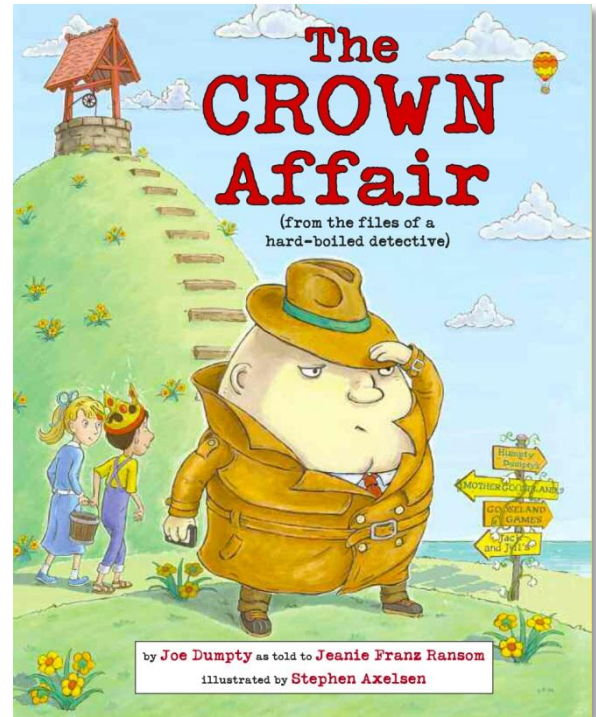


A Common Core State Standards
Aligned Discussion & Activity Guide
for

The CROWN
Affair
(from the files of a
hard-boiled detective)



Grades: 1 to 4 ISBN: 978-1-58089-552-1

Written by Jeanie Franz Ransom

Illustrated by Stephen Axelsen

Published by Charlesbridge

Jack fell down and lost his crown . . . and Joe Dumpty, Private Investigator, is hot on the case to find it.

Mother Gooseland is buzzing with preparation for the upcoming Gooseland Games, and with the crown being first prize, Joe needs to crack the case before it's too late. With his detective notebook in hand, Joe rolls through town questioning possible suspects. Will P.I. Joe be able to solve the case and return the prize crown before the games?

Guide Created by Debbie Gonzales

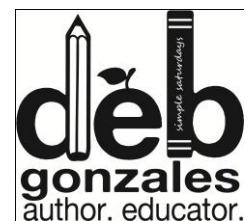




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Discussion Questions

“Jack and I went up The Hill,” Jill said. “But all of a sudden, there was this big BOOM, BOOM, BOOM overhead. The ground shook and Jack and I fell down.”

“When did you notice the crown was missing?” I asked.

- ✎ Think and act like a Private Investigator:
 - Define the problem. What crime has occurred? How do you know?
 - Gather facts. Clearly state the action in the scene. Tell what happened.
 - Search for clues. Review Jill’s statement. Consider Jack’s odd accusation.
 - Make observations. Study the illustrations closely. Make note of suspicious activity.
- ✎ State one aspect of Jill’s story that seems out of place or highly irregular.

As I approached Jack Sprat’s house, I heard two people fighting.

Could they be fighting about the crown? My yolk trembled as I knocked on the door.

- ✎ Describe the scene P. I. Joe Dumpty discovered when he approached Jack Sprat’s house.
- ✎ Explain the one common occurrence that links this scene with that of Jack and Jill falling down The Hill.
- ✎ Make observations. Study the illustrations closely. Make note of suspicious activity.
- ✎ Explain why Jack Sprat was not considered to be a suspect in the crime of stealing the crown.

At first I didn’t think that Jack B. Nimble was home, because normally he’s answer on the first knock. I waited. And waited. Until...

- ✎ Describe the scene P. I. Joe Dumpty discovered when he approached Jack B. Nimble’s house.
- ✎ Explain the one common occurrence that links this scene with that of Jack Sprat’s house, and when Jack and Jill fell down The Hill.
- ✎ Make observations. Study the illustrations closely. Make note of suspicious activity.
- ✎ Explain why was convinces that Jack B. Nimble was not a suspect in the crime of stealing the crown.

“I’m house sitting for Jack Hammer,” Goldy said. “He’s been out of town all week.”

- ✎ Describe the scene P. I. Joe Dumpty discovered when he approached Jack Hammer’s house.
- ✎ Explain the one common occurrence that links this scene with that of Jack Sprat’s and Jack B. Nimble’s houses, as well as when Jack and Jell fell down The Hill.





- ✎ Make observations. Study the illustrations closely. Make note of suspicious activity.
- ✎ Describe the lead Goldy gave to P. I. Joe Dumpty. Tell why it holds possibility to be a good one.

Sure enough, when I got to the Muffin Man's Bake Shoppe, there was Little Jack Horner, sitting in the corner.

- ✎ Describe the scene P. I. Joe Dumpty discovered when he approached the Muffin Man's Bake Shoppe. Note any suspicious activity.
- ✎ Justify Jack Horner's excuse for not stealing the crown. In other words, what was Jack Horner's alibi?
- ✎ Explain why the magic bean serves as an important clue.

My phone rang as I followed Jack's mom into the house. It was spider.

- ✎ List the facts Spider discovered when he interviewed Giant. Note any suspicious activity.
- ✎ Explain the link between Giant's interview and an occurrence described by the other suspects. Tell why this occurrence is critical to breaking the case.
- ✎ Discuss the time element to breaking this case. Tell why it is important for P. I. Joe Dumpty to find the crown within a certain amount of time. What are the stakes? Why is this important factor?

I raced outside and saw a ladder nailed to the side of a tree. Where was Spider when I needed him? I looked up and there was Jack Beanstalk, wearing the missing crown!

- ✎ Study the illustration depicting Jack Beanstalk seated in the tree house. Predict how he is feeling at this moment. Explain how you know.
- ✎ Explain why P. I. Joe Dumpty wishes that Spider was with him.
- ✎ Discuss why Jack Beanstalk feels that the crown belongs to him.
- ✎ Describe what Jack Beanstalk means when he said, "Timing is everything." List the sequence of planned events that took place in order for him to steal the crown.
- ✎ Tell why Jack Beanstalk is forbidden to run in the Gooseland Games.

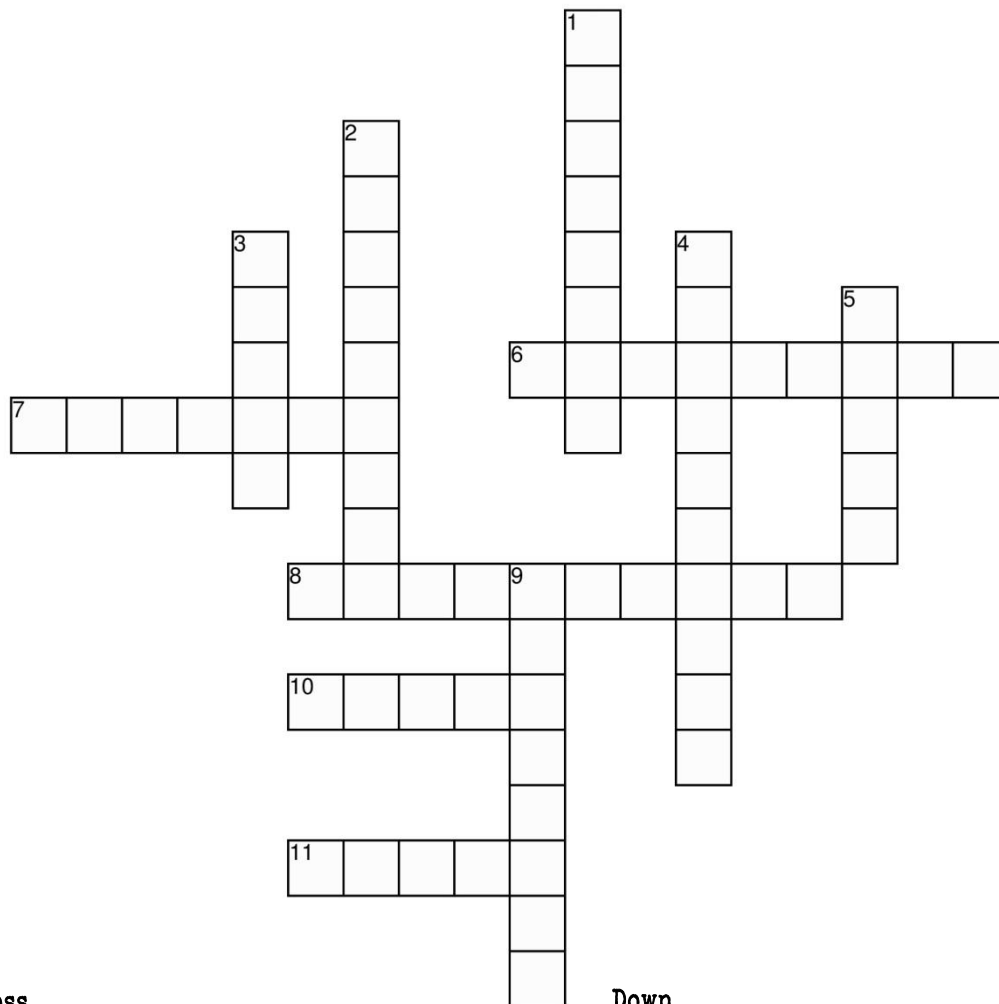
"Good work, Joe," Chief Goose said. "You came through for everyone in Mother Gooseland."

- ✎ Explain how Spider helped saved the day.
- ✎ Observe the illustration. Note the time on the clock. Note the expressions of the characters in the scene. Tell the story behind this illustration.





The Crown Affair Crossword Puzzle



Across

- 6. The scene of the crime
- 7. A person thought to be guilty of a crime
- 8. A clue that is intended to be misleading or distracting
- 10. Evidence that a person one was elsewhere when a crime was committed
- 11. The stolen object

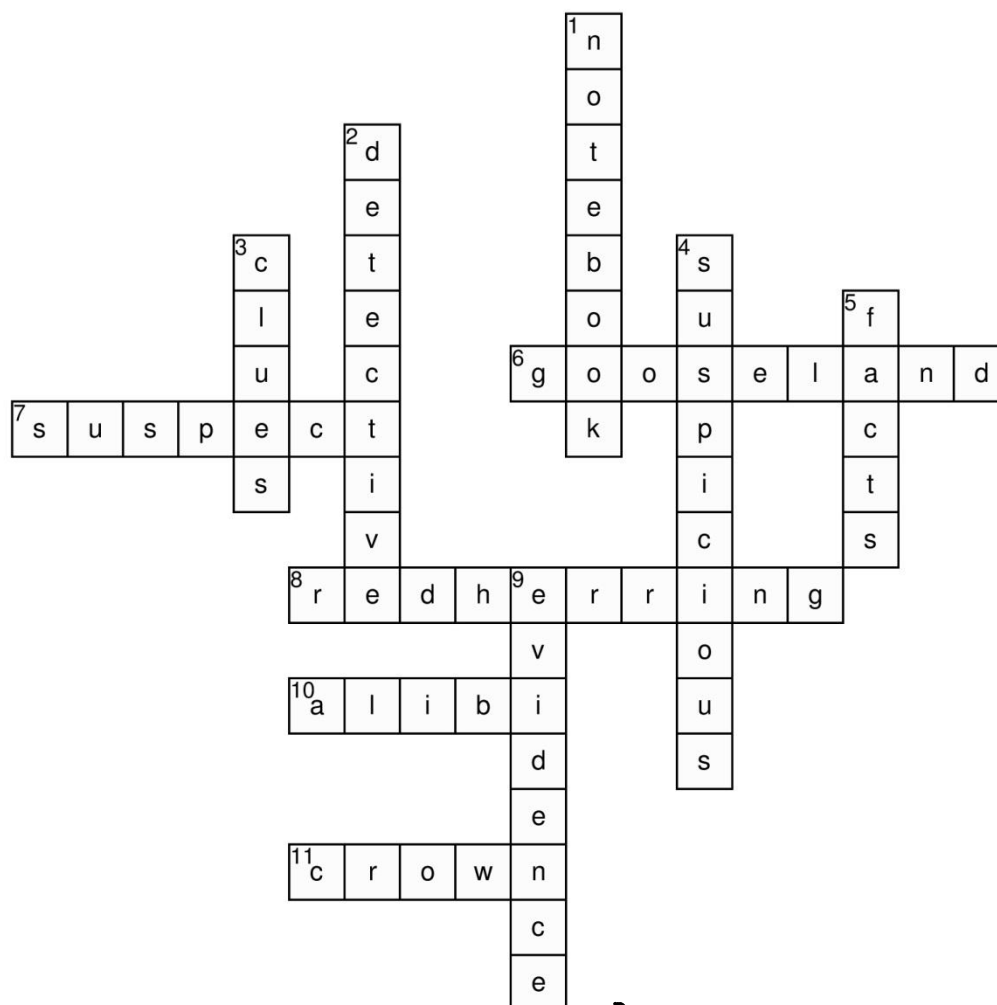
Down

- 1. Used to record clues
- 2. Another name for a Private Investigator
- 3. Evidence or information used in solving of a mystery
- 4. Having the belief that someone is involved in dishonest activity
- 5. Information used as evidence
- 9. Facts or information proving if a proposition is true





The Crown Affair Crossword Puzzle Answers



Across

- 6. The scene of the crime
- 7. A person thought to be guilty of a crime
- 8. A clue that is intended to be misleading or distracting
- 10. Evidence that a person one was elsewhere when a crime was committed
- 11. The stolen object

Down

- 1. Used to record clues
- 2. Another name for a Private Investigator
- 3. Evidence or information used in solving of a mystery
- 4. Having the belief that someone is involved in dishonest activity
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- 9. Facts or information proving if a proposition is true





P. I. Strategy: Establishing Alibis and Motive

Jack's eyes flew open. He looked right at me. "It's Jack," he said.

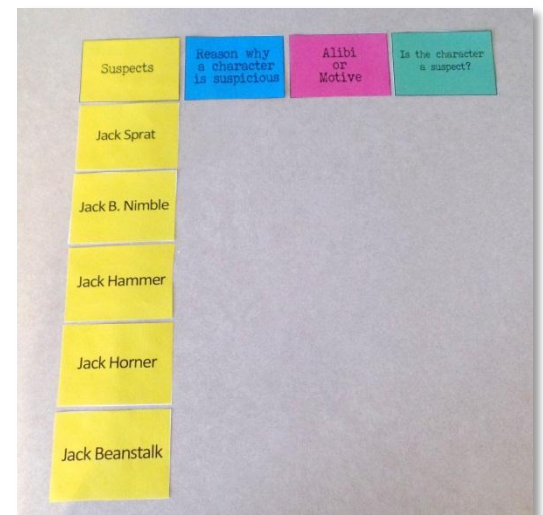
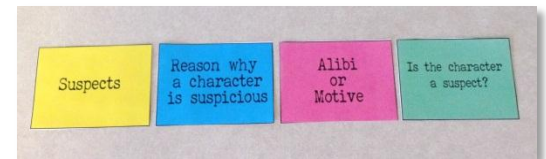
Objective: To identify and reinforce comprehension of key details in a hands-on, game-like manner.

Materials:

- The Crown Affair (from the files of a hard-boiled detective)*
- Cardstock
- P. I. Strategy: Establishing Alibis and Motive Game Cards (Guide, pgs. 9 to 13)
- P. I. Strategy: Establishing Alibis and Motive Answer Sheet (Guide, pg. 14)
- Scissors

Procedure:

- Print P. I. Strategy: Establishing Alibis and Motive Game Cards on card stock.
- Use scissors to trim around P. I. Strategy: Establishing Alibis and Motive Game Cards.
- Group P. I. Strategy: Establishing Alibis and Motive Game Cards in stacks according to color.
- Place topic title cards, side-by-side, horizontally in the following sequence:
 - Suspects
 - Reasons Character is Suspicious
 - Alibi or Motive
 - Is Character a Suspect?
- Beneath the Suspect title card, organize the yellow name cards in the following manner:
 - Jack Sprat
 - Jack B. Nimble
 - Jack Hammer
 - Jack Horner
 - Jack Beanstalk
- Search through the blue cards to locate the card stating Jack Sprat's reason for being suspicious. Place the correct card to the right of the name card and under the blue topic title card.
- Search through the peach cards to locate the card stating Jack Sprat's alibi or motive. Place the correct card to the right of the blue card and under the peach topic title card.





- ✎ Search through the green cards to locate the card stating whether Jack Sprat is a suspect or not. Place the correct card to the right of the peach card and under the green topic title card.
- ✎ Continue organizing P. I. Strategy Game Cards in this manner.
- ✎ Once complete, use the P. I. Strategy: Establishing Alibis and Motive Answer Sheet to check your work.

Suspects	Reason why a character is suspicious	Alibi or Motive	Is the character a suspect?
Jack Sprat	"It's Jack! Jack! Jack, I tell you!" Jack shouted.	They both heard an earthquake during breakfast.	No
Jack B. Nimble	"It's Jack! Jack! Jack, I tell you!" Jack shouted.	He fell as a result of hearing the earthquake, injuring his foot and scorching his bottom.	No
Jack Hammer	"It's Jack! Jack! Jack, I tell you!" Jack shouted.	He was out of town.	No
Jack Horner	"It's Jack! Jack! Jack, I tell you!" Jack shouted.	Because he cracked a tooth on a plum pit, he already had a crown -- from the dentist.	No, and revealed a major clue -- a magic bean.
Jack Beanstalk	There was only one person who could've dropped this magic bean.	Forbidden to participate in the Gooseland Games due to testing positive for magic beans last year.	YES! Case is closed.



P. I. Strategy: Establishing Alibis and Motive Game Cards

Alibi
or
Motive

Is the character
a suspect?

Reason why
a character
is suspicious

Suspects





No

No, and revealed
a major clue ---
a magic bean.

No

YES!
Case is closed.

No





They both heard an
earthquake during
breakfast.

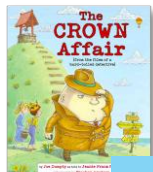
Because he cracked
a tooth on a plum
pit, he already had
a crown – from the
dentist.

He fell as a result
of hearing the
earthquake, injuring
his foot and
scorching his bottom.

He was
out of town.

Forbidden to
participate in the
Gooseland Games
due to testing
positive for magic
beans last year.





There was only one
person who
could've dropped
this magic bean.

"It's Jack! Jack!
Jack, I tell you!"
Jack shouted.

"It's Jack! Jack!
Jack, I tell you!"
Jack shouted.

"It's Jack! Jack!
Jack, I tell you!"
Jack shouted.

"It's Jack! Jack!
Jack, I tell you!"
Jack shouted.





Jack Sprat

Jack B. Nimble

Jack Horner

Jack Hammer

Jack Beanstalk





P. I. Strategy: Establishing Alibis and Motive Answers

Suspects	Reason why character is suspicious	Alibi or Motive	Is the character a suspect?
Jack Sprat	"It's Jack! Jack! Jack, I tell you!" Jack shouted.	They both heard an earthquake during breakfast.	No
Jack B. Nimble	"It's Jack! Jack! Jack, I tell you!" Jack shouted.	He fell as a result of hearing the earthquake, injuring his foot and scorching his bottom.	No
Jack Hammer	"It's Jack! Jack! Jack, I tell you!" Jack shouted.	He was out of town.	No
Jack Horner	"It's Jack! Jack! Jack, I tell you!" Jack shouted.	Because he cracked a tooth on a plum pit, he already had a crown—from the dentist.	No, and revealed a major clue—a magic bean.
Jack Beanstalk	There was only one person who could've dropped this magic bean.	Forbidden to participate in the Gooseland Games due to testing positive for magic bean last year.	Yes! Case is closed.









Thinking like a Detective: Fact Finding

And that's where I come in.

Who am I? I'm Joe Dumpty, Private Investigator.









Objective: To summarize the procedure and conclusion of a science project in an explanatory essay.

Materials:

-  Paper
-  Pencil
-  One raw egg
-  One hard-boiled egg



Procedure:

-  Explain that the intent of this exercise is to discover which of the two eggs is raw and which is hard-boiled without cracking their shells. Tell students that they will be approaching this science experiment as if they were detectives.
-  Discuss currently known facts about raw and hard-boiled eggs.
 - Compare the two types of eggs. List the ways that the two are the same.
 - Contrast the two types of eggs. Tell how the two are difference.
-  Set out the two eggs – one raw and one hard-boiled.
-  Ask the students to observe the eggs closely, indicating whether they can tell the difference between the two in this way.
-  Instruct the students to make further investigations and listing their conclusions. Are the students able to distinguish between the two eggs when they...?
 - Smell the two eggs.
 - Lift them.
 - Shake them
 - Roll them.
 - Lay them on their sides.
-  Lastly, instruct the students to hold the eggs up and spin them like a top, noticing that one egg spins nicely and the other flops over.
-  Crack the egg that spins nicely. Describe observation.
-  Explain that hard-boiled eggs can spin easily because they are solid inside, while raw eggs wobble because they are liquid inside.

Writing Prompt: *Instruct the students to write a short piece describing the steps and conclusion for this experiment, approaching the topic in a fictional manner by casting themselves as a private investigator attempting to discover which egg is raw and which is hard-boiled.*





Common Core State Standards Alignment

English Language Arts Standards » Reading: Literature

		Discussion Questions	Crossword Puzzle	P. 1. Strategy	Thinking Like a Detective
CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.	✓		✓	
CCSS.ELA-Literacy.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	✓		✓	
CCSS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.	✓		✓	
CCSS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	✓			
CCSS.ELA-Literacy.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	✓	✓	✓	✓
CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	✓		✓	
CCSS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.	✓		✓	
CCSS.ELA-Literacy.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	✓			
CCSS.ELA-Literacy.RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓	✓
CCSS.ELA-Literacy.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	✓		✓	
CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	✓		✓	
CCSS.ELA-Literacy.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.		✓		
CCSS.ELA-Literacy.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.	✓		✓	
CCSS.ELA-Literacy.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	✓		✓	





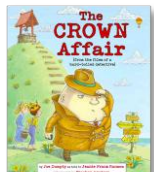
English Language Arts Standards » Reading: Literature (cont.)

		Discussion Questions	Crossword Puzzle	P. I. Strategy	Thinking Like a Detective
CCSS.ELA-Literacy.RL.4.4	Determine the meaning of words and phrases as they are used in a text.		✓		
CCSS.ELA-Literacy.RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	✓		✓	

English Language Arts Standards » Writing

CCSS.ELA-Literacy.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.				✓
CCSS.ELA-Literacy.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.				✓
CCSS.ELA-Literacy.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				✓
CCSS.ELA-Literacy.W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.				✓
CCSS.ELA-Literacy.W.3.2.b	Develop the topic with facts, definitions, and details.				✓
CCSS.ELA-Literacy.W.3.2.d	Provide a concluding statement or section.				✓
CCSS.ELA-Literacy.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.				✓
CCSS.ELA-Literacy.W.3.7	Conduct short research projects that build knowledge about a topic.				✓
CCSS.ELA-Literacy.W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				✓
CCSS.ELA-Literacy.W.4.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.				✓





English Language Arts Standards » Writing (cont.)

		Discussion Questions	Crossword Puzzle	P. I. Strategy	Thinking Like a Detective
CCSS.ELA-Literacy.W.4.2.e	Provide a concluding statement or section related to the information or explanation presented.				✓
CCSS.ELA-Literacy.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.				✓

English Language Arts Standards » Speaking & Listening

CCSS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	✓			
CCSS.ELA-Literacy.SL.1.1.a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	✓			
CCSS.ELA-Literacy.SL.1.1.b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	✓			
CCSS.ELA-Literacy.SL.1.1.c	Ask questions to clear up any confusion about the topics and texts under discussion.	✓			
CCSS.ELA-Literacy.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	✓			
CCSS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	✓			
CCSS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	✓			
CCSS.ELA-Literacy.SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	✓			
CCSS.ELA-Literacy.SL.2.1.a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	✓			
CCSS.ELA-Literacy.SL.2.1.b	Build on others' talk in conversations by linking their comments to the remarks of others.	✓			
CCSS.ELA-Literacy.SL.2.1.c	Ask for clarification and further explanation as needed about the topics and texts under discussion.	✓			





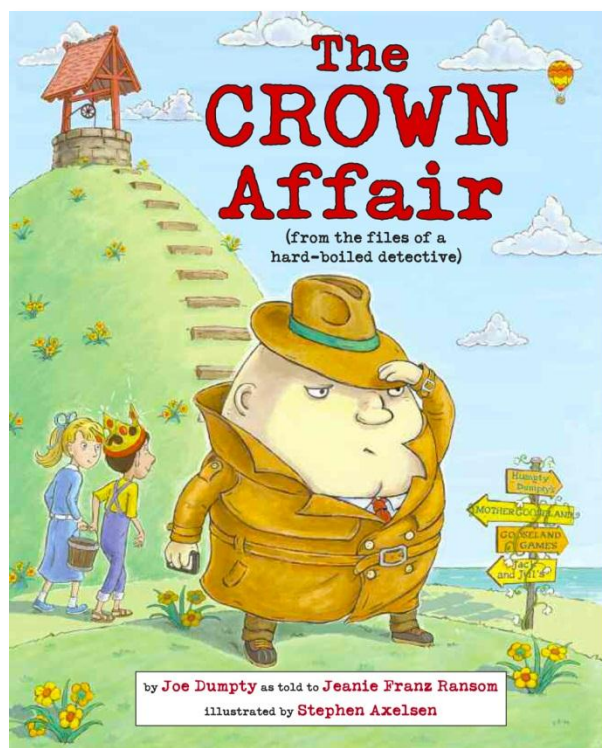
English Language Arts Standards » Speaking & Listening (cont.)

CCSS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	✓			
CCSS.ELA-Literacy.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	✓			
CCSS.ELA-Literacy.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	✓			
CCSS.ELA-Literacy.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	✓			
CCSS.ELA-Literacy.SL.3.1.b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	✓			
CCSS.ELA-Literacy.SL.3.1.d	Explain their own ideas and understanding in light of the discussion.	✓			
CCSS.ELA-Literacy.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	✓			
CCSS.ELA-Literacy.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	✓			
CCSS.ELA-Literacy.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.	✓			
CCSS.ELA-Literacy.SL.4.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.	✓			
CCSS.ELA-Literacy.SL.4.1.c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	✓			
CCSS.ELA-Literacy.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	✓			





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