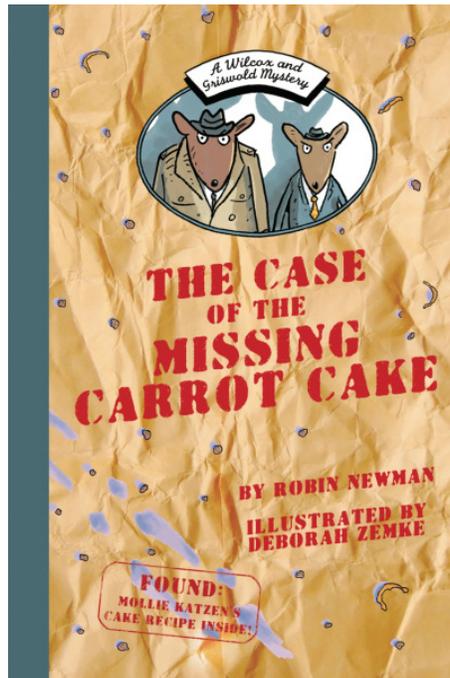




## A TEACHER'S GUIDE

SUGGESTED GRADE LEVEL: 2<sup>ND</sup> - 3<sup>RD</sup>



# THE CASE OF THE MISSING CARROT CAKE

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ILLUSTRATED BY DEBORAH ZEMKE

Watch the video of actor  
**Wanda Sykes**  
reading this story at  
[storylineonline.net](http://storylineonline.net)



# ABOUT THIS STORY

## SYNOPSIS

When crime happens, especially when food goes missing on Ed's farm, mouse crime fighters and food detectives Wilcox and Griswold are the animals to call. When Miss Rabbit's carrot cake goes missing, they do what it takes to track down the thieves.

## THEMES IN THE STORY

Problem-Solving, Patience, Community, Friendship

# READING AND WRITING

SUGGESTED GRADE LEVEL: 2<sup>ND</sup> - 3<sup>RD</sup>

## ELA COMMON CORE STANDARD

**Reading Literature:** Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. *Standards listed below are for second and third grades, but can be adapted to fourth grade standards.*

## BEFORE VIEWING

**Standards:** CCSS.SL.2.1, CCSS.SL.3.1

**Teacher Prep:** Since students will be asked to make predictions, preview the video and mark spots where you would like students to make a prediction.

**Sentence Strip:** I think the story will be about \_\_\_\_\_ because \_\_\_\_\_.

**Objective:** Tap knowledge and build background to prepare for viewing the video.

### Procedure:

**Step 1:** Build background for students by discussing the following points with students:

Read the title: *The Case of the Missing Carrot Cake*. Ask students what does the word *case* mean as used in the title.

What kind of a story will this be? (mystery) How do you know?

**Step 2:** Tell students that good readers use clues in the story to help them make predictions about the story.

**Step 3:** Guide students in making predictions through the “think-aloud” strategy:

Before beginning the video, say, “I am going to guess or predict that this story will be about a missing carrot cake. Can anyone tell me why I think this?” Let students give their ideas.

**Step 4:** Partner students for viewing the video. Before beginning the video, post the sentence frame for students to complete with their partner: *I think the story will be about \_\_\_\_\_ because\_\_\_\_\_.*

## DURING VIEWING

**Focus:** Making predictions

**Standards:** CCSS.SL.2.2, CCSS.SL.3.2

**Objective:** Students will make use of context clues to make predictions about the story.

### Procedure:

**Step 1:** Use the “think-aloud” strategy to model and guide students in the process of predicting during the viewing of the video. Teacher should think aloud, then have partners use the same strategy to make predictions to each other. A suggestion is offered below:

*My prediction about the story was right, but I didn't think \_\_\_\_\_ would happen. I'm going to make a new prediction based on what was read. Since she just read \_\_\_\_\_ I think \_\_\_\_\_ will happen.*

**Step 2:** Make sure to stop before viewing *Video Surveillance and Stakeout*. Allow students time to discuss and revise their predictions.

**Step 3:** Think aloud after viewing:

*My first prediction was \_\_\_\_\_. Then after reading watching the video, I predicted \_\_\_\_\_. Now that I finished watching I think my predictions were close/not close to what really happened because \_\_\_\_\_.*

**Step 4:** Allow pairs to share their predictions with class.

## AFTER VIEWING

**Standards:** CCSS.RL.2.2, CCSS.RL.2.3, CCSS.RL.2.5, CCSS.RL.3.2, CCSS.RL.3.3, CCSS.RL.3.5

**Objective:** Students will summarize the story using the sequence of events in the story and identify how the setting changes throughout the story.

**Materials:** Copies of Story Sequence Chart (included at end)  
**Teacher Prep:** Copy sequence chart on chart paper or display on whiteboard.

### Procedure:

- Step 1: Display the chart and discuss the structure of the story and how the setting changes.
- Step 2: Students complete the sequence chart using pictures or words.
- Step 3: Students can use the sequence chart to write a summary of the story.

## READING RESPONSE

**Standards:** CCSS.RL.2.1, CCSS.RL.3.1

**Objective:** Students will answer the prompt using at least two details from text to support the response.

**Reading Prompt:** Fowler tells the detectives that Porcini the Pig is the carrot cake thief. Why does she think this? Use details from the story to support your response.

## WRITING - NARRATIVE

**Standards:** CCSS.W.2.3, CCSS.W.3.3

**Mystery Writing:** The Case of the Missing \_\_\_\_\_

**Objective:** Students will write a narrative using grade appropriate sentence structure and spelling.

**Writing Prompt:** Your favorite snack is missing from your lunchbox. What happened?

**Materials:** Writing Tools  
Paper  
 **Google It!**: Mystery Story Map

### Procedure:

- Step 1: Discuss the prompt with the students.
- Step 2: Allow students to brainstorm story ideas with a partner.
- Step 3: Write the story using the 5-step Writing Process.
- Step 4: Compile the stories into a book – What Happened to My Snack?  
A Book of Mysteries by \_\_\_\_\_

# ACROSS THE CURRICULUM ACTIVITIES

## MATH - TELLING TIME

### MATERIALS —

**Teacher Prep:** Create a worksheet by mixing up the times on the sequence chart provided at the end of guide.

Glue

Scissors

Construction paper

Teacher made worksheet

### PROCEDURE —

**Step 1:** Give each student a worksheet and instruct them to draw a clock on the right side of the chart showing the time indicated.

**Step 2:** Cut the sheet apart and order the time.

**Step 3:** Glue on construction paper.

### EXTENSION ACTIVITY —

Have students find elapsed time between the events.

## SCIENCE - DACTYLOSCOPY

### EXPERIMENT: DUSTING FOR FINGERPRINTS

**Dactyloscopy** [dak-tuh-los-kuh-pee] is the study of fingerprints. Fingerprints are made of series of ridges and grooves on the surface of a finger; the loops, twists, and arches formed by those ridges and grooves generally follow a number of distinct patterns. The police, detectives and FBI use fingerprints to investigate crime scenes.

### MATERIALS —

Hand lotion

Powder

Scotch tape

Small brush

Black construction paper

Magnifying glasses

### PROCEDURE —

**Step 1:** Rub a small amount of lotion on hands to help make prints easier to find.

**Step 2:** Find a small surface area (desks work) to press your fingers and leave your prints

**Step 3:** Sprinkle a small amount of powder onto the surface that you touched.

**Step 4:** Use a brush to GENTLY brush away the excess powder. Be sure to leave the prints intact.

**Step 5:** Place a piece of scotch tape on top of the powdery print, then lift the tape. Place the tape onto a black square of construction paper. Label the square with name and display in classroom.

**Step 6:** Use a magnifying glass for closer observation.

## ART: FINGERPRINT ART

### **MATERIALS —**

Ink pads or washable poster paint (various colors)  
White construction paper  
Colored pencils, crayons, markers

### **PROCEDURE —**

Students place their fingers in the ink pad and use their fingerprints to create a picture.

*CAUTION: If using paint, it is suggested that they use a paint brush to brush paint on fingers.*

 **Google It!:** Search “Fingerprint Art” for ideas and examples.

## THE CASE OF THE MISSING CARROT CAKE – SEQUENCE CHART

NAME \_\_\_\_\_

<p style="text-align: center;"><b>Case File #1113</b> 10:00am, Headquarters</p>	
<p style="text-align: center;"><b>The Crime Scene</b> 10:15am, Home of Miss Rabbit</p>	
<p style="text-align: center;"><b>Suspects and Clues</b> 11:00am, Fowler’s Maple Tree</p>	
<p style="text-align: center;">11:45am, Porcini’s Pigpen</p>	
<p style="text-align: center;">12:00pm, Dirt Road Leading to Hot Dog’s House</p>	
<p style="text-align: center;">12:05pm, Dog House</p>	
<p style="text-align: center;"><b>Video Surveillance and Stakeout</b> 12:30pm, Fowler’s Maple Tree</p>	
<p style="text-align: center;"><b>Morning Starts with a Scream</b> 9:00am, Home of Miss Rabbit</p>	
<p style="text-align: center;"><b>The Long-Awaited Party</b> 4:00pm, Home of Miss Rabbit</p>	

# ABOUT US

## ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's children's literacy website *Storyline Online*® streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online receives millions of views every month in hundreds of countries. Visit Storyline Online® at [storylineonline.net](http://storylineonline.net).

## ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy program. Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs. Visit [sagaftra.foundation](http://sagaftra.foundation).

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