Lesson 3: Solving Mysteries!

**PART 1:**

Read the following story. Then, answer the questions below to solve the mystery of the missing pudding.

Maya went to the supermarket with her mother. While they were there, Maya bought her favorite kind of dessert: chocolate pudding! As soon as she got home from the store, Maya put the pudding in a paper bag and taped it shut. She wrote "Maya's Top Secret Package of Danger. Hands off!" on the bag. She wanted to save the pudding for tomorrow's snack, along with the usual carrot, of course.

Maya's mother thought the bag looked a little strange. She asked Maya why she had written that on the bag. Maya explained, "I don't want the dog to eat the pudding!"

"Why not?" her mother asked.

"Well, chocolate pudding IS her favorite," Marco responded. "Ah ha!" Maya cried, "I knew you took it!"

The family dog, Daisy, was nowhere to be seen.

"Who knows what Daisy might have done with the pudding?" Maya's mother said. "We should check the garbage can and the recycling bin.

"Okay," Maya said. "Let's check the garbage can and the recycling bin.

Maya decided to explore one more place. She went to her brother's room. Maya searched every inch of the room. She even looked under the bed. Suddenly, Maya spotted something familiar in the corner of the room. It was... a dog dish!

"The container in the dish was a piece of evidence." Maya said. "We should get the dish to the evidence room.

"But how do we know that Daisy took the pudding?" her brother asked.

"Because she loves chocolate pudding!"

The family got the dish to the evidence room. Maya's brother took a picture of the dish. Then, Maya and her brother took a picture of the pudding. They both signed the forms. The evidence was in.

**Culminating Activity:**

Divide students into groups of three. Instruct each group with an article. Tell students to complete Part 2. Remind them that the five Ws are valuable tools in gathering information for an article or solving a mystery.

**Extension:**

a young person living during the Great Depression were sometimes treated badly just because they were poor. Explain that when people treat someone badly just based on simple factors such as money, race, or where they are from, it is prejudice.

**Bonus Activity:**

Bring in copies of current newspaper headlines that might have appeared during the 1930s. Direct students to complete Part 2. Remind them that each group should answer all of the five Ws.

**Lesson Objectives:**

- Students will learn about the five Ws of writing and reporting skills.
- Students will practice using the five Ws to help them gather important facts and put them into a story.

**Lesson Steps:**

1. Visit
2. Tell students that people who lost their jobs a very wealthy of money to spend. However, by 1930, America was a very wealthy of money to spend. However, by 1930, people lost their jobs. Teach students that, during the Great Depression, many people got their news well as how they can help people who are.
3. Tell students that the Great Depression were sometimes treated badly just because they were poor. Explain that when people treat someone badly just based on simple factors such as money, race, or where they are from, it is prejudice.
4. Direct students to Part 1 of the newspaper. Tell students that most journalists. Tell students that the five Ws are valuable tools in gathering information for an article or solving a mystery.
5. Live from the Scene!
   - Point out the definition. Tell students that the five Ws are valuable tools in gathering information for an article or solving a mystery.
   - Write the word. As a class, fill in the table with the five Ws. Once complete, have each group present their mystery to the class and have the other students solve.
   - How do you know it was pudding unless he took it; 2. The dog may have taken it; 4. May a couldn't have proven that Marco took the pudding because he could have known what the snack was by looking through the bag.)
   - As a class, fill in the table with the five Ws. Once complete, have each group present their mystery to the class and have the other students solve.
   - The dog may have taken it; 4. May a couldn't have proven that Marco took the pudding because he could have known what the snack was by looking through the bag.)
   - The dog may have taken it; 4. May a couldn't have proven that Marco took the pudding because he could have known what the snack was by looking through the bag.)
   - The dog may have taken it; 4. May a couldn't have proven that Marco took the pudding because he could have known what the snack was by looking through the bag.)

**Time Required:**

One 40-minute class period

**Causes and Effects of the Great Depression**

```
Visit www.kitkittredge.com to learn more about 80 and her new mystery picture coming to theaters July 21.
```

**Cincinnati Register**

```
Oklahoma City, 115, 153, 113 (Via AP)
```

**An American Girl**

```
Photos, top to bottom: © 1996 PhotoDisk, Inc.; Photo by Cylla von Tiedemann, © MMVIII New Line Cinema Picturehouse Holdings, Inc. All Rights Reserved.
```

**“REPORTING: LIVE FROM THE SCENE!”**

```
You are a young reporter at the Cincinnati Register. He wants to know if it’s good if you’ve got the lead paragraph. The lead paragraph should answer all of the five Ws.
```

**“Maya and the Missing Pudding”**

```
Visit www.kitkittredge.com to learn more about 80 and her new mystery picture coming to theaters July 21.
```