

The Case of the Missing Book

Riley Morton is one clever kid. He has solved problems that were so **mysterious**, even teachers couldn't figure them out! He has a way of digging up answers, like a **detective**. That's why kids call him Detective Riley.

At recess yesterday, Winnie Scarboro ran up to Riley. He looked worried. "I need your help, detective," he said.

"What's the matter?" Riley asked.

"Mr. Wilkins says I can't take any more books out of the school library," Winnie explained. "He says I never returned the book *Plaque Attack*. But I did! I left it right on his desk."

"Very **suspicious**," Riley said. "Tell me everything you remember."

"I was out sick on Friday," Winnie said. "And that was the day I was supposed to return the book. So on Monday, I brought it to the library."

Riley said, "Let's go to the library and look for **clues**."

Riley and Winnie entered the library. They saw Mr. Wilkins standing at the front desk. "Hi, boys. Can I help you?" he asked.

"I think so, Mr. Wilkins," said Riley. "Winnie is upset because he returned *Plaque Attack* to your desk Monday morning, but you say he didn't."

"Returned it to my desk?" Mr. Wilkins repeated. "Well, there's the problem. I changed the book return spot last Friday. You're supposed to leave books in this box now. The old book return spot is now for books that need to be fixed."

"Mr. Wilkins, I think I can **prove** that Winnie returned the book," said Riley. "If you look in your back room, I think you'll find *Plaque Attack*."

The librarian disappeared into the back room. He came back out shaking his head and carrying *Plaque Attack*. "That is **puzzling**," he said. "How did that get mixed up in there? Sorry, Vincent. I was wrong. You can take books out anytime."

Outside the library, Winnie thanked Riley. "But how did you know?" Winnie asked.

"The book-return box was set up on Friday," Riley explained. "You were home sick that day. So you didn't know you were putting the book in the wrong place."

Suddenly, the bell rang. Riley and Winnie had missed recess!

COMPREHENSION Which words help you understand that something strange is going on? What clues help Riley solve the mystery?

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Days 1 and 2

"The Case of the Missing Book," Vol. 1, pp. 2–3

Owney, the Traveling Dog

Over a hundred and twenty years ago, some post-office workers in Albany, New York, found a dog. He was a stray dog who lived on the streets. Because the dog was hungry and tired, the postal workers felt sorry for him. They made a bed for him out of an empty mail bag. They fed him out of their own lunches. They let him sleep in their post office. The workers thought of the dog as a pet, so they named him Owney.

Soon, Owney started going on trips with the men when they delivered mail. His first journey was short. He went out for the day on a horse-drawn wagon. Owney liked to **travel**. After the first trip, he went again and again. One night, postal workers found him on a mail train! The train was headed for another part of New York. The workers made sure to **transport** Owney home to Albany.

It was not long before Owney hopped onto another mail train. Again, postal workers took care of him along the **route** and then transported him back to Albany. Owney did this over and over. He traveled to many parts of the country. People started looking forward to seeing Owney. Everyone wanted Owney to come to their city or town.

Because Owney traveled with the mail, he always ended up at a post office. His **arrival** caused excitement. Post-office workers gave Owney metal tags to show where he had been. They hung the tags on his collar. After a while, Owney collected so many tags that the collar got too heavy for him to wear. So the U.S. Postmaster gave Owney a fine leather harness to wear on his body. This made the tags more comfortable to wear. Someone who knew Owney once wrote: "Owney now wears a big bunch of tags. When he jogs along, they jingle like the bells on a junk wagon."

But the best was yet to come. The postmaster of Tacoma, Washington, decided to **send** Owney around the world. A postal worker accompanied Owney on his grand **tour**. They traveled on trains and steamships. One hundred and thirteen days later, Owney trotted back into the Tacoma post office.

Today, visitors to the National Postal Museum can learn more about Owney and his amazing travels. Many of the tags Owney once wore are on display. He is remembered as the Post Office's unofficial mascot: Owney, the Traveling Dog.

COMPREHENSION Which words about travel do you hear in this passage? Why do you think people were excited when Owney came to their town or city?

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Days 3 and 4

"Owney, the Traveling Dog," Vol. 1, pp. 4–5

Assessment

Pretest/Posttest Administration p. 62
Pretest/Posttest Blackline Masters pp. 92–93

T2 • Curious About Words

Day 1

Introduce Meanings

Assess To assess what word meanings children already know, copy and distribute the **Pretest/Posttest** on pages 92–93. Use page 62 to administer the test.

Explain Write each oral vocabulary word below on the board. Read it aloud. Offer an explanation and a brief example for each word.

Words About Solving Mysteries

clues *n.* hints that help solve a mystery *The clues led police to the criminal.*

detective *n.* person who solves a mystery *The detective found the missing car.*

mysterious *adj.* hard to explain *A mysterious sound came from her lunchbox, but when she opened it nothing was there.*

prove *v.* show to be true *She can prove she runs fast by winning the race.*

puzzling *v.* confusing *The mixed-up message was puzzling to the girl.*

suspicious *adj.* strange; making someone worry *The cat's suspicious actions made the vet think the animal was sick.*

Discuss Guide children to see the relationship between each word and the category of solving mysteries.

Read Aloud Explain that you will read aloud a story about a boy who uses clues to solve a mystery. Then read aloud "The Case of the Missing Book." Discuss the Comprehension questions.

Day 2

Categorize and Classify

Reread and Explain Reread "The Case of the Missing Book." At the end of each sentence that includes an oral vocabulary word, stop and repeat the explanation of the word. Then reread the sentence.

Use a Graphic Organizer Use the graphic organizer and the questions below to reinforce understanding of the relationship between each word and the category.



1. If a bike is missing, what job could a detective do? (try to find the bike)
2. Tell two things that detectives can do to prove they are good at their jobs. (Sample answers: finding something stolen; catching a criminal; solving a mystery)
3. What words might you use to describe something you cannot explain? (puzzling; mysterious)



Day 3

Introduce Meanings

Explain Write each oral vocabulary word below on the board. Read it aloud. Offer an explanation and a brief example for each word.

Words About Traveling

arrival *n.* reaching a place *The passengers got off the plane upon arrival at the airport.*

route *n.* a way from one place to another *A parade route must be planned in advance.*

send *v.* cause to go *We will send the letter through the mail.*

tour *n.* a trip to visit places *The visitors took a bus tour of the city.*

transport *v.* carry from one place to another *A farmer will transport corn to the market.*

travel *v.* take a journey *Her family likes to travel to the mountains.*

Discuss Guide children to see the relationship between each word and the category. Ask questions such as these: **Where would you like to travel to? Have you ever been on a tour?**

Read Aloud Explain that you will read aloud a story about a dog that traveled all over the world. Then read aloud "Owney, the Traveling Dog." Discuss the Comprehension questions.

Day 4

Categorize and Classify

Reread and Explain Reread "Owney, the Traveling Dog." At the end of each sentence that includes an oral vocabulary word, stop and repeat the explanation of the word. Then reread the sentence.

Use a Graphic Organizer Use the graphic organizer and the questions below to reinforce understanding of the relationship between each word and the category.

Travel Words	
Getting There	Being There
send	arrival
transport	tour
travel	

1. What are some ways to travel? (Sample answers: by car; plane; train; bus; boat)
2. How can a map help a driver plan his route? (Sample answer: A driver can see which roads lead to the place he is going.)
3. Name some things you might see on a tour of a city. (Sample answers: famous buildings; statues; parks)

Day 5

Deepen Understanding

Review Review word meanings for all oral vocabulary words. Use the definitions and examples from Day 1 and Day 3.

Guide Partner Activities Have partners work together to complete each of the activities below. Circulate and listen to partners as they work. Provide corrective feedback.

Categorize Work with a partner. List three places where your class could take a tour. Then list three ways to transport people. What form of transportation would your class use?

Describe You see a mysterious shadow. It is puzzling you. What clues can help you prove what is making the shadow? Tell a partner.

Draw Choose a real or imaginary place and draw a visitor's guide for it. In the guide, explain what there is to do upon a visitor's arrival. Draw the routes a visitor can take to travel there. Share with your partner.

Write What kind of message might a detective send to a person who looks suspicious? Write the message. Read it to a partner.

Assess To assess what word meanings children have learned, copy and distribute the Pretest/Posttest on pages 92–93. Use page 62 to administer the test. Compare scores with Day 1 assessment.