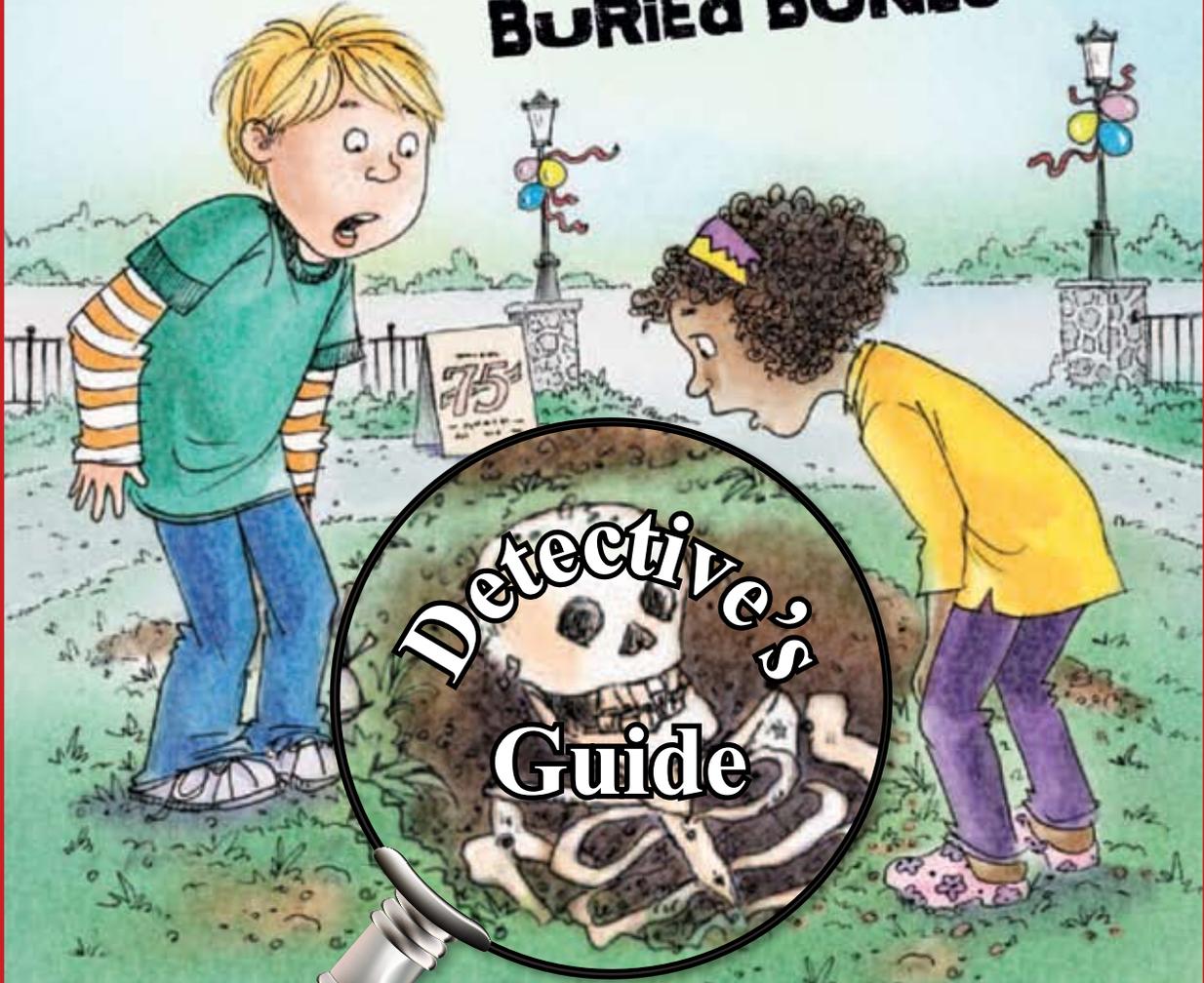


12

The **MILLO & JAZZ** MYSTERIES

THE CASE OF THE BURIED BONES



Detective's
Guide

by Lewis Montgomery • illustrated by Amy Wummer

The Case of the Buried Bones: Detective's Guide

Dear Detectives-in-training,

Milo and I have learned so much as detectives-in-training. Every time we set off to solve a new mystery, I think about everything we've learned during all our other cases. From stinky socks to buried treasures, we've had some real sleuthing adventures!



In *The Case of the Buried Bones*, Dash Marlowe taught us one of his most important detective skills yet. He said that in order to figure out who is behind outbreaks in crimes, we must learn to make connections.

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

- 🔍 How to make connections
- 🔍 How to interpret clues
- 🔍 What items can be detected using a metal detector
- 🔍 How to create a time capsule that contains important clues about who you are.

Are you ready to dig into your twelfth lesson as a detective-in-training?
Then let's go!

Your pal,
Jazz

Detective Skill: Making Connections

Look at the crimes in Columns 1 and 2.
Then draw a line from a crime Column 1 to the
crime in Column 2 that might be connected.

Dash told us that good detectives can make connections between crimes to find clues that may otherwise be ignored.

We knew Gordon Fletcher was a prankster, so we tried to make connections between his pranks—and Gordy's, too. See what connections you can make!



<i>Column 1</i>	<i>Column 2</i>
Six neighbors on East Main Street reported that their mailboxes had been destroyed and knocked over.	The lock on the fence at the town pool was broken and the pool was filled with foam and bubbles.
Mr. Jones's cell phone was stolen out of his car in the middle of the night.	Ms. Miller's shed was broken into. White footprints were found on the floor.
Bubble bath was poured into the town fountain.	Miss Martinez's car window was broken and her purse was missing.
Big Pie Pizza received a phone call where someone tried to order 100 pizzas and have them sent to the town dump.	The mayor called to report that many of the street signs in the center of town had been dented and some had been broken off their posts.
The wall behind Top Taco had white graffiti spray-painted on it.	Chen's Chinese Food got a very large order for the mayor's home. When they arrived, they found out that the mayor was out of town for the week.

Detective Skill: Interpreting Clues

Good detectives must think carefully about the clues they find. The letter below was found with the buried bones.

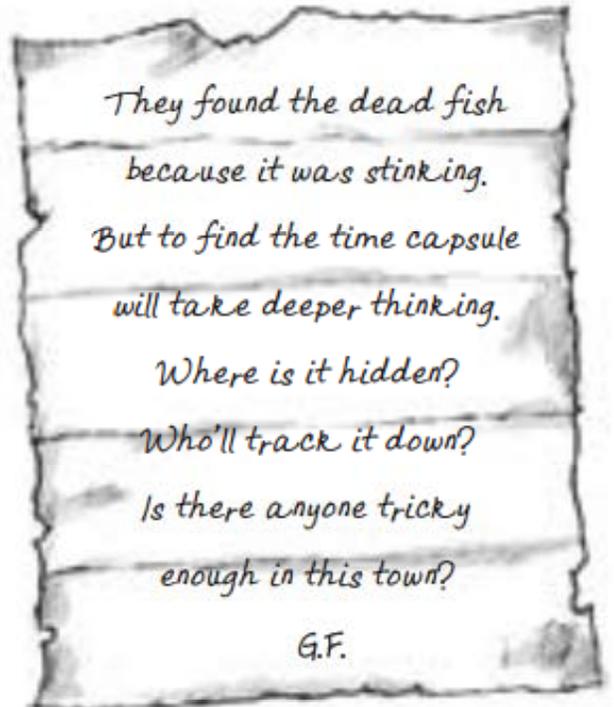


Lots of people might have just tossed a 75-year-old riddle aside when they couldn't understand it. But not detectives-in-training like Jazz and me!

We knew we had to dig deeper. Help us take a closer look at this letter!

1. What do you notice about the way this letter was written?

2. What do you think this letter means?



3. Do you think this is an important clue? Why or why not?

**Detective Skill:
Think Like a Scientist**

Metal Detecting

Metal detectors will not buzz when they go over plastic, glass, ceramic, paper, or other types of items. They will only buzz when they are placed over metal. While the searchers were looking for the metal box, the detectors found some other neat stuff.



There were a LOT of people on Gordy's lawn searching for the time capsule with metal detectors.

It looked like fun and it got me thinking about all the things Milo and I could discover if we had a metal detector. What are some of the things you think we could find?

Color the items that could have been found by the metal detector.

 <p>spoon</p>	 <p>broken dish</p>	 <p>quarter</p>
 <p>bandana</p>	 <p>juice can</p>	 <p>ring</p>
 <p>toy car</p>	 <p>banana peel</p>	 <p>crayon</p>

BONUS: What are some other items that could be located using a metal detector?

**Detective Skill:
Determining Important Information**

Do you think you change a lot in a year?
You do! Create your own time capsule.



If I were making a time capsule, I'd put in my spy glasses, a letter from Dash Marlowe, and a copy of *Whodunnit* magazine to remind me of all my awesome adventures as a detective-in-training.

What would you put in a time capsule?

1. Decorate a box or envelope with a picture of yourself. Make sure to write an "open on" date that is at least a year from now. This will be your capsule.
2. Write a letter to yourself. Include what you like and what you dislike.
3. Choose a piece of your school work that you worked very hard on. Place it in your capsule.
4. Take a long piece of string or ribbon and cut it to show your height.
5. Make a handprint and footprint using a stamp pad, paint, clay, or by tracing the outline of your hand and foot on paper.
6. Choose three other objects to place in your capsule. They could be brochures from places you have visited recently, report cards, photographs, drawings, newspaper articles, sports mementos, or anything else that you think represents you.

Write a paragraph explaining why the objects you selected are important objects that represent you.

Detective Skill: Recording Information

Chapter 1: What surprised you in this chapter?

Chapter 2: How is Gordy similar to his great-grandfather Gordon Fletcher?

Chapter 3: Do you think Gordy really knows where the time capsule is? Why or why not?

Chapter 4: What does Jazz mean when she says, “There’s something about her” about Miss Adler?

The Case of the Buried Bones: Detective's Guide

Chapter 5: At the end of this chapter, Jazz says that Charlie Price didn't tell them a thing. Do you agree or disagree with her?

Chapter 6: What does Dash Marlowe mean when he tells Milo and Jazz to “make connections”?

Chapter 7: What clues might Milo and Jazz find by looking in old newspapers?

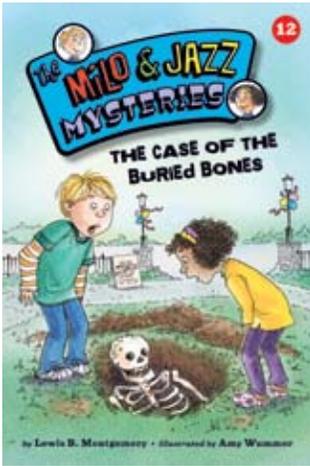
Chapter 8: Why did Gordy tell Jazz that her pig got loose?

Chapter 9: Why was the phrase “deeper thinking” an important clue?

Chapter 10: How are Jazz and Miss Adler similar?



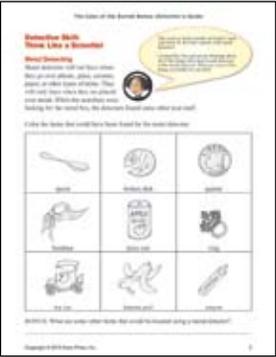
FOR MORE ACTIVITIES, VISIT
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Teacher Resources for The Case of the Buried Bones Detective's Guide

Activities Aligned to Common Core State Standards

 <p>Extension Skill: Making Connections</p> <p>Look at the crimes in Column 1 and then write an example of a crime that is similar to that crime in Column 2.</p> <table border="1" data-bbox="186 829 418 1045"> <thead> <tr> <th>Column 1</th> <th>Column 2</th> </tr> </thead> <tbody> <tr> <td>The neighborhood boy took the car keys from his dad's car and drove away with them.</td> <td>The boy took the keys from the car and drove away with them.</td> </tr> <tr> <td>Mr. Jackson will always take the car keys from his dad's car and drive away with them.</td> <td>Mr. Jackson will always take the car keys from his dad's car and drive away with them.</td> </tr> <tr> <td>Having been his friend since the first day of school.</td> <td>They became friends since the first day of school.</td> </tr> <tr> <td>My dog barked at a person who was walking on the sidewalk.</td> <td>The dog barked at a person who was walking on the sidewalk.</td> </tr> <tr> <td>There will be a "Top Gun" movie in the summer.</td> <td>There will be a "Top Gun" movie in the summer.</td> </tr> </tbody> </table>	Column 1	Column 2	The neighborhood boy took the car keys from his dad's car and drove away with them.	The boy took the keys from the car and drove away with them.	Mr. Jackson will always take the car keys from his dad's car and drive away with them.	Mr. Jackson will always take the car keys from his dad's car and drive away with them.	Having been his friend since the first day of school.	They became friends since the first day of school.	My dog barked at a person who was walking on the sidewalk.	The dog barked at a person who was walking on the sidewalk.	There will be a "Top Gun" movie in the summer.	There will be a "Top Gun" movie in the summer.	<h2 style="text-align: center;">Making Connections</h2> <p><i>Learning objective: Students will read about a crime and connect it to a similar type of crime.</i></p> <p>Extension</p> <ul style="list-style-type: none"> Choose one of the pairs of crimes. Fold a paper in half and draw pictures of the crime scenes. On the back of the picture, explain the similarities between the crime scenes. <p>Standards</p> <p>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.</p>
Column 1	Column 2												
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 <p>Extension Skill: Interpreting Clues</p> <p>Read the letter and answer the questions.</p> <p>1. What do you understand the riddle to be about?</p> <p>2. What do you think the letter is about?</p> <p>3. How would the investigation be? Why or why not?</p>	<h2 style="text-align: center;">Interpreting Clues</h2> <p><i>Learning objective: Students will analyze the letter that was found with the skeleton.</i></p> <p>Extension</p> <ul style="list-style-type: none"> Have students author rhyming riddles about an object in the room. Share the riddles, and have the other students guess what the object being described is. <p>Standards</p> <p>CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>												

	<h3 style="text-align: center; color: red;">Think Like a Scientist: Metal Detecting</h3> <p><i>Learning objective: Students will identify metal and non-metal objects.</i></p> <p>Extension</p> <ul style="list-style-type: none"> • Discuss the difference between magnetic and non-magnetic metals. Provide students with examples of metals that are magnetic and metals that are non-magnetic. Use magnets to test the objects and determine whether the metal is magnetic or not. <p>Standards</p> <p>3-PS2-3 Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.</p> <p>5-PS1-3 Make observations and measurements to identify materials based on their properties.</p>
	<h3 style="text-align: center; color: red;">Determining Important Information</h3> <p><i>Learning objective: Students will create a personal time capsule that includes a letter, a piece of artwork, a representation of their height, a handprint and footprint, and at least three other objects.</i></p> <p>Extension</p> <ul style="list-style-type: none"> • Create a school time capsule. <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>

Recording Information

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

Extension

- Encourage students to write a mystery story, either as a whole class or independently. Remind them to think about the characters, the setting, the plot, the problem, and the solution.

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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