Comprehension

GENRE: MYSTERY

Have a student read the definition of Mystery on Student Book page 20. Students should look for unanswered questions and for clues that help solve the mystery.

STRATEGY
MAKE INFERENCES AND ANALYZE

Tell students that making inferences involves using information in the story, stated outright or implied, and what they already know to come to a conclusion about the plot or the characters.

SKILL
PROBLEM AND SOLUTION

In most plots, the main character has a problem that he or she takes actions to solve. By the end of the story, the character usually finds a solution to the problem.

Comprehension

Genre

A Mystery is a story in which the characters and the reader must use clues to find the explanation for a troubling event.

Make Inferences and Analyze

Problem and Solution

As you read, fill in your Problem and Solution Chart.

Problem

Solution

Read to Find Out

Can you solve the mystery before Ramón does?

Vocabulary

Vocabulary Words

Review the tested vocabulary words: allergies, assignments, consideration, consume, suspicious, evidence, and accuse.

Story Words

Students may be unfamiliar with these words. Pronounce the words and give meanings as necessary.

alibi (p. 24): a story or excuse; a reason why someone could not have committed a crime

succession (p. 26): one after the other

culprit (p. 28): the one who is guilty or at fault

anxious (p. 34): worried or nervous
Preview and Predict

Ask students to read the title, preview the illustrations, and write questions and predictions about the story. What problem will the main character try to solve?

Set Purposes

**FOCUS QUESTION** Discuss the “Read to Find Out” question on **Student Book** page 20. Remind students to look for the answer as they read.

Point out the Problem and Solution Chart in the Student Book and on **Practice Book** page 3. Explain that students will fill it in as they read.

*Read* *The Mystery of the Missing Lunch*

Use the questions and Think Alouds to support instruction about the comprehension strategy and skill.

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**Main Selection**  
Student pages 20–21

**Read Together**
If your students need support to read the Main Selection, use the prompts to guide comprehension and model how to complete the graphic organizer. Encourage students to read aloud.

**Read Independently**
If your students can read the Main Selection independently, have them read and complete the graphic organizer. Remind students to use their purposes to choose their reading strategies.

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**Technology**

Story available on **Listening Library Audio CD**

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**Problem**

How does the information you wrote in the Problem and Solution Chart help you to analyze *The Mystery of the Missing Lunch*?

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**On Level Practice Book O, page 3**

As you read *The Mystery of the Missing Lunch*, fill in the Problem and Solution Chart.

- **Problem**
- **Action**
- **Solution**

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**Approaching Practice Book A, page 3**
**Beyond Practice Book B, page 3**
At noon, on the first day of school, a very hungry Ramón García looked for his lunch bag in the coat closet. He searched the shelf above the coat hooks but couldn’t find his lunch.

“My bag isn’t here,” he complained.

“Are you sure you brought it?” asked his friend Emily Wilson. “Maybe you left it at home.”

**GENRE: MYSTERY**

In the beginning of a mystery story, the author describes a puzzling situation. The characters in the story try to find out who did something or how it happened. What is the puzzling situation in this story? (Ramón’s lunch is not where he left it.)

**STRATEGY: MAKE INFERENCES AND ANALYZE**

**Teacher Think Aloud** So far, it seems as though there will be no easy explanation for why Ramón’s lunch is missing. Emily suggests that Ramón may have forgotten it at home, but he is pretty sure that he brought his favorite sandwich. I already know a little about Ramón’s character, because the author says he is too angry to hear what Ted says. I’ll bet that Ramón will not give up until he figures out the mystery.

**USE GUIDED QUESTIONING**

These questions will help you assess your English language learners’ understanding of the story and give them practice in using the language they will need to retell the story.

- What is Ramón looking for?
- Where does he look for his lunch?
- What does Emily ask Ramón?
- Why is Ramón sure that he didn’t forget his lunch?
Serial and Clarify: Reread to Clarify

Explain Tell students that when something they have read doesn’t make sense, they can read the passage again. They can also go back to an earlier part of the selection and read that again.

Discuss Ask students why they think Ted says, “Here’s my lunch box.” If they are not sure, have them reread what happens just before. (Ramón’s lunch is missing, so Ted shows his own lunch to prove his innocence.)

Apply As they read the story, have students self-monitor by going back and rereading to clarify any part of the story that may be confusing.

Ramón was sure. His mom had made him his favorite sandwich—salami—and he knew he hadn’t forgotten it.

“Here’s my lunch box,” reported Ted Collins between sneezes. Ted had been sneezing all morning. Allergies, he explained, apologetically.

Ramón didn’t hear him. He was too angry. “Someone took my salami sandwich!” he said to Emily. “And I’m going to find out who!”

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The Mystery of the Missing Lunch

Develop Comprehension

PROBLEM AND SOLUTION
Ramón has a problem. What is it? (He can’t find his lunch. He must find out if it was misplaced or if someone took it.) Add this information to the Problem box on the Problem and Solution chart.

Problem
Ramón must find his lunch.

Vocabulary
Find the sentence that contains the word allergies. Explain why Ted uses it to explain his sneezing. (When someone has allergies to pollen, dust, or animals, he or she is likely to sneeze.)
“Maybe it was Jack Crawford,” Emily whispered. “He’s always hungry.”

Ramón took out the little notebook he had bought to write down homework assignments. It would be good for keeping track of any clues. Then he went over to Jack. He noticed at once that there was no lunch bag or box on Jack’s desk.

“Where’s your lunch?” he asked.

“I don’t have one,” answered Jack.

“Why not?” asked Ramón.

Jack pulled a couple of dollars out of his pocket. “I’m buying today,” he said.

Ramón leaned closer to Jack and sniffed deeply. He couldn’t smell any salami on his classmate’s breath.

“What’s that?” asked Emily. She pointed to a brown smudge on Jack’s shirt. “It looks like mustard.”

“It’s just an old paint stain,” claimed Jack. “I got it when I helped my dad during the summer. It may look like mustard, but it’s called ‘golden oak’ on the paint can.”

“A likely alibi,” Ramón muttered to himself. He made a note of the stain on Jack’s shirt.

Problem and Solution

What is the first action that Ramón has taken to gather clues? (Suggested answer: Emily mentions that Jack is always hungry. Ramón’s first step is to ask Jack questions.) Add this information to the first action box of your Problem and Solution Chart.

Problem
Ramón must find his lunch.

Action
Ramón questions Jack.

Vocabulary

Find the sentence that contains the word assignments. Besides homework, what sorts of assignments have you been given? (Answers will vary; possible answers: to seats in the classroom, to positions on a sports team, to chores at home.)

STRATEGIES FOR EXTRA SUPPORT

Question 4  PROBLEM AND SOLUTION

Have students retell Ramón’s actions beginning at the top of Student Book page 24. Check that students understand the expressions “keep track of” and “make note of.” Explain the word alibi.
**Strategy: Dictionary**

What does the word *smudge* mean? Use a dictionary to find the meaning of this unfamiliar word. (a blurry spot or stain) How do you pronounce it? (smuj)

**Genre: Mystery**

Clues help a character solve a mystery. Of the clues that Ramón and Emily gather on page 24, which ones do you think will be useful and which ones will not? Explain your answer. (Answers will vary; possible answers: Jack says he does not have a lunch because he is planning to buy it. Emily says Jack is always hungry, so he could eat both lunches. Emily also points to the brown stain on Jack’s clothes. Jack says it is paint, not mustard. Ramón doesn’t smell any salami on Jack’s breath, so those are probably not good clues.)

**Mystery Stories: Red Herring**

**Explain** Tell students that when a clue points in the wrong direction or makes it seem as if an innocent person is the culprit, it is called a red herring. Sometimes the real culprit leaves behind a red herring in order to confuse the people who are looking for clues.

**Discuss** Ask students to identify the red herrings that Ramón finds when he and Emily question Jack on page 24. (Jack has no lunch bag and there is a mustard-colored stain on his shirt.)

**Apply** Have students tell whether they think these clues were planted by the real culprit and then explain their thinking. (Suggested answer: No, because there are good explanations for them.) Then ask students to describe how this literary device adds to the plot.
“All right, what’s going on here?” asked Mrs. Richmond, their fourth-grade teacher.

“Someone took my lunch,” said Ramón.

“Don’t look at me,” said Jack. “I’m innocent.”

Mrs. Richmond clapped her hands. “Everyone in your seats,” she shouted. “A lunch is missing. We can’t leave for the cafeteria until we find it.”

“Awww,” grumbled all the students together. By now, everyone was hungry. Ted sneezed three times in succession.

No one knew anything about Ramón’s lunch bag. The whole class waited while Mrs. Richmond checked the coat closet, but she didn’t find Ramón’s lunch.

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**Develop Comprehension**

**STRATEGY**

**DICTIONARY**

What does the word *succession* mean in this sentence? *(a row)* What context clues helped you to decide which of the dictionary definitions was the right one for this *unfamiliar* word? *(Ted sneezed three times. Sneezes usually happen one after the other)*

**Vocabulary** The National Reading Panel summary indicates that vocabulary learning is multifaceted. It is partly about learning words and partly about learning to use context to infer the meanings of words. Practice in interpreting word meanings from rich contexts is worthwhile.

Timothy Shanahan

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**Ways to Confirm Meaning**

**Semantic/meaning Cues**

**Explain** Tell students that good readers use their background knowledge and context clues to help them understand what they read.

**Model** Discuss the word *grumbled* on page 26.

**Think Aloud** I’ve never seen the word *grumbled* before, but I know that the students are hungry and unhappy, so *grumbled* is probably a way to say something that shows you’re not happy. Discuss clues in nearby sentences that confirm that meaning, such as the class’s response as they say “Awww.”

**Apply** Encourage students to use context clues and their background knowledge to help them with other difficult words or phrases, such as the word *culprit* on page 28.
By this time Ramón was so hungry, his stomach was growling. Mrs. Richmond must have been hungry herself, because she solved the problem by handing Ramón a five dollar bill. “Buy something with this,” she told him. “You can pay me back tomorrow. I have a feeling that you left your lunch on the bus. I can’t imagine any of your classmates taking it.”

Of course, it was a relief that Ramón could buy some food. However, he was 100% certain that he had put the bag in the closet. He was determined to discover who had taken it.

**Comprehension**

**Dialogue**

**Explain** Tell students that dialogue is what the characters in a story say to one another. Dialogue helps readers know how the characters feel. It can also be used to reveal events that have already happened or may still happen to the characters.

**Discuss** Ask students to find the dialogue on page 27 and to name the speaker. (Mrs. Richmond) What do we learn about her from what she says? (Students might say that she is kind and helpful.)

**Apply** Ask volunteers to read aloud the dialogue on page 26. Encourage them to read with expression to show what the characters are feeling.

**Develop Comprehension**

**Monitor and Clarify: Reread**

The narrator says that Mrs. Richmond “solved the problem” by giving Ramón money. Is Ramón’s problem really solved? Explain. (If students don’t understand this passage, they should reread to find out. Suggested answer: No. Everyone was hungry, including Mrs. Richmond. Giving Ramón money makes it possible for everyone to go to the cafeteria, but it doesn’t solve the mystery of the missing lunch bag.)

**Strategy: Make Inferences and Analyze**

**Teacher Think Aloud** Both Emily and Mrs. Richmond suggest possible reasons why the lunch is missing. Yet Ramón is certain it was in the closet. I wonder who is right. Based on what you have read so far, can you tell who is correct?

(Encourage students to apply the strategy in a Think Aloud.)

**Student Think Aloud** No, I can’t really tell. There is no clear evidence in the story to back up what any of the characters believe. So far, any of them could be correct.
In the cafeteria, while he was eating the soggy tuna fish sandwich he had bought, Ramón wrote again in his notebook. He made a list of all his classmates. Any one of them could be the culprit.

Emily leaned forward to see. “Just because you like salami doesn’t mean that everyone else does,” she pointed out. “Josh, Tina, and Margaret are vegetarians. They wouldn’t eat a salami sandwich.”

“You’re right,” agreed Ramón, crossing out their names. Sarah thinks salami is smelly. She holds her nose whenever she’s around it. And all Max ever eats is peanut butter and jelly,” he added. He crossed out their names too. After a minute’s consideration, he crossed Jack’s name off his list.

**Develop Comprehension**

**PROBLEM AND SOLUTION**

What new use has Ramón found for his notebook? (He is making a list of his classmates.) How will this help him solve his problem? (He can eliminate suspects in a detailed and organized way.) Add this information to your Problem and Solution Chart.

**STRATEGY**

Use a dictionary to find the meaning of *vegetarians* (people who don’t eat meat). How do you pronounce it? (vej’i tär’ē anz)

**Problem**

Ramón must find his lunch.

**Action**

Ramón questions Jack.

Ramón crosses suspects off a checklist.

**Summarize**

**Explain** Remind students that summarizing can help them check their understanding, recall information, organize their ideas, and share information with others. Explain that to summarize, students should first identify the most important information and then restate that information in their own words.

**Discuss** When reading nonfiction, students should recognize and paraphrase the main ideas or key concepts. When reading fiction, students should recognize and paraphrase the key events or actions.

**Apply** Have students summarize the action on page 28. (Ramón made a list of his classmates and then, with Emily’s help, crossed them off as culprits one by one.)
Ted had been too busy sneezing all morning to secretly consume a salami sandwich, Ramón decided. Off went his name too.

“Cross me off the list of suspects, too,” said Emily. “I don’t even like salami.”

So far, out of a class of eighteen, eight were definitely innocent. Then there were Beverly and Grace. Neither of them was tall enough to reach the shelf where Ramón put his lunch. He crossed off their names too. The list of potential suspects kept getting shorter. It got even shorter when Ramón realized that he was one of the eighteen students in the class. And he knew for certain that he had not eaten the salami sandwich.

Ramón sighed deeply. His chances of solving this case were getting slimmer and slimmer.

**Extra Support**

**Problem and Solution**

Use questions such as the following to help students think about Ramón’s problem.

- What is a mystery?
- What is mysterious about Ramón’s lunch?
- What is the first thing that Ramón does to find his lunch?
- How does Ramón keep a record of the classmates he believes are innocent?

**Develop Comprehension**

**SUMMARIZE**

How would you summarize what has happened in the story so far? (Ramón can’t find his lunch. He questions his first suspect, Jack. His teacher gives him money to buy lunch, but Ramón wants to find out who took the lunch. He makes a list of all his classmates and crosses out the names of the ones he believes are innocent. Very few suspects are left, and Ramón is discouraged about not being able to find his lunch.)

Have students respond to the selection by confirming or revising their predictions and purposes. Encourage them to revise or write additional questions they may have about the selection.
Then, after lunch, when the students were given quiet time for reading, Ramón went back to the closet to see if he could find any clues that he hadn’t noticed earlier. He looked under the book bags but found nothing suspicious there.

On his way back to his desk, Ramón passed the library corner. He stopped. What was that scratching sound? Could there be a mouse in the classroom? Mice eat anything.

**Identify all the clues that Ramón finds in his search during quiet time.**

(Suggested answer: I can reread to make sure I notice everything that might be an important detail. There were no clues in the closet. Ramón hears a scratching sound by the library corner. Ted is sneezing again. On the floor by Ted are the torn pieces of Ramón’s lunch bag.)

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**Fluency**

**Explain** Tell students they will do a choral reading, or reading together. They will be reading in an expressive way.

**Model** Read the passage on Student Book pages 30 and 31 beginning with “On his way back to the desk...” and ending with “...had torn up the evidence!” Have students read with expression the sentences that end with question marks and exclamation points. Though these sentences are narration, they can be read as if they were spoken by Ramón.

**Apply** Divide the class into two groups. Have the groups alternate reading the sentences in the passage. Remind students to be aware of the sentences that need to be read with more expression.
Looking around, he saw poor Ted was still blowing his nose. Then he spotted something! Pieces of torn brown paper lay on the floor near Ted’s desk. Ramón picked them up. Immediately, he noticed that there were ink markings on the papers. He placed them together, like puzzle pieces, to form the picture of a smiley face. Ramón recognized it at once. It was the same smiley face his mom had drawn on his lunch bag that morning!

This was a very important clue. Whoever had taken his lunch had torn up the evidence!

**STRATEGIES FOR EXTRA SUPPORT**

**Question** PROBLEM AND SOLUTION

Help English language learners understand the concept of “turning point.” Ask students what the word *turn* means. (move to the left or right, go around, spin, change direction) Explain that *point* as a noun means “spot” or “place.” Ask students what a turning point in a story would be. (a place where the story changes direction or moves a different way) What happens to change the way this story is going? (Ramón finds the torn lunch bag.) Why is this important? (He is closer to finding his lunch.)

**Develop Comprehension**

**PROBLEM AND SOLUTION**

The turning point in a mystery story is when the main character finds important new evidence and can start to solve the mystery. What do you think is the turning point of this story? Explain. (Suggested answer: Ramón finds the torn lunch bag. Until this point, nothing of Ramón’s missing lunch had been found. It is a very important clue.) Add this information to your Problem and Solution Chart.

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Just then, Mr. Gordon, the Assistant Principal, knocked and came into the classroom. “Here’s the new computer we ordered for you, Mrs. Richmond.” He placed it on the counter.

As he started to leave, Mr. Gordon said, “By the way, has anyone seen a stray cat? She sneaked into the school building a few weeks ago when we were painting, and I think she’s still hiding somewhere.” The kids looked at each other and shook their heads.

“Please let me know if you do. I want to find her a home,” Mr. Gordon added.
Mrs. Richmond looked around with a little chuckle. “I don’t see any cat in this room,” she said.

At that moment, Ted gave three more loud sneezes.

“Wait a minute,” Ramón called out. The biggest clue had been right there under his nose all this time. “Ted, what kind of allergy do you have?” he asked. “Could you be allergic to cats?”

“How did you know?” Ted asked when he stopped blowing his nose.

“Your nose gave it away,” said Ramón.

Ted grinned. “I’m very allergic to any animal with fur,” he admitted.

Mrs. Richmond turned to Mr. Gordon, “And I was worried that he was allergic to fourth grade!”

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**GENRE: MYSTERY**

In a mystery, a clue might be in plain sight all along. The author tells the story in such a way that neither the characters nor the reader becomes aware of the clue right away. Why doesn’t Ted’s sneezing seem important until now? (Ted said that he has allergies, but people can be allergic to many different things. No one knew there might be a cat in the room until now.)

**AUTHOR’S PURPOSE**

How do the author’s choice of words and use of humor on page 33 affect the mood of the story and help to create a feeling of relief that the mystery is about to be solved? (When Ramón realizes that Ted’s sneezing was a clue, the narrator says it was “right there under his nose.” Mrs. Richmond also makes a joke about Ted’s being allergic to fourth grade. This humor lightens the mood of the story and signals the reader that Ramón is close to finding the culprit.)
Ramón started pulling all the books out of the shelves in the library corner. The other students and Mr. Gordon helped. Sure enough, there behind the mystery books was the solution to the mystery of the missing lunch. Three little kittens were hiding amid the remains of Ramón’s salami sandwich.

“But where’s the mother cat?” asked Mrs. Richmond.

“She won’t be far away from her kittens,” Mr. Gordon said. A loud hiss confirmed his words. On top of the closet stood the anxious mother cat.

Compare an Author’s Works

Explain Johanna Hurwitz, the author of The Mystery of the Missing Lunch, has written more than 60 books for young readers. Her latest titles include Fourth Grade Fuss, Ever-Clever Elisa, Rip-Roaring Russell, and Class Clown.

Discuss Ask students if they enjoyed reading The Mystery of the Missing Lunch and why. Have they read any other books by Hurwitz? Would they like to?

Apply Encourage interested students to form a Johanna Hurwitz Book Club. They can visit the library/media center and book fairs to look for books by Hurwitz. Suggest that they meet during independent reading time to share copies of Hurwitz’s books, discuss their favorite stories, and tell what they liked and disliked.

Develop Comprehension

**STRATEGY**

**DICTIONARY**

Which dictionary definition of the word anxious is the correct one in this sentence? (uneasy, worried) How do you know? (Suggested answer: The mother cat is worried about her kittens because the people found their hiding place. It does not make sense that the mother cat would be eager or hoping for something.)

**PROBLEM AND SOLUTION**

Ramón solved the mystery. Who took his lunch? (The mother cat took it and fed it to her kittens.) Add this information to your Problem and Solution Chart.

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**STRATEGY**

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</table>
“You stole my lunch!” Ramón scolded the cat, but he was smiling. He was pleased that he did not have to accuse one of his classmates.

The mother cat jumped off the closet and slipped out the door.

“There she goes!” said Mr. Gordon. “Well, I’ll take these kittens to my office until we find good homes for them. Their mama will find them. Cats have a good sense of smell.”

“And they like salami!” said Ramón.

“Problem and Solution
Ramón solved the mystery. Who took his lunch? Why?”

Develop Comprehension

What other problems could you say have been solved now that Ramón has found his lunch? Use details from the text to explain your answer.

Student Think Aloud
Now that he knows the cat is the culprit, Ramón no longer has to suspect his classmates of stealing. I think now that the cat and her kittens will no longer be in the classroom, Ted probably won’t have to sneeze so much.

RETURN TO PREDICTIONS AND PURPOSES
Review students’ predictions and purposes. Were they correct? Did they solve the mystery before Ramón did? (Answers will vary.)

REVIEW READING STRATEGY
■ In what ways did analyzing the way Ramón went about solving his problem help you to understand the story?
■ Do you understand the strategy of rereading? When might you use it again?
■ What strategies did you use when you came to difficult words?

PERSONAL RESPONSE
Ask students to discuss and write about a time when they were able to solve a problem or mystery by asking questions and looking for clues.

Can students identify the problem, the actions taken, and the solution?

During Small Group Instruction
If No  ➔ Approaching Level  Leveled Reader Lesson, p. 43P
If Yes  ➔ On Level  Options, pp. 43Q–43R
Beyond Level  Options, pp. 425–43T
Author and Illustrator

CLUES ABOUT THE AUTHOR AND ILLUSTRATOR
Have students read the biographies of the author and the illustrator.

DISCUSS
■ How might working as a librarian have given Johanna Hurwitz ideas for writing stories?
■ Why should an artist spend time reading and learning math, as Joe Cepeda suggests?

WRITE ABOUT IT
Remind students that Ramón was looking for something he lost at school. Have students brainstorm a list of things that might get lost at school. Then ask students to write about a time they lost something and explain what they did to try to find it.

Author’s Purpose
Remind students that when an author writes a mystery or uses humor, the main purpose is usually to entertain. However, Johanna Hurwitz also shows readers how Ramón uses clues to solve a problem, so she also may be writing in part to explain.

Technology
Students can find more information about Johanna Hurwitz and Joe Cepeda at www.macmillanmh.com

Author’s Craft
Sentence Fragments
■ Remind students that a sentence must contain a subject and a verb, and express a complete thought. Since people don’t always speak in complete sentences, authors may use fragments on purpose to make the dialogue sound more like a conversation.
■ Example: Ramón mutters, “A likely alibi,” after Jack says the stain on his shirt is old paint. (p. 24) This sentence fragment makes Ramón’s response sound realistic.
■ Have students look for and discuss other sentence fragments in the story, such as “Allergies.” (p. 23)
Comprehension Check

SUMMARIZE
Use your Problem and Solution Chart to help you summarize The Mystery of the Missing Lunch. Describe Ramón’s problem and the steps he took to solve it.

Think and Compare
1. Describe one piece of evidence Ramón gathered to solve the mystery. How did that piece of evidence help him? Make Inferences and Analyze: Problem and Solution

2. Reread the last paragraph on page 28. What conclusion does Ramón draw about Jack? Use story details in your answer. Analyze

3. How would you have tried to solve this mystery? Explain. Apply

4. Think about Ramón’s problem-solving methods. In your opinion, are they effective? Explain your answer. Evaluate

5. Read “The Case of the Blurry Board” on pages 18–19. How is Jason’s method of solving a problem similar to Ramón’s? Use details from both stories in your answer. Reading/Writing Across Texts

Strategies for Answering Questions

Think and Search
Model the Think and Search strategy with questions 1 and 2.
The answer is directly stated in the selection but in more than one place. You may have to read the entire selection before answering.

Question 1 Think Aloud: I will look through the story to find the pieces of evidence Ramón gathered to solve the mystery of his missing lunch. One important piece is the torn lunch bag. That proved that Ramón had brought his lunch to school. I think that’s a good answer to the question.

Question 2 Think Aloud: To answer this question, I need to look on page 28. I read that Jack had money to buy lunch and he explained that the brown smudge was paint, not mustard. I think Ramón believed Jack’s explanation, so he concluded that Jack was innocent.
Fluency

Repeated Reading: Intonation/Pausing

EXPLAIN/MODEL Tell students that part of reading with good prosody, or good expression, is grouping words together in meaningful phrases. Explain that the text on Transparency 1 has been marked with slashes that indicate pauses and stops. A single slash indicates a pause, usually between phrases. A double slash indicates a stop, usually between sentences. Have the class listen carefully to your pauses and intonation as you read.

Fluency Transparency 1
from The Mystery of the Missing Lunch, pages 30–31

PRACTICE/APPLY Reread the first two sentences of the passage. Then divide students into two groups. Have groups alternate reading sentences. Remind students to pay attention to the pauses and stops as indicated by the slash marks. Students will practice fluency using Practice Book page 4 or Fluency Solutions Audio CD.

Can students read accurately with good prosody?

During Small Group Instruction

If No → Approaching Level Fluency, p. 43N

If Yes → On Level Options, pp. 43Q–43R

Beyond Level Options, pp. 43S–43T
A story usually presents a problem that the main character tries to solve.

The turning point of the story comes when the character gets information that helps him or her reach a solution to the problem.

Lead a class discussion about how Jason found a solution to his problem in “The Case of the Blurry Board.”

What do you think the turning point of the story was? Was it Ramón’s discovery of the torn bag or Mr. Gordon’s entrance—or something else?

What clues does the story contain that helped Ramón solve the problem? Are there any clues that made you think the story would have a different solution?

Can you think of a different solution to Ramón’s problem? What clues would there need to be for the different solution to make sense?
Informational Text: Science

GENRE: MAGAZINE ARTICLE
Have students read the bookmark on Student Book page 38. Explain that a magazine article
- may present information using both facts and photographs;
- organizes information in a way that is easy to follow; for example, in time order.

Text Feature: Chart
Point out the chart on page 39. Explain that this chart helps readers learn about fingerprints by presenting information in a simple and organized way.
- A chart has columns and rows. Some charts are read down the columns, while others are read across rows.
- In the chart students will read, the information goes across the rows. The headings that begin each row give the topic.
- Read across each row for information about that topic.

Have students identify the information in each column and row. Discuss why there might be more information in one box than in another. (There might be more information on one type of fingerprint than another.)

Content Vocabulary
Review the spelling and meaning of each content vocabulary word for “Putting Together the Pieces of the Puzzle” on Student Book page 38: scientific method, secure, survey, and testify.
- The scientific method is a tool that scientists use to find answers to questions. When have you used the scientific method?
- When you secure an area, you close it off in order to preserve any possible evidence. What other definitions of secure can you think of?
- A survey is a careful inspection of a place. What could someone learn from a survey of this classroom?
- When you testify to something, you make an official statement about what you know. How do you think it feels to testify in a trial?
Crime scene investigators are the first people to examine the scene of a crime. They search for clues that will help the detectives later decide what probably happened and who might be responsible for it. It’s hard work, but these experts are specially trained. They use the **scientific method**, a series of specific steps, as they work.

**Securing the Crime Scene**

It is important that nothing be disturbed before an investigation begins. So the first thing a crime scene investigator does is **secure** the crime scene. This protects it from being altered in any way.

The next step is to simply observe. The investigator writes a description of the scene and sketches a floor plan of the scene. Photographs are taken.

<table>
<thead>
<tr>
<th>Types of Fingerprints</th>
<th>Percentage of Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loops</td>
<td>65% of all people</td>
</tr>
<tr>
<td>Whorls</td>
<td>30% of all people</td>
</tr>
<tr>
<td>Arches</td>
<td>5% of all people</td>
</tr>
</tbody>
</table>

**Informational Text**

Read “Putting Together the Pieces of the Puzzle”

As you read, remind students to apply what they have learned about charts. Also have them identify clues to the meanings of the highlighted words.

1. **CONTENT VOCABULARY**

Look at the words *scientific method* in the first paragraph. How are the words used in the sentence? (The words are used to explain the steps crime scene investigators use to look for clues.)

What do you think could be another meaning for the vocabulary words? (Answers may vary. Students might say another meaning is *process*.)

2. **TEXT FEATURE: CHART**

What title or heading could you put above each column on the chart? (Possible response: column 1: *Types of Fingerprints*; column 2: *Picture Examples*; column 3: *Percentage of Population*).

3. **TEXT FEATURE: CHART**

How might you use this chart to find out about your classmates’ fingerprints? (Classmates’ fingerprints can be compared to the pictures on the chart to figure out which type of fingerprint each classmate has.)
Protecting the Evidence

The crime scene investigator must protect evidence as it is gathered. After a piece of evidence is photographed and notes are taken, the evidence is put into a container. It is sealed and labeled to show where it was found. Fingerprints are mounted on cards or special plastic sheets. They will be compared later with those in police records.

After all the evidence is gathered, it’s time for a final survey, or a last look around. This is to make sure nothing has been overlooked. When the investigator is sure that the search is complete, the crime scene is “released.” That means that other people can then enter the area.

Searching for Evidence

The next step is to search for evidence—physical clues about the crime. This search is done carefully. Hairs and fibers from clothing are gathered. Objects at the scene are dusted with special powder to make any fingerprints show up. Then sticky tape is used to lift the prints off the objects. Fingerprints are important pieces of evidence because they place people at the scene. No two people have the same prints.

A chart is a good way to organize information.

Erik asked third-, fourth-, and fifth-graders in his school what kind of mysteries they have solved. The chart below shows what he learned. Use the information in the chart to answer the questions.

<table>
<thead>
<tr>
<th>Kind of Mystery</th>
<th>Number of Students</th>
<th>Percent of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Found a missing object</td>
<td>47</td>
<td>58%</td>
</tr>
<tr>
<td>Found out who did something</td>
<td>21</td>
<td>27%</td>
</tr>
<tr>
<td>Found out what happened</td>
<td>12</td>
<td>15%</td>
</tr>
</tbody>
</table>

1. What kind of mystery did most students solve? 
   **Found a missing object**

2. How many students found out what happened? 
   12

3. What percent of students found out who did it? 
   27%

4. What percent of students found a missing object? 
   58%

5. Were there more students who found out what happened or more students who found a missing item? 
   More students found a missing item.

6. If some students said they had never solved a mystery, how would you change the chart? 
   I would add another row.
Connect and Compare

1. Look at the chart on page 39. Which is the most common type of fingerprint? Which type of fingerprint has ridges that rise up in the middle? **Reading a Chart**

2. What information would you use to support the view that a crime scene investigator must be well trained? **Evaluate**

3. Think about this article and “The Mystery of the Missing Lunch.” Do you think Ramón would make a good crime scene investigator? Why or why not? **Reading/Writing Across Texts**

Science Activity

Research how to take someone’s fingerprints. Then use an ink pad and index cards to collect classmates’ fingerprints. Make a chart of the fingerprints.

Find out more about fingerprints at [www.macmillanmh.com](http://www.macmillanmh.com)

Presenting the Findings

A crime scene investigator may help others prepare a court case for the crime. The investigator may also testify or speak about the evidence in court.

Being a crime scene investigator looks exciting on TV. But it takes time, skill, and a lot of scientific knowledge. If a crime scene investigator does the job well, it’s likely that the crime will be solved. Then the case can be marked “Closed!”

Informational Text

**SUGGESTED ANSWERS**

1. The most common type of fingerprint has loops. Arches have middle ridges. **READING A CHART**

2. These statements from the article support the view that a crime scene investigator needs to be well trained: a crime scene investigator is the first person to examine a crime scene; he or she must secure the crime scene so that no evidence is disturbed; and the crime scene investigator must carefully gather the evidence. **EVALUATE**

3. **FOCUS QUESTION** Answers may vary. Students may say that Ramón would be a good investigator because he gathered evidence before coming to a conclusion. **READING/Writing ACROSS TEXTS**

Science Activity

Encourage students to organize the class fingerprints into groups like those shown in the chart on page 39. Have volunteers describe some of the fingerprints using the terms loops, whorls, and arches.

Internet Research and Inquiry Activity

Students can find more facts about fingerprints at [www.macmillanmh.com](http://www.macmillanmh.com)