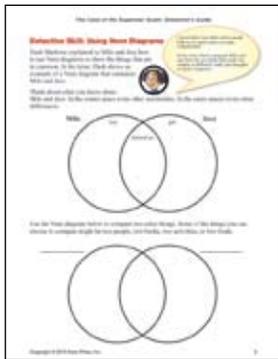


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Teacher Resources for The Case of the Superstar Scam Detective's Guide

Activities Aligned to Common Core State Standards



Using Venn Diagrams

Learning objective: Students will use a Venn diagram to compare and contrast the two main characters, as well as two things of their choice.

Extension

- Provide students with a “mystery bag” of small items. (When selecting items, think about the materials the objects are made of, the color, the shape, and the category of item, so that students can find relationships between any of the items selected.) Have students reach in and choose two items and then use a Venn diagram to compare and contrast those items.

Standards

Grade 2

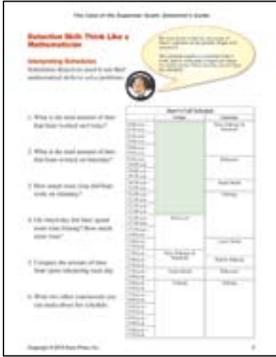
CCSS.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Grade 3

CCSS.RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.

Grade 4

CCSS.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

 <p>The Case of the Superstar Scam Detective's Guide</p> <p>Extension Skill: Handwriting Analysis</p> <p>Look carefully at the signatures below and determine which one is the original and which one is a copy.</p> <p>Signature: Frank Fisher Signature: Frank Fisher</p> <p>How are the signatures similar?</p> <p>How are the signatures different?</p> <p>Do you think the first signed for it? Why or why not?</p>	<h2 style="text-align: center;">Handwriting Analysis</h2> <p><i>Learning objective: Students will carefully examine and compare handwriting samples.</i></p> <p>Extension</p> <ul style="list-style-type: none"> • Write your name in cursive on the board. Have students try to write it so that it looks as close to your style as possible. Tape their attempts on the board. Have the class determine which signature looks the closest to yours, by show of hands. Then ask students to compare your actual signature to the one that looks closest. Be sure to point out that even when they are trying imitate someone's handwriting style, there are still differences in the signatures! <p>Standards</p> <p>2-PS1-4 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>The Case of the Superstar Scam Detective's Guide</p> <p>Extension Skill: Think Like a Mathematician</p> <p>Interpreting Schedules</p> <p>Interpret a schedule and use it to answer questions.</p> <ol style="list-style-type: none"> 1. What is the total amount of time that Frank spends on activities? 2. What is the total amount of time that Frank spends on homework? 3. How much more time does Frank spend on soccer than on homework? 4. How much more time does Frank spend on soccer than on reading? 5. Compare the amount of time that Frank spends on soccer and reading. 6. What are other conclusions you can draw from the schedule? 	<h2 style="text-align: center;">Think Like a Mathematician: Interpreting Schedules</h2> <p><i>Learning objective: Students will draw mathematical conclusions from and make comparisons using a schedule.</i></p> <p>Extension</p> <ul style="list-style-type: none"> • Have students create a schedule for their week. Then have them write statements about conclusions they can draw from their schedules. (Ex. "I spend the same amount of time at art lessons as I do at soccer practice.") <p>Standards</p> <p>Grade 3</p> <p>CCSS.3.MD.A.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g. by representing the problem on a number line.</p> <p>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</p> <p>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 units in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>

	<h2 style="text-align: center;">Letter-Writing</h2> <p><i>Learning objective: Students will write a well-organized friendly letter to a celebrity.</i></p> <p>Extension</p> <ul style="list-style-type: none"> • Create a bulletin board to display any responses that are received to the letters students wrote. Also, create a letter writing center with envelopes and stationary. At this center, you may want to have a list of addresses (which can often be found online) to popular children's show celebrities. (Stamps should only be given out once the letter is approved.) <p>Standards</p> <p>CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</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 style="text-align: center;">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"> • Have students write alternate endings to the story which might also have been deemed by Jazz to be “the best ending for a case yet.” Have students share their endings with the class. <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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