



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, 2<sup>nd</sup> edition, published by Arena Press/Academic Therapy Publications. (2008)

**CONCEPT OF DEFINITION MAP**

**What Is It?**

[Empty box for definition]

**vocabulary word**

**What Is It Like?**

[Empty box for characteristic]

[Empty box for characteristic]

[Empty box for characteristic]

[Four empty boxes for examples]

**What Are Some Examples?**

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



## *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.



Set Two

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.







Set Two

### *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*.