

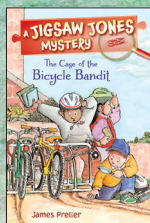
JIGSAW JONES

Is Back and Better Than Ever!



Solve All the Mysteries!

Coming in Fall 2017!



Jigsaw Jones: The Case of the Million-Dollar Mystery
Jigsaw Jones: The Case of the Best Pet Ever
Jigsaw Jones: The Case of the Buried Treasure
Jigsaw Jones: The Case of the Disappearing Dinosaur

BEFORE READING ACTIVITIES

It's a Mystery to Me!

When introducing the Jigsaw Jones series to students, explain that it belongs to the mystery/detective story genre. Create a chart with them of the essential elements of this genre. Include:

Plot: crime or puzzle to be solved or something missing that needs to be found

Characters: the detective and the suspects

Setting: where the mystery takes place

Clues: hints that help the detective and the reader solve the mystery

Story Structure:

Introduction (we learn about the problem and meet the characters)

Body (the detective works to solve the mystery)

Conclusion (the mystery is solved)

Students should refer to this chart while reading to support their understanding of each text.

CCSS.RL.3.1

Talk the Talk

With students, generate a list of vocabulary words and phrases often found in mystery/detective stories. Some examples include: *clues*, *puzzle*, *case*, *secret codes*, *solve*, *motive*, *scene of the crime*, *break the case*, *dead ends*, *framed*, *witness*, *suspect*, *thief*, *alibi*, *confession*, *disguises*, and *client*. Create a class chart and discuss the meaning of these words and phrases. Encourage students to add to this list while they are reading the books. They should use this vocabulary in their discussions and when writing about the books.

CCSS.L.3.6

What Does It Mean?

Tell students that an idiom is a phrase where the word combinations have a different meaning from the literal meaning of each word. Provide examples. (*Raining cats and dogs* means “it’s raining very hard.” *I’m all ears* means “you have my undivided attention.”) Encourage students to share other examples of idioms and their meanings and list them on an idioms chart.

Explain that the characters in the Jigsaw Jones books often use idioms in their dialogue. Reread page 7 from *The Case from Outer Space*. Joey gets confused when Jigsaw tells him the grape juice is “on the house.” Danika has to explain that it means it’s free. Tell students to keep track of other idioms in their journals while reading and to explain what each one means. They should use reference sources as needed. Provide time for them to share the idioms with classmates. Add them to the chart.

CCSS.RL.3.4; CCSS.L.3.5a

Coming Attractions

Before reading each book, have students preview the cover of the book and the chapter titles in the contents page. In their detective journals, have them make predictions about the plot, characters, setting, and problem in the story. While reading, they can confirm or discount their predictions in their journals.

CCSS.RL.3.1



DURING READING ACTIVITIES

The Five Ws

Explain to students that the Five Ws are *who*, *what*, *when*, *where*, and *why* and that detectives must answer each question when solving a case. Create a graphic organizer for students with the Five Ws written in separate boxes. Explain that detectives usually figure out what happened, when it happened, and where it happened before they figure out who did it and why. As students read each story, have them fill in the graphic organizer. After reading each book, they can write a brief summary of the case, using information from the organizer.

CCSS.RL.3.1; CCSS.RL.3.3; CCSS.RL.3.5

Don't Be Clueless!

Provide students with a long strip of paper and sticky notes. As they read each book, have them search for clues and write each one on a sticky note, including the page number. Have them place these on the paper strip, creating a time line of clues. Encourage students to try to find the solution to the case before Jigsaw does. When they think they know who the culprit is, they can write the person's name on a different color sticky note on the time line, then keep reading to find out if they were right. This activity can also be done in their detective journals.

CCSS.RL.3.1; CCSS.RL.3.3

Cast of Characters

Jigsaw and Mila are in Room 201 and Ms. Gleason is their teacher. Many of their cases take place at school and their classmates are often involved in some way. Give students a graphic organizer with the names of the students in Room 201 and provide space for them to take notes beside each name.

Jigsaw Jones	Mila Yeh	Lucy Hiller
Bigs Maloney	Helen Zuckerman	Geetha Nair
Bobby Solofsky	Ralphie Jordan	Joey Pignattano
Eddie Becker	Danika Starling	Kim Lewis
Nicole Rodriguez	Athena Lorenzo	Stringbean Noonan
	Mike Radcliff	

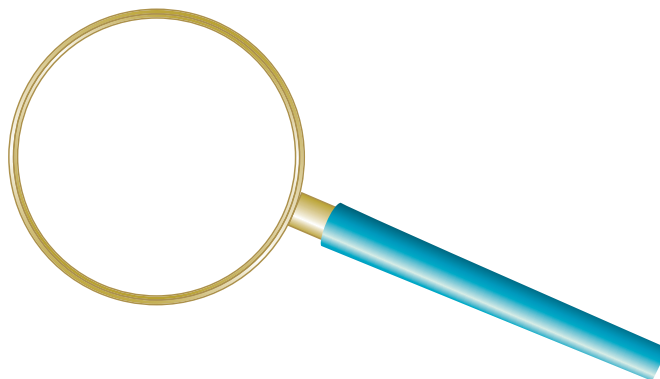
As students read the books, have them write what they learn about each character, referring to the books to support their statements. Have students choose their favorite character and write a brief description of that character with an illustration. Display these in the classroom library.

CCSS.RL.3.3; CCSS.RL.3.5

Code Breakers

Remind students that Jigsaw and Mila like to communicate with one another in secret codes. When students come to a code while reading, they can copy the code in their detective journals and try to decode it before Jigsaw does.

CCSS.RL.3.4



AFTER READING ACTIVITIES

Compare and Contrast

After students have read several of the Jigsaw Jones books, have them write brief essays describing how the stories are similar and different in their plots, characters, and settings. They should include specific details from the books they have read. Provide time for students to share their essays during whole class discussions. Students can respond to each other's essays, ask questions for clarification, and explain their own ideas.

CCSS.RL.3.9; CCSS.SL.3.1; CCSS.SL.3.3

Book Reviews

Explain to students that a book review is a piece of writing that tells what the book is about, the style it is written in, and what the reviewer's opinion is of the book. People often read reviews to decide whether or not they want to read a book. Share a few reviews of books you've read as a class.

Have students choose their favorite Jigsaw Jones book and write a book review for it. Caution them not to give away too much information about the mystery, especially the ending, as it would spoil the book for the reader. Display these reviews in the classroom library for students to refer to when they're looking for a book to read.

CCSS.RL.3.2; CCSS.RL.3.5; CCSS.W.3.1

Jigsaw Jones Book Club

James Preller names some of the books Jigsaw and his classmates are reading, including *Charlie and the Chocolate Factory* by Roald Dahl, *Skinnybones* by Barbara Park, and *Ben and Me* by Robert Lawson. Ask students why they think James Preller might include specific titles in the books. Have students choose one of the books Jigsaw read and read it themselves. When they are done, have them write a letter to Jigsaw telling him whether they liked the book or not. Have them also recommend one of their favorite books for him to read, providing a brief summary of it and why he might like it.

CCSS.RL.3.1; CCSS.W.3.1

Story Map

On pages 60 and 61 in *The Case of the Buried Treasure*, Ms. Gleason has the students create story maps for the book, *Yeh-Shen: A Cinderella Story from China*. First, they listed all the settings in the book, and then each student worked with a partner to draw a map that contained pictures of the different settings. Lastly, they labeled each picture. Have your students choose their favorite Jigsaw Jones book, and then work independently or with a partner to create untitled story maps for their book. Display the maps in the classroom or share them on a document camera or smart board. Give students a list of the titles. Students can try to match the story maps with the correct titles.

CCSS.RL.3.5

What's So Funny?

Explain to students that the Jigsaw Jones mysteries are written as a first-person narrative. This allows the reader to really get to know Jigsaw by showing how he thinks, acts, and talks. We also learn about the other characters and events from his perspective. Have students write a brief explanation of how Jigsaw's narrative creates a humorous tone for these books. They should include how the illustrations add to the humor.

CCSS.RL.3.3; CCSS.RL.3.5; CCSS.RL.3.7; CCSS.W.3.1

Write Your Own Code

Students use one of the codes from the books to write their own secret message on a 5x7 index card. Have them sign their names and include the kind of code it is and the book the code was in. Collect the cards and place them in a basket in the classroom library. Students can choose a message to decipher and write a response to their classmate on the back of the card, using the same code.

CCSS.RL.3.4

CONNECTIONS TO WRITING WORKSHOP

Write Your Own Mystery: Students work with a partner (like Jigsaw and Mila do) to write a classroom mystery using their own classmates as the characters. Remind them to use the mystery genre chart to guide their writing.

Descriptive Language: In *The Case of the Buried Treasure*, Ms. Gleason tells the class she wants them to use more colorful language in their writing. She assigns them similes for homework. Explain to students that a simile is a figure of speech that compares two things, using the words *like* or *as*. One of Jigsaw’s similes on p. 28 is: “The fish is as slippery as green, wet slime.” Encourage students to “collect” similes from the Jigsaw Jones books and write them in their writing notebooks. These can provide a model for them to create their own similes in their writing.

Show, Don’t Tell: Read aloud to students this excerpt about Ralphie from pages 6 and 7 of *The Case of the Bicycle Bandit*: “Ralphie’s lower lip trembled. He blinked back tears. . . . His chin was buried in his hands.” Ask students how Ralphie is feeling. How do they know? Explain that this is a good example of a writer showing how someone feels without stating it explicitly. Good writers do this to make their writing more interesting. Encourage students to find other examples of this technique in the books they are reading and to try this technique out in their own writing.

That’s What I Said: On a document camera or smart board, display pages 13 through 15 from *The Case of the Smelly Sneaker*. Explain that good writers like James Preller vary the vocabulary in their books to add interest and convey precise meaning. One very overused word is *said*. Read these pages aloud and ask students to identify words the author used instead of *said*. Discuss with them how each word conveys a more precise meaning than *said*. (Examples include *quipped*, *replied*, *asked*, *retorted*, *suggested*, *confirmed*, *joked*, *shouted*, *mumbled*, and *added*.) Encourage students to use these and other words for *said* in their own writing.

CCSS.W.3.3; CCSS.L.3.3; CCSS.L.3.5



This guide was written by Barbara McLaughlin, M.Ed., M.A., Literacy Consultant and former Senior Program Director for Elementary ELA in the Boston Public Schools.



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