

THE GREAT **CT** CAPER

Get ready for your
NEXT ADVENTURE

Chapter 9 Curriculum Guide



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Activity #1 Detective Inferences

Common Core Connection: RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text

Part of being a successful detective is being able to make supported inferences. *An inference is a conclusion reached on the basis of evidence and reasoning.* Thomas, Li-Ming, and Norm made inferences to guide their decisions during Chapter 9. Find **evidence** and **reasoning** through direct quotations in the chapter to support the inferences that the detective crew made during their mission.

As a class, have students generate what inferences were made during the chapter. Have students work independently to explain the evidence for that inference in their own words, then find a quotation that supports their reasoning.

Use the following chart as a teacher’s guide, but encourage students to fill the entire chart in by re-reading Chapter 9 closely, like detectives.

Inference	Evidence/Reasoning	Quote
Thomas, Li-Ming, and Norm transported to the future.	There were robots serving as tour guides and the early 2000s were talked about in the past tense.	“The robot guide rolled into the Great Room, made a series of beeps, then spoke. ‘The castle was restored in the early 2000s...’”
Thomas and Li-Ming will save the castle.	They heard the robots explain that kid detectives saved the castle.	“...it was saved by kid detectives from an evil magic spell meant to steal the castle.”
Thomas and Li-Ming will save the castle.	They heard the robots explain that kid detectives saved the castle.	“...it was saved by kid detectives from an evil magic spell meant to steal the castle.”
Thomas, Li-Ming, and Norm made it back to present day.	They were back on Gillette’s land and saw their class on the pathway.	“They were still on Gillette’s land. Though the colorful autumn leaves, a yellow school bus was parked far below. They could see what appeared to be Mr. Espinoza and their classmates on a pathway.”
Lady Hallow was in the castle.	An evil figure was lurking in the Great Room.	“She was turning pages of a large book, billows of dust rising, muttering something about Lockwood-Mathews Mansion.”

Activity #2 Robot Programming

As Thomas, Li-Ming, and Norm discover, in the future robots will be the tour guides at Gillette castle. The robots must be instructed by a computer programmer about what to say to those who go on a tour. Help the computer programmer by designing a script of important facts and historical details about Gillette and his castle.

Students may work in small groups to design a script for the robot to recite to all visitors. Use previous chapters in *The Great CT Caper* as well as external sources to gather information. Students may write these facts in a bulleted format, but must have complete sentences throughout.

The computer programmer insists that the script includes:

- When was the castle built?
- Who was Gillette?
- How long did it take to build the castle?
- What was the castle used for?
- Where does the castle reside?
- What are some interesting artifacts inside the castle? Provide a description of at least one of these artifacts.

When groups have comprised their scripts for the computer programmer, make a class list of facts to include ideas gathered by each and every group in order to create a thorough class script of facts.

Activity #3 There, Their, They're

Common Core Standard: L.4.1.G Correctly use frequently confused words.

Have students fill in the proper *there/their/they're* for each sentence. Challenge students who may finish early to create their own *there/their/they're* sentences and quiz each other!

1. The detective crew used _____ brains and skills to outsmart the evil villains.
2. "Look over _____" Thomas exclaimed, pointing to the robots who were giving tours of the castle."
3. The crew heard the robots speak about them, " _____ the reasons that the castle was saved from the evil magic spell."
4. Inside Gillette's office _____ were hundreds of books. It is known that Gillette has read every single book _____ was in his library.
5. Norm, Li-Ming, and Thomas combined _____ evidence to make supported inferences.
6. Norm was worried about getting the kids home safely because he knew that Mr. Espinoza and _____ parents would begin to worry soon.
7. Li-Ming and Thomas are the best of friends. _____ always together!
8. "What's that over _____?" Li-Ming whispered.
9. _____ is going to be a lot of explaining to do when Norm, Thomas, and Li-Ming return.
10. _____ the youngest detectives of all time!

Activity #4 Illustration Analysis

Common Core Connection: RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.

Have students take a close look at the Chapter 9 illustration. How does the illustration contribute to specific details in the story?

Give each student a copy of the illustration centered on a white piece of paper, so that there is room for writing around the picture. Have each student use the picture as a diagram. Label the details of the illustration by drawing arrows to an explanation provided by students elaborating on events in the story.

Students should take note of:

- The feather in Thomas' hand
- The two cats on the bottom
- Lady Hallow in the mirror
- Thomas and Li-Ming standing on the balcony (Lady Hallow cannot see them here)
- Thomas and Li-Ming's facial expression

Discussion Questions

1. What is so important about the Magic Feather and how did Norm, Thomas, and Li-Ming get it?
2. How did Norm, Thomas, and Li-Ming escape the blaring alarms after breaking into the locked case?
3. How is Lady Hollow described at the end of Chapter 9? What details support her evil characteristics?

Vocabulary

Peer

Ajar

Unison

Thwart

Anonymous

Intricate

Doomed

Hideous

Billows

Mutter

CONTEST!

It took Thomas, Li-Ming, and Norm a long journey to make it back to Mr. Espinoza and the rest of the class. They risked their safety countless times trying to return home and now they've finally made it!

Should Thomas, Li-Ming, and Norm return back to the rest of the group where safety is assured?

OR

Should they continue on with their detective mission to stop Lady Hollow and ensure that Gillette castle is restored?

Write a letter to Thomas, Li-Ming or Norm with advice about what you think they should do. Be sure to:

- Introduce the problem
- Reference details in the story

Entries must be submitted by May 7, 2015 to CTCaper@cthumanities.org
See <http://ctcaper.cthumanities.org> for details.