

THE CASE OF THE STINKY SCIENCE PROJECT

The Case of the Stinky Science Project

by James Preller

Ages 5-7

Running Time: 52 mins.

Lexile® Level: 400 Guided Reading Level: N

Summary

Jigsaw Jones and his partner Mila Yeh use the scientific method to help Sally-Ann win her money back from Bobby Solofsky's dirty trick. When something starts to smell funny in their science class, Jigsaw and Mila find that they have more on their hands than they thought. Through experimentation and their keen senses, the two detectives put the clues together until the case is solved.

Learning Objectives

- Students will practice the reading strategy of making predictions.
- Students will develop their vocabulary through listening, reading, writing, drawing, and movement.
- Students will practice the comprehension strategy of sequencing events.

Before Listening Activities

1. Preview these important vocabulary words. Provide a word list for students. Have the students read each word aloud, assisting with pronunciation. Then, as the students listen to the story, have them highlight the word when they hear it. Students will revisit this word list after listening to the story for further vocabulary development.

slurped
independent
dormant
extinct
smirked
sympathy
hypothesis

2. Introduce or review the reading strategy of making predictions with the students. Explain to students that making a prediction is making a guess about what will happen next, based on clues. Tell students that great readers make predictions about what will happen next in their books. Tell them that scientists also make predictions about what the result of an experiment will be. Have students practice making predictions by reading aloud a short story and stopping before the end so they can predict what will happen next. Tell students that the story that they are about to listen to is a mystery. Tell them to listen for clues to solve the mystery, and that you will stop the CD before the end to give them a chance to predict what will happen.

After Listening Activities

1. Practice the comprehension strategy of sequencing with the children. Write the following sentences on sentence strips. Mix the sentence strips up, read them aloud with the students, then have them rearrange the sentences in the correct order.
 1. Sally-Ann asked Jigsaw Jones for help.
 2. Some of Jigsaw's classmates brought in a model volcano for their science project.
 3. Jigsaw tried to figure out how Bobby could get an egg to float in water.
 4. After the girls added vinegar to the volcano it began to bubble uncontrollably and smell really bad.
 5. Jigsaw figured out that Joey had hidden his egg-salad sandwich in the volcano.As an extension, give students a worksheet with these same sentences. After doing the group activity, the students can cut out the sentences, paste them in the correct order, and draw pictures to match.
2. Return to the vocabulary list. Give each student seven 3x5 index cards, one for each word. Have the students write the words in large letters on one side of the card. On the other side of the card, have students draw an X to divide the card into four equal sections. In the top section, students should write the definition of the word (provided by the teacher or from the

dictionary). In the right section, students should write 2 or more synonyms for the word (provided by the teacher or from a thesaurus). In the bottom section, students should draw a picture that represents the word's meaning. In the left section, students should write a sentence that contains the word. All of the students' vocabulary cards can be hole punched and kept on a "vocabulary ring" (a metal binder ring) or kept in a plastic bag.

3. Ask students the following comprehension questions: (can be administered as an assessment)
 - *How did Bobby Solofsky trick Sally-Ann?*
 - *How did Bobby Solofsky try to trick Jigsaw and Mila?*
 - *What is a dormant volcano?*
 - *What is an extinct volcano?*
 - *Where was Joey's egg-salad sandwich?*
 - *How did Jigsaw help Sally-Ann get her money back?*
4. Challenge students to work in partners or small groups to create and test a scientific prediction. Guide them through the scientific process by providing them with a worksheet that outlines each step that they need to take.

Scientific Process:

 - Make an observation. (Ex: Salt dissolves in water.)
 - Ask a question. (Ex: Will salt continue to dissolve in water, or can a certain amount of water only dissolve a certain amount of salt?)
 - Make a hypothesis. (Ex: I think that more water can dissolve more salt and less water can dissolve less salt.)
 - Plan and do a test – This step includes collecting and analyzing data
 - Draw a conclusion

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