The Mystery of the Missing Cookies

**Theme:** Comparing Numbers

- Numbers Big and Small (Level J/18)
- The Mystery of the Missing Cookies (Level J/18)

**Genre/Summary:**
In this mystery, someone ate a plate of cookies. The students in Mr. Soto’s after-school Detective Club follow the clues to discover that the culprit is Mr. Soto himself.
Related Resources
The following Benchmark Education Company resources support the skills and strategies taught in this lesson.

Early Explorers Partner
• Numbers Big and Small (Nonfiction, Level J/18)

Early Comprehension Strategy Poster
• Make Predictions

Fluency and Language Development
• The Mystery of the Missing Cookies Audio CD

Text-Dependent Comprehension Resources
• The Mystery of the Missing Cookies Comprehension Question Card
• Power Tool Flip Chart for Teachers
• Student Bookmark

Assessment
• Early Explorers Overview & Assessment Handbook
• Grade 2 Comprehension Strategy Assessment Book

Make Connections and Build Background

• Use Drama Pretend to search for something in and around your desk. Examine the top, open the drawers, and look around and under the desk. Say: My briefcase is not here. I’m sure I left it on my desk. This is a mystery! Tell students they will read a mystery about some missing cookies. Say: The mystery of the missing cookies happens in a school. Some students help solve the mystery.

• Use a Graphic Organizer Draw a two-column chart with the headings I think . . . and I find out . . . Ask students to Think/Pair/Share about clues students might follow to find who ate some cookies. Write students’ ideas in the I think . . . column of the prediction chart. Then read each idea, prefacing it with the phrase I think the students might _____ and ask students to echo-read.

<table>
<thead>
<tr>
<th>I think . . .</th>
<th>I find out . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>check for fingerprints</td>
<td></td>
</tr>
<tr>
<td>look for cookie crumbs</td>
<td></td>
</tr>
<tr>
<td>see if a window is broken</td>
<td></td>
</tr>
</tbody>
</table>

Introduce the Book

• Preview Cover and Table of Contents Give each student a copy of the book. Point to the front and read the title and author. Ask students to echo-read, and invite them to tell what they see in the illustration. Repeat the process with the chapter headings and page numbers on the table of contents. Then model how to make a prediction based on the cover and information in the table of contents: The title mentions missing cookies. The last chapter heading mentions a bigger mystery. I think the mystery will be solved, but I’m not sure. What do you think? Allow time for students to share their predictions about the book.

• Introduce Characters and Setting Remind students that characters are the people in a story and the setting is where the story takes place. Ask students to turn to pages 2 and 3, and point to each character as you read the matching name. Repeat the process, inviting students to echo-read. Then help them use the illustrations to determine that the story takes place in a school.

• Preview Illustrations and Vocabulary Take students on a picture walk, emphasizing words such as address, club, clue, crumbs, measure, mystery, more than, greater than, less than, and equal to as you talk about the illustrations and what is happening in the story. Make sure students can pronounce each vocabulary word.

• Preview Sentence Structure For students who need additional support, write _____ had only _____ on the board. Read the sentence structure aloud and ask students to repeat it several times. Say: The words had only are in the book. Page 6 has a sentence with the words had only. Can you find the sentence? Can you read it? Allow time for students to do so, assisting as needed. Then invite them to locate and read two additional examples on page 11.
• **Use Graphophonic Cues**  Write the word **someone** on the board. **Say:** Another word in this book is **someone**. Look at the word **someone**. Say the word **someone**. What parts are in **someone**? Allow time for students to respond, assisting as needed. **Say:** The word **someone** has two parts, **some** and **one**. **Some** and **one** are words, too. We can put the words **some** and **one** together to make **someone**. Ask students to find the word **someone** on page 6. Then repeat the process with the word **chalkboard** on page 7. **Say:** Use word parts to help you when you read.

• **Scaffold Spanish-Language Speakers**  Say the word **note**. **Ask:** Does **note** sound similar to a word you know in Spanish? (Allow time for students to respond.) The English word **note** sounds similar to the Spanish word **nota**. **Note** and **nota** mean the same thing. The words **look similar**, too. Write the word **note** on the board and ask students to locate it on page 5 in the book. Repeat the process with **no/no**, **plate/plato**, **mystery/misterio**, **letters/letra**, **in/en**, **list/lista**, **numbers/números**, **equal/igual**, and **celebrate/celebrar**. Then point out that the word **to** on page 4 sounds like the Spanish word **tu** but does not mean the same thing. Finally, invite students with other first languages to share their cognates.

### Set a Purpose for Reading

• **Say:** Now it’s time to read the book. You may whisper-read or read silently to yourself. Assign one or more chapters, depending on available time and the needs and abilities of students in the group. Use the chart below to set a purpose for each chapter, and look for opportunities to add to the chart at each stopping point. If students do not complete the book, orally summarize the previously read chapters and begin at this point in the Teacher’s Guide the next time you meet.

<table>
<thead>
<tr>
<th>Pages</th>
<th>Purpose for Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>4–6</td>
<td>Read to find out why Mr. Soto needs help.</td>
</tr>
<tr>
<td>7–11</td>
<td>Read to find out how the kids follow the clues.</td>
</tr>
<tr>
<td>12–16</td>
<td>Read to find out how the kids solve the mystery.</td>
</tr>
</tbody>
</table>

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**THE MYSTERY OF THE MISSING COOKIES**
Use the Graphic Organizer to Summarize

• Ask students to think about their reading.

  **Say:** Look at our prediction chart. What did the students do to solve the mystery? Record students’ responses in the I find out . . . column of the chart. Then choral-read each entry, prefacing it with the phrase The students ______. Ask students to use the graphic organizer to tell the story to a partner.

<table>
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<td>check for fingerprints</td>
<td>measure everyone’s height</td>
</tr>
<tr>
<td>look for cookie crumbs</td>
<td>check everyone’s street address numbers</td>
</tr>
<tr>
<td>see if a window is broken</td>
<td>count the letters of everyone’s first names</td>
</tr>
</tbody>
</table>

Genre Study

• **Say:** This story is a mystery. A mystery has events that are hard to figure out. The characters and readers have to use clues to solve the mystery. The author explains the mystery near the end of the story. Then ask: What makes The Mystery of the Missing Cookies a mystery? Guide students to mention that the missing cookies are hard to figure out. The students in the detective club must use clues. The author explains the mystery at the end of the story. Then invite students to share other mysteries they have read or heard and explain why the stories are mysteries.

• **Say:** Mysteries have problems and solutions. The students in the Detective Club have a problem. The students must figure out who ate the cookies. How do the students solve the problem? Allow time for students to respond.

Reading Strategy Mini-Lesson: Ask Questions

• **Reflect** Ask students to think about the parts of the book that were hard for them to understand. Ask: What did you do to help yourself understand what you read?

• **Model** Say: I want to make sure I understand what I read. One way is to ask questions before, during, and after reading. I will turn back to page 5. I asked myself a question when I read this page. I wanted to know why Mr. Soto was upset. I will write my question on a self-stick note and place it on the page. I found the answer on page 6. The cookies Mr. Soto brought for the meeting were gone. Now I know Mr. Soto was upset about the missing cookies. I will write the answer on the self-stick note. My next question is: Did the cookies have chocolate chips? I will write this question on a self-stick note and place it on page 6. The question may or may not be answered in the book.

• **Guide** Ask students to turn to page 9. Read the page aloud together. Ask the following questions, allowing time for students to respond to each one: Did you ask yourself a question when you read this page? Why did the kids write down their addresses? How many of the kids could have eaten the cookies? Do you wonder if two kids ate the cookies? Invite students to write down one of their questions on a self-stick note and place it on the page. Then ask them to explain how asking questions helped them better understand page 9.

• **Apply** Ask each student to turn to his or her favorite page and read it to a partner. Invite them to share any questions they have, write them on a self-stick note, and then place the note on the page. The partner may then find the answer in the book or help think of another way to find the answer. Observe students as they ask questions, providing assistance if needed. See the Early Explorers Overview & Assessment Handbook for an observation chart you can use to assess students’ understanding of the ask questions monitor-reading strategy. Then say: You can ask yourself questions any time you read. Remember to ask questions to help you understand.

Answer Text-Dependent Questions

• **Explain** Remind students that they can answer questions about books they have read. **Say:** We answer different kinds of questions in different ways. I will help you learn how to answer each kind. Tell students that today they will practice answering Look Closer! questions. **Say:** The answer to a Look Closer! question is in the book. You have to look in more than one place, though. You find the different parts of the answer. Then you put the parts together to answer the question.
Model  Use the first Look Closer! question on the Comprehension Question Card. Say: I will show you how I answer a Look Closer! question. I will read the question to figure out what to do. The question says: “What sentence tells the main idea for page 11?” This question asks me to find a sentence that states the main idea of a page. What other information do you think will help me? (Allow student responses.) Yes, I need to look on page 11 to find the main idea sentence. Now I will look back in the book. I look closely at each sentence on page 11. The second through sixth sentences give details about Joe and Rebecca counting the letters in their names. The first sentence says: “The clue was about first names.” The first sentence tells why Joe and Rebecca were counting letters. Putting this information together answers the question. The clues support my answer. The answer makes sense.

Guide  Ask students to answer the other questions on the Comprehension Question Card. Use the Power Tool Flip Chart and Student Bookmark to provide additional modeling as needed. Remind students to ask themselves: What is the question asking? How can I find the answer? Does my answer make sense? How do I know?

Build Comprehension: Make Predictions

Explain  Create an overhead transparency of the “The Mystery of the Missing Cookies” graphic organizer on page 8 or draw it on the chalkboard. Say: Before reading a story, we make predictions. We use the title and cover illustration to think about what might happen. Then we check our prediction. While we are reading, we make new predictions. We use what we have already read to guess what might happen next. We check these predictions, too. After we read, we still make predictions. We think about what might happen to the characters after the story is finished. Making predictions helps us stay connected to the story and enjoy it more.

Model  Say: Let’s think about a prediction I might make before reading The Mystery of the Missing Cookies. First I read the title. The title tells me cookies are missing. Sometimes cookies are missing at my house because someone ate them. Maybe someone ate the cookies in the story, too. I will write this prediction in the first box on the graphic organizer. I check my prediction by reading the story. I can mark Yes because the prediction comes true.

Guide  Say: Now let’s think about a prediction in the middle of the story. What might someone predict after Joe and Rebecca count the letters in their names? (Allow time for students to respond, assisting if needed.) Yes, readers might think someone outside the Detective Club ate the cookies. Let’s write this prediction in the second row of the graphic organizer. We check the prediction by reading the story. We can’t mark Yes because the prediction does not happen. What should we write in the No column? (Allow time for students to respond.) Yes, Mr. Soto ate the cookies. We will write about Mr. Soto on the graphic organizer.

Apply  Ask students to work with a partner to make a prediction about what might happen after the story ends. Remind them they will not be able to check this prediction. After each partnership shares, agree on how to word the entry on the graphic organizer. Finally, read the completed graphic organizer aloud and invite students to echo-read.

Teacher Tip  Use Benchmark Education Company’s K–2 Early Comprehension Strategy Poster Set to provide additional instruction in making predictions. Use BEC’s Comprehension Strategy Assessment books to assess students’ ability to make predictions in other brief, grade-level texts.

Home Connection

Give students the take-home version of The Mystery of the Missing Cookies to read to family members. Encourage students to work through the clues with a friend or family member to see if they could have eaten the cookies. Invite students to share their findings with the group.
Mini-Lessons for Differentiating Instruction

Phonics: Long “a” digraph

- Ask students to locate the word today on page 4. Write today on the board and circle the letters “a-y.” Say: The letters “a-y” stand for the long “a” sound in the word today. Slowly draw your finger under the word as you say it, and ask students to do the same in their books. Then repeat the process with the letters “a-i” in waited (page 5) and the letters “e-a” in greater (page 10).

- Ask students to brainstorm words with the long “a” sound. Acknowledge all correct responses, and record those spelled with “a-y,” “a-i,” or “e-a” on the board. Read each word, inviting students to echo-read.

- Say: I will choose one of the words on the board. I will give you a clue about the word. Use my clue to figure out which word I chose. Then I will circle the letters that make the long “a” sound in the word. Model the process using one of the words, such as Horses eat me. I am _____ (hay). Invite each student to choose one of the words, offer a clue, and circle the letters that make the long “a” sound once group members have correctly guessed.

Vocabulary

- Academic Content Vocabulary Review the story with students and record the words address, club, clue, crumbs, measure, mystery, more than, greater than, less than, and equal to on index cards. Model an oral sentence using one of the words, holding up the word card as you say it. Then invite student pairs to compose oral sentences of their own while holding up the appropriate cards.

- Robust Vocabulary Say: On page 16 Mr. Soto says: “Let us celebrate!” To celebrate means to do something fun because something special happened. Mr. Soto is happy because the kids solved the mystery. He wants to celebrate with them. Say the word with me: celebrate. Here is another way people celebrate: Mario’s team wins the soccer championship. The coach takes all the players to a movie. Now, tell about a time you celebrate. Try to use the word celebrate when you tell about it. You could start by saying, “I celebrate when I _____.” (Allow time for each student to respond, assisting if needed.) What is the word we’ve been talking about? Yes—celebrate. Let’s try to use the word celebrate many times today. For additional practice in developing robust vocabulary, repeat the process with the words upset (page 5) and frowned (page 13).

Writing Connections

Reader Response

Invite students to respond to the book in a way that is meaningful to them. Model and use think-alouds as needed to scaffold students before they try the activities on their own.

- Reread the clues in the story. Match the clues with your friends. Does anyone match all three clues?
- Rate the book with a 1 (don’t like), 2 (okay), or 3 (like a lot). Tell why you chose that rating.
- Tell whether you would join a detective club in your school and why or why not.
- Tell about another mystery book you have read.
- Write a fourth clue that might have led to Mr. Soto as the thief.
- Write a question you would like to ask Mr. Soto.

Write to a Picture Prompt

- Retell Tell students that they will tell and write about a small part of the story in their own words. Say: I like to choose an interesting picture and retell that part of the story in my own words. I can tell about the picture on page 4: The kids come into the room for the first meeting. The kids look surprised because the cookie plate is empty. What do you notice about the picture? How would you retell this part of the story? Allow time for students to respond. Ask: Which picture do you like best? How would you retell that part of the story? Allow time for students to respond, prompting further if needed. Say: You have retold part of the story based on the picture you chose. Now write about what happened. After you are finished, read your retelling to a partner.

Write to a Text Prompt

- Write a Personal Narrative Say: Think about a time something of yours was missing. Write about how you figured out what happened to it. When you are finished, read your narrative to a partner.
Word Study: Adjectives

• Model  Say: Authors sometimes use describing words when they write. Words that describe nouns are called adjectives. Some adjectives describe the order of events. I see an adjective that tells the order of events on page 7: “‘Let me solve the first clue.’” The word first is an adjective. First describes the clue. I can use the word first, too. Model simple sentences using first, such as Monday is the first day of school.

• Guide  Invite students to read page 8 with you. Ask: Which word is an adjective? (next) Why is next an adjective? (Next describes the clue.) How could you use the word next to describe something?

• Apply  Ask students to find the adjectives on pages 9 (second) and 10 (third). List the adjectives first, second, third, and next on the board. Then invite partners to pantomime an action that matches one of the words and make up a sentence using the adjective.

Language Development: Possessives

• Model  Say: Some nouns are possessive. Possessive means something belongs to someone or something else. A possessive noun has an apostrophe and letter “s” at the end. Let’s turn to page 4 and read the third sentence together: “Six kids hurried into Mr. Soto’s room.” The apostrophe and letter “s” at the end of the words Mr. Soto make a possessive. The room belongs to Mr. Soto. Ask students to point to the apostrophe and letter “s” in their books and echo-read the phrase Mr. Soto’s room. Say: I can use phrases like Mr. Soto’s room, too. Point to students and objects as you model oral sentences, such as: Kim’s hair is black. Is that Alonzo’s book? Where is Isabelle’s desk?

• Guide  Invite students to read page 11 with you. Ask: Which words are possessive? (Joe’s, Rebecca’s) How do you know? (The words are nouns that end with an apostrophe and letter “s.”) Write the phrases Joe’s name and Rebecca’s name the board and circle the apostrophe and letter “s.” Ask: What belongs to Joe and Rebecca? (their names)

• Apply  Write the following phrases on the board: the notebook that belongs to Emma, the glasses that belong to Kate, and the chalk that belongs to Eric. Read the phrases aloud and ask students to echo-read. Then invite pairs of students to reword each phrase using a possessive. As the partnerships share, write their suggested phrases on the board and circle the apostrophe and letter “s” in each one. (Emma’s notebook, Kate’s glasses, Eric’s chalk)

Fluency: Read Question Marks

• Say: Sometimes characters in stories ask questions. We recognize a question by the question mark at the end. Our voices sound different when we ask something. Our voices move to a higher pitch at the end of a question. Good readers say the end of a question in a higher pitch, too. Saying the end of a question in a higher pitch shows that the character is asking something. It helps the listener understand that the character is asking something, too.

• Ask students to turn to page 14. First, read Joe’s question in a flat voice. Hold your hand level while you read it. Discuss how this makes the question sound. Then read the question again, moving your hand upward at the end as you move your voice to a higher pitch. Ask students to echo-read and move their hands along with yours.

• Ask students to turn to page 15. Choral-read the first paragraph, moving to a higher pitch at the end of the question.

• Invite students to take turns rereading The Mystery of the Missing Cookies with a partner. Remind them to move their voices to a higher pitch at the end of each question.
The Mystery of the Missing Cookies

Make Predictions

Before-reading prediction

Yes

No

Middle-story prediction

Yes

No

After-reading prediction