



Set Two

The Missing Bus

Someone has stolen a Big Bend city bus, and is demanding money. Jake discovers a clue that leads him and Scoop to a great story.

Vocabulary Words: kidnap, service, stolen, crooks, garage, patrol car, retire, warehouse, business, route, midnight, search warrant, trouble, fake

The Big Race

Scoop and Jake help plan a race to raise funds for the library, and uncover a plot to rig the race. Is Red Grogan involved, and can Scoop and Jake find out in time?

Vocabulary Words: library, enter, entry, form, fee, sponsor, distance, permit, city council, rule, prize, sponge, accuse, proof, motorcycle

The Art Thieves

Big Bend is worried that thieves might steal some famous French paintings on loan to the museum. Jake's love of art and Scoop's love of a good story lead them to a surprise ending.

Vocabulary Words: paintings, museum, snitch, director, tackle

The Unfriendly Town

A strange call, a slashed tire, a disappearing mayor... Scoop and Jake need these clues and more to figure out why a whole town wants them to go away.

Vocabulary Words: mayor, highway, motel, clerk, cabin, vacation, restaurant, slashed, rowboat, oar, float, recorder

The Hopi Necklace

A mysterious woman steals a Hopi artifact, and disappears. Will Scoop and Jake help its owner find the necklace and the mysterious woman who took it?

Vocabulary Words: Hopi, necklace, turquoise, jewelry, clipping, parade, magnifying glass, design, collect, village, desert, rooming house, treasures, guide, crowd

A glossary is included in each book, following the table of contents.

***Extending the Vocabulary:**

- Use the *Semantic Map* to help students increase their understanding of new vocabulary words that might prove challenging.
- You will need an overhead projector (a white board is useful with this), a marker, a blank transparency and a transparency of the *semantic map* with copies to distribute to students. Use your blank transparency to illustrate the words that you generate from your students.
- Introduce the new vocabulary word, *service*; write the word on a blank transparency or on the board. Say the word and ask students to repeat the word.
- Ask students what other words come to mind when they hear the word, *service*.
- If necessary prompt students by asking questions about the word. *What happens when you go to a restaurant and the waiter or waitress comes to your table? Suppose you accompany your parents to Best Buy (or any store) to purchase something. Who comes up to your parents to help them? What is a volunteer? Who volunteers? When someone joins the army, are they providing a service? Have students explain their answers.*
- Record words on the transparency or on the board. *Example: customer service, good, bad, tips, fast, slow, helpful, attitude, smile, car repairs, volunteer, armed services, telephone.*
- Using your transparency as a model, assign categories, and then place words in the categories. *Example: Category is Restaurant, the words included in the category are; waitress, waiter, hostess, tips, bus boy, good attitude, smile, patient, good listener.*
- Now place your *semantic map* transparency on the overhead projector and have the students take out their *semantic map*. Using the semantic map write word, *service* in the middle. Then work with your students to create other categories and assign words that fit into the category. Have students write the words on their *semantic map*. Discuss each word making sure students understand the relationship between the words and the target word, *service*.



Vocabulary Enrichment

The *Concept of Definition Map* can help students to develop a clear, concrete idea of what “knowing” a word really means. Knowing the parts of a good definition will help your students to analyze whether or not they really know the full meaning of a word or concept. The *concept of definition map* is comprised of three elements.

- The overarching category to which the word belongs: *What is it?*
- The important features or characteristics of the word or concept: *What is it like?*
- Specific examples: *What are the examples?*

Let’s look at the word, Hopi.

- The definition in the dictionary specifies the category to which this word belongs (*What is it?*)
An American Indian tribe.
Its important features or characteristics (*What is it like?*)
The Hopi people lived in northeastern Arizona; Uto-Aztecan is the native language of the Hopi people. The original name of the Hopi people is Hopituh Shi-nu-mu, which means, “peaceful people.”
- and finally, some examples (*What are some examples?*). *Other American Indian tribes in the Southwest are Navajo, Apache, Mojave, Pueblo.*

Using the three categories of information, have your students create a comprehensive definition of the word Hopi. It should look similar to the example below.

Definition of Hopi

What is it?

A Hopi is an American Indian tribe

What is it like?

The Hopi people live in northeastern Arizona. Their native language is Uto-Aztecan. The original name of the Hopi people is Hopituh Shi-nu-mu which means, “peaceful people.”

What are some examples?

Some other examples of American Indian tribes in the Southwest are, the Navajo, Apache, Mojave, and Pueblo

Print the *Concept of Definition Map* on the next page, and distribute copies to students. Ask students to select another word from their list of vocabulary words. Using the elements of the ***concept of definition map***, have your students work on their own map using their words. Ask volunteers to discuss why they chose a particular word and then share their maps and definition with the group.

This activity was adapted from the Teaching Reading Sourcebook, 2nd edition, published by Arena Press/Academic Therapy Publications. (2008)

CONCEPT OF DEFINITION MAP

What Is It?

vocabulary word

What Is It Like?

What Are Some Examples?

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The Missing Bus

COMPREHENSION

TRUE/FALSE

Some of the statements below are true. Some are false. Place a “T” in front of those that are true and an “F” in front of those that are false.

- _____ 1. Ed Reed told Scoop about the missing bus.
- _____ 2. The stolen bus was number 24.
- _____ 3. Ed Reed received a phone call asking for \$20,000 in exchange for the stolen bus.
- _____ 4. The city agreed to pay \$20,000 for the return of the bus.
- _____ 5. Scoop decided not to write a story about the missing bus.
- _____ 6. Scoop didn't like his car. It needed too many repairs.
- _____ 7. Scoop and Jake went to the city yard to see the place where the bus had been kidnapped.
- _____ 8. Ed Reed was the last person to see the missing bus.
- _____ 9. Chief Rice was happy that Scoop and Jake decided to help find the missing bus.
- _____ 10. Scoop and Jake went to the city garage to see the other buses.
- _____ 11. The new buses all look the same.
- _____ 12. The city garage is the place where all city vehicles are repaired.
- _____ 13. Chief Rice is in charge of the garage.
- _____ 14. Big Bend has 17 buses.
- _____ 15. Big Bend does not have a bus number 13.
- _____ 16. Joe Ford is almost running the city garage. He's all business and wants to get ahead.
- _____ 17. Scoop and Jake thought they had found the bus in a large warehouse near the old paper mill.
- _____ 18. Chief Rice and two officers broke the lock on the warehouse door and found the missing bus.
- _____ 19. Ed Reed owns the warehouse where the stolen goods were found.
- _____ 20. Scoop and Jake wanted to solve the mystery before the city had to pay \$20,000.
- _____ 21. Scoop, Jake and Ed made the midnight run to give the kidnapper the \$20,000.
- _____ 22. The kidnapper was disguised as an old woman.
- _____ 23. Jake solves the mystery of the missing bus.
- _____ 24. The missing bus was never missing, the number of the bus had been changed.



The Big Race

COMPREHENSION SEQUENCE

Put the facts in the correct order. Number them 1-8.

- ___ While Jake is running at the high school track, he meets Dan Baker.
- ___ Red wants to change the route of the race, so that the runners can run pass the pool hall.
- ___ Dan Baker wins the big race.
- ___ Ann Milardo calls a meeting to discuss the Big Race to raise money for the library.
- ___ Bud Grogan enters the race.
- ___ Scoop and Jake go to the police station to get a permit
- ___ Three men ran onto the track and grabbed Dan.
- ___ Scoop and Jake write down the rules for the Race to Read.

TRUE/FALSE

Some of the statements below are true. Some are false. Place a “T” in front of those that are true- and “F” in front of those that are false.

- ___ 1. Scoop and Jake decide to enter the Big Race.
- ___ 2. Catherine Ouma is a runner from South Carolina.
- ___ 3. The race was to raise money for Red Grogan’s pool hall.
- ___ 4. The winner of the Big Race will receive \$10,000.
- ___ 5. The race will be 12 miles.
- ___ 6. The runner’s entry fee is \$25.00.
- ___ 7. Dan Baker wanted to win because he had lost his job three months ago.
- ___ 8. Catherine Ouma had a lot of sponsors.
- ___ 9. The Big Race was to raise money for the museum.
- ___ 10. Jake and the two boys didn’t see Dan Baker being grabbed by the three men .



Set Two

The Art Thieves

COMPREHENSION
IDENTIFY FACTS

Find the correct answer to complete each sentence. Put an “X” in front of it.

1. In this story the city of Big Bend was getting ready for the
 art show.
 football game.
 hockey game.

2. Twenty paintings were from a museum in
 Big Bend.
 France.
 Riverside.

3. Scoop got a strange call from
 Chief Rice.
 Ann Milardo.
 Red Grogan.

4. Red Grogan owned a
 grocery store.
 pool hall.
 warehouse.

5. Red Grogan told Scoop and Jake
 about two men he heard making plans to steal the paintings.
 that he was going to steal the paintings.
 that he was planning to attend the Art show.

6. Red overheard the two men say
 they were going to steal the paintings on Sunday evening.
 they were going to steal the paintings on Wednesday after midnight.
 they decided not to steal the paintings.



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7. Scoop closed his eyes and started to hum. He said that humming
___ makes him feel better.
___ helps him think.
___ is just a silly habit.
8. Chief Rice became a police officer
___ because he wanted to catch bad guys.
___ because he didn't know what else to do.
___ because his father has been a police officer and he wanted to be just like his Dad.
9. The Big Bend museum director's name was
___ Marie Johnson.
___ Ann Milardo.
___ Andy Warhol.
10. The Museum Director told the chief that
___ the museum had hired more guards for the show.
___ the show will be moving to Rock Falls to protect the French paintings.
___ the French paintings will be moved to a warehouse to protect them.
11. Scoop wrote two stories about the art show. He
___ wrote about the art thieves, and Red's meeting with him.
___ told about the twenty French paintings, and that they had arrived in Big Bend.
___ wrote that the art show was cancelled, and that the show had to moved to Rock Falls.
12. Scoop, Jake, and Chief Rice and his officers were waiting
___ at the Museum to catch the art thieves.
___ at the warehouse to catch the art thieves.
___ at the museum in Rock Falls to catch the art thieves
13. When Chief Rice and the other officers arrived at the warehouse, they saw
___ an older man waiting for a bus.
___ the missing bus.
___ two white vans parked next to the building, and four men carrying and putting the paintings in the van.



The Unfriendly Town

**THINK AND WRITE
PREDICTING**

Reread *The Unfriendly Town*. Pretend you are trying to solve a mystery. Below, write clues that tell what might happen in the story.

In your paragraph, be sure to...

- tell about the mysterious phone call from Liz Burke
- explain how the town of Riverside looked as Scoop and Jake drove through it
- describe the reaction of the townspeople to Scoop and Jake
- tell what happened when Scoop asked about Liz Burke
- predict what Jake saw looking over the fence
- use details from the story to support your answer



The Hopi Necklace

THINK AND WRITE
UNDERSTANDING CHARACTER

Reread *The Hopi Necklace*. Write a paragraph that tells what happens in the story from Rosa Bell’s point of view. Write your first draft on the lines below. Then you can write your final draft on a separate piece of paper.

In your paragraph, be sure to...

- tell what Rosa thinks when she first hears that someone is looking for the stolen Hopi necklace
- explain why this necklace is so important to Rosa
- describe how Rosa must have felt when she was on the run
- describe how Rosa must have felt when she is finally discovered
- use details from the story to support your answer



The Missing Bus

COMPREHENSION

TRUE/FALSE

- | | |
|-------|-------|
| 1. T | 13. F |
| 2. F | 14. F |
| 3. T | 15. T |
| 4. F | 16. T |
| 5. F | 17. T |
| 6. F | 18. T |
| 7. T | 19. F |
| 8. F | 20. T |
| 9. T | 21. T |
| 10. F | 22. F |
| 11. T | 23. T |
| 12. T | 24. T |

The Big Race

COMPREHENSION

SEQUENCE

- 4 While Jake is running at the high school track, he meets Dan Baker.
- 6 Red wants to change the route of the race, so that the runners can run pass the pool hall.
- 8 Dan Baker wins the big race.
- 1 Ann Milardo calls a meeting to discuss the Big Race to raise money for the library.
- 5 Bud Grogan enters the race.
- 3 Scoop and Jake go to the police station to get a permit
- 7 Three men ran onto the track and grabbed Dan.
- 2 Scoop and Jake write down the rules for the Race to Read.

TRUE/FALSE

- 1. F
- 2. F
- 3. F
- 4. F
- 5. T
- 6. T
- 7. T
- 8. T
- 9. F
- 10. F



The Art Thieves

COMPREHENSION IDENTIFY FACTS

Find the correct answer to complete each sentence. Put an “X” in front of it.

In this story the city of Big Bend was getting ready for the *art show*.

Twenty paintings were from a museum in *France*.

Scoop got a strange call from *Red Grogan*.

Red Grogan owned a *pool hall*.

Red Grogan told Scoop and Jake *about two men he heard making plans to steal the paintings*.

Red overheard the two men say *they were going to steal the paintings on Wednesday after midnight*.

Scoop closed his eyes and started to hum. He said that humming *helps him think*.

Chief Rice became a police officer *because he wanted to catch bad guys*.

The Big Bend museum director’s name was *Marie Johnson*.

The Museum Director told the chief that *the museum had hired more guards for the show*.

Scoop wrote two stories about the art show. He *told about the twenty French paintings, and that they had arrived in Big Bend*.

Scoop, Jake, and Chief Rice and his officers were waiting *at the Museum to catch the art thieves*.

When Chief Rice and the other officers arrived at the warehouse, they saw *two white vans parked next to the building, and four men carrying and putting the paintings in the van*.