

THE GREAT **CT** CAPER

Get ready for your
NEXT ADVENTURE

Chapter 12 Curriculum Guide



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Activity #1 Characteristics of a Detective Team

Common Core Connection: RL.4.9 Compare and contrast the treatment of similar themes and topics.

Li-Ming figures out that real The Fundamental Orders were written on the back of *The Hound of the Baskervilles*. This was a book written by Arthur Conan Doyle, which featured Sherlock Holmes' detective mysteries. Thomas, who is proud of her discovery, calls Li-Ming "Watson," who is Sherlock Holmes' sidekick.

Is Thomas suggesting that he and Li-Ming are like Sherlock Holmes and Dr. Watson?

Gather information to then create a Venn diagram to help you decide whether Thomas and Li-Ming are like Sherlock Holmes and Watson.

1. Provide students with information as well as have them research on their own to learn more about whom Sherlock Holmes' adventures with Watson.
2. Have students individually or in groups fill in the Venn diagram listing characteristics of Sherlock and Watson on one side and Thomas and Li-Ming on the other. Put their similarities in the center where the circles intersect.
3. Make a class Venn diagram comprising all the facts collected and discuss whether or not Thomas and Li-Ming are detectives just like Sherlock and Watson.

Resources:

[*Sherlock Holmes' website*](#) [*Sherlock Holmes Search Game*](#)

[*Sherlock Holmes Video Trailer*](#) [*Watson*](#) [*Venn diagram*](#)

Activity #2 What would you do with the magic?

Common Core Connection: W.4.1.A Introduce a topic of text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

Li-Ming uses the Magic Feather to stop evil and spread goodness. If you had the Magic Feather, what good would you help to spread?

1. Have students make a [web to diagram](#) possible ideas for how they would use magic to spread goodness.
2. Have students pick one idea they wish to write about, following these guiding questions:
 - What good do you wish to spread?
 - Who would this affect?
 - Where would you perform this magical spell?
 - What would change do to your magical spell?
 - Why is this important to you?

Activity #3 Alliteration Investigation

Common Core Connection: RL.2.4 Describe how words and phrases (alliteration) supply rhythm and meaning in a story.

When Thomas and Li-Ming enter the church where Thomas Hooker is buried, “sunlight steamed through the rows of stained-glass windows.” The repetition of “s” sounds is an example of alliteration. *Alliteration is the repetition of similar sounds at the beginning of words that are near each other.* In this lesson students will learn about alliteration and think up their own examples of alliteration.

1. Provide the class with familiar tongue twisters and explain why these are examples of alliteration. Challenge students to say these aloud without error!
 - She sells seashells by the seashore.
 - Peter Piper picked a peck of pickled peppers
 - How much wood would a woodchuck chuck if a woodchuck would chuck wood?
2. After reviewing examples of alliteration as a class, have students complete a [worksheet](#) independently so that they can master the skill on their own. Circulate around the class as students are working to make sure they are completing the activity correctly.
3. In groups, challenge students to write an alliterative tongue twister about Thomas and Li-Ming’s adventure in *The Great Connecticut Caper!*
 - Li-Ming loved learning.
 - Thomas took his time training as a detective.

Activity #4 Theme Teams

Common Core Connection: RL.5.2 Determine a theme of a story... including how characters in a story respond to challenges.

Themes help teach lessons and bring a deeper meaning to stories. In this lesson, students will learn about themes and will then discuss various themes present throughout The Great Connecticut Caper.

Once students learn about what themes are, have them work in teams of four to discuss the particular theme you assign to their group. Have each team come up with three examples in which these themes are represented in the story.

Themes to discuss:

Friendship

Protecting good from evil

Problem solving for a solution

How history contributes to present day

Once teams have discussed and found evidence of these themes, have each team share and explain to the whole class what they found. Challenge students to think of more themes in the story and how they are important.

Discussion Questions

1. How did Li-Ming help to turn Thomas and Norm from cats back to humans?
2. Do you think this story has a hero? If so, who would you say is the hero of this story?

Explain why you believe this.

3. Would you consider Thomas and Li-Ming real detectives? What qualities do they have to be labeled detectives?

Vocabulary

Yowling

Pavilion

Perch

Arch

Thwart

Anonymous

Sleuth

Instincts

Dwell

Detour

Enormous

CONTEST!

What was your favorite part of *The Great Connecticut Caper*?

- Was it when Thomas and Norm were sucked into the geodesic dome at Dinosaur State Park?
- Or maybe it was one of the time warps that the group experienced.
- How about when Thomas, Li-Ming and Norm tried out the spells they found?

Send us your best illustration of *The Great Connecticut Caper*.

You can choose one of the parts above or choose your favorite from other chapters in the story.