

For Middle Grades (4th or 5th grade)

A Curriculum Packet of Activities

THE THREE SLEUTHS OF BROOKLYN

BY SUSAN E. LEWIS



Published by Casting Light Publishing Company

Basics About the Book

Characters	Settings	Type of Story	Themes
Abrielle Martin	Brooklyn, NY	Middle Grade	Not everything is as it seems
Best friend Gina	Hollander Bakery	Adventure	Sometimes we have to think outside the box
Leon DeLuca	Metropolitan Museum of Art	Mystery	
Mrs. Metzger	Filettos (an Italian restaurant)		
Mama (Jackie Martin)	Ellis Island		
Mr. Russo			
Peter Metzger			



Gina

Abrielle

Leon

Objectives: To make predictions based on limited information about the story; to improve comprehension while reading the story

PRE-READING ACTIVITIES

..... The Three Sleuths of Brooklyn

Pre-Reading Activities

1.

- Know/Don't Know Chart

2.

- Vocabulary

3.

- Predict with "fill-in-the-blanks"

More information about each activity follows



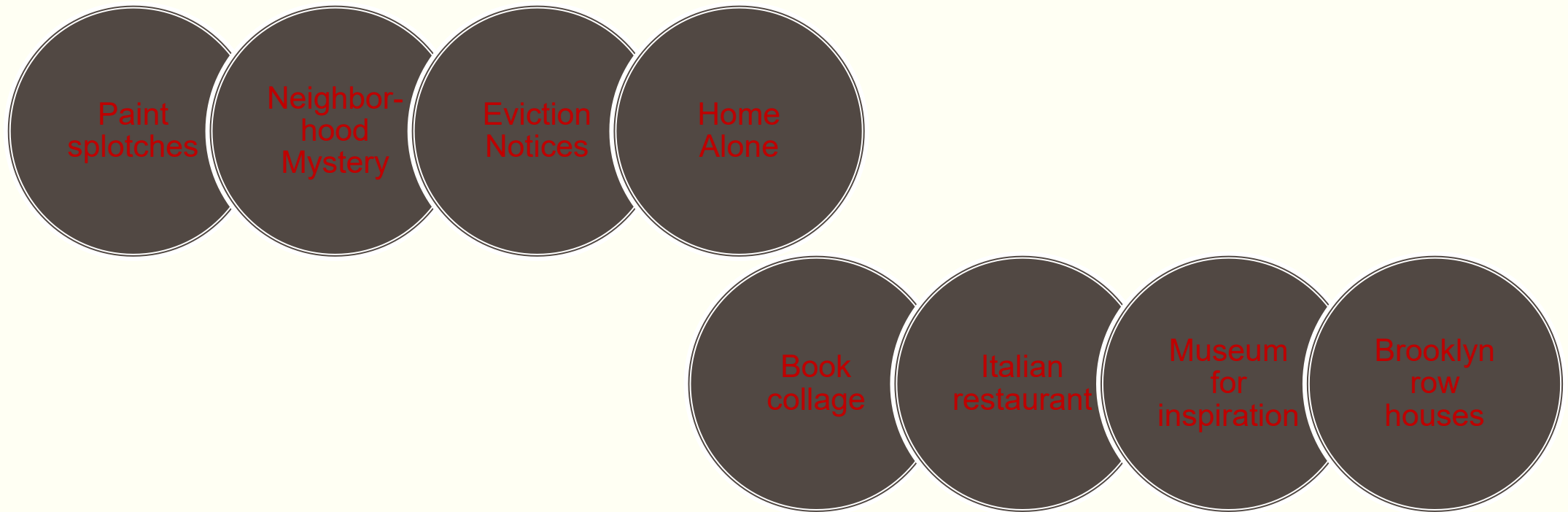
Pre-Reading Activity #1 - Know/Don't Know Chart

Using the following words and phrases to introduce the story, students help the teacher fill in the chart with what they already know and what they don't know about each.

	What we know	What we don't know
Brooklyn, NY		
Brownstone row houses		
Bakeries		
Husky dogs		
Ellis Island		
Metropolitan Museum of Art		
Being evicted		

Pre-Reading Activity #2: Making Predictions

Based on the following phrases taken from the story *The Three Sleuths of Brooklyn*, what do you think is going to happen? How might these things be related?



Pre-Reading Activity #3: Fill-in-the-Blank

The following sentences come from the story *The Three Sleuths of Brooklyn*. Have students guess what word is missing prior to reading the story. After reading the book, you can go back and have students see if their guesses were correct or even close.

1. The shutter's squeaky _____ sent Gina and me scurrying.
2. Our favorite _____ had mysteriously closed several months ago.
3. "And I get tired of eating _____."
4. "You mean my books might _____ you?" Mrs. Metzger asked.
5. The canvas was covered in _____ of paint.
6. Well, that is interesting. Gina has come away with a new love of art and you, a new love of _____.
7. Gina and I arrived at Mrs. Metzger's house early, prepared to spend the whole day finishing our unusual _____.
8. The woman who sat behind me furiously searched through her _____.
9. "I found out that everyone on the block got an _____ notice from Peter Metzger."
10. The sudden movement of a _____ caught our attention.
11. He dropped a heavy bag of _____ onto the floor above us.
12. "Help, we're _____," Leon shouted.



Gina

Abrielle

Leon

Objectives: Students will be able to read, explain the definition, and use the following vocabulary (from the story) in sentences and discussion.

VOCABULARY ACTIVITIES

..... The Three Sleuths of Brooklyn

Vocabulary from the Story

The vocabulary words for study are listed below as well as in the Curriculum Packet. Further information about each word, including definitions, sentence usage, parts of speech, and activity ideas can be found in Appendix 1 of the **Curriculum Packet**.

- | | |
|-----------------|------------------|
| 1. Sleuths | 14. Envisioned |
| 2. Grimacing | 15. Ancestors |
| 3. Scurrying | 16. Immigration |
| 4. Jittery | 17. Ricocheted |
| 5. Mysteriously | 18. Whirligigs |
| 6. Baffling | 19. Eviction |
| 7. Monotony | 20. Proprietors |
| 8. Radiator | 21. Adamant |
| 9. Scrumptious | 22. Condominium |
| 10. Stoop | 23. Collage |
| 11. Splotches | 24. Tribute |
| 12. Vibrant | 25. Illuminating |
| 13. Magnificent | |

Vocabulary Activities

1.

- Connect words to sentences

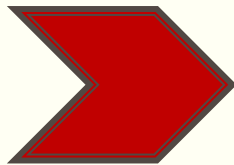
2.

- Picture collages

3.

- Cartoon Dialogue

4.



See Appendix 1 in the Curriculum Packet for more information about each activity.



Gina

Abrielle

Leon

Objective: To quote accurately from the text when explaining what the story says and when drawing inferences from the text.

DISCUSSION QUESTIONS

..... *The Three Sleuths of Brooklyn*

Discussion Questions

See the **Curriculum Packet** for comprehension questions. These questions are designed to encourage the students to quote literal facts from the story (such as where the story takes place) as well as make interpretations, conclusions, and opinions based on the characters and events.





Gina

Abrielle

Leon

Objective: To transfer new knowledge gained from the story and its themes.

CONNECTING TO OTHER SUBJECTS

..... The Three Sleuths of Brooklyn

Fun with Colors

(Answers in Packet)

The meaning of colors:

Move each box to match the meaning to its color.

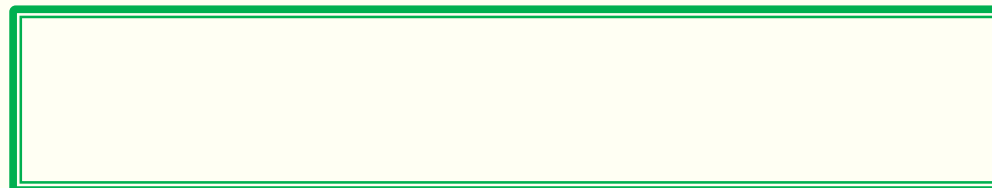
Peaceful, loyal, has integrity

Imaginative, creative, wise, grand

Growing in knowledge

Optimistic and cheerful

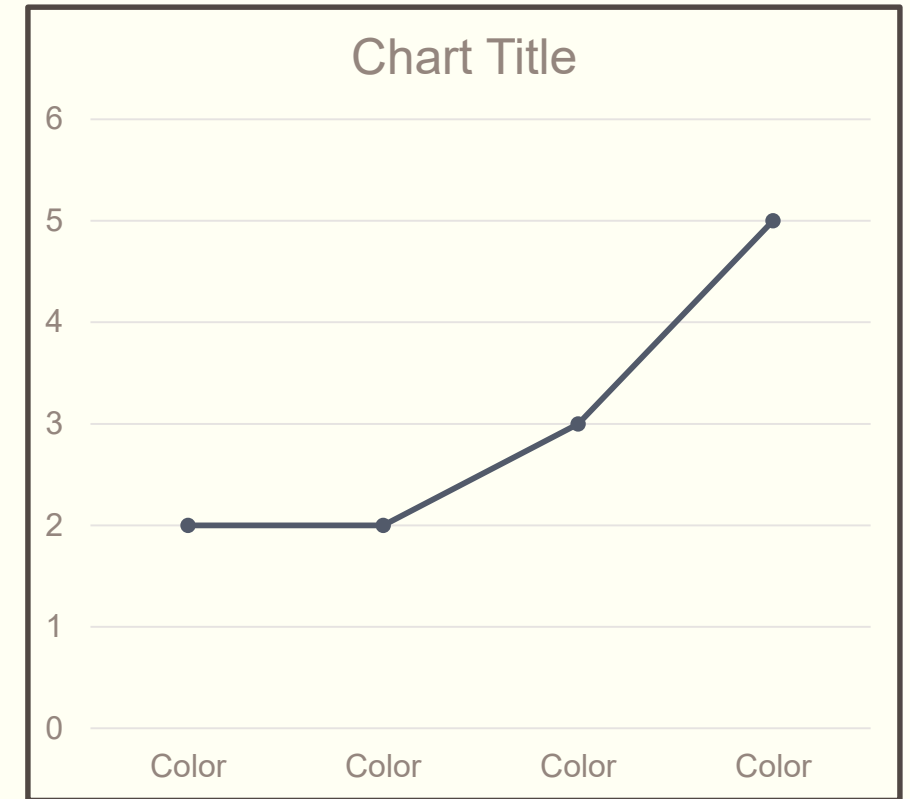
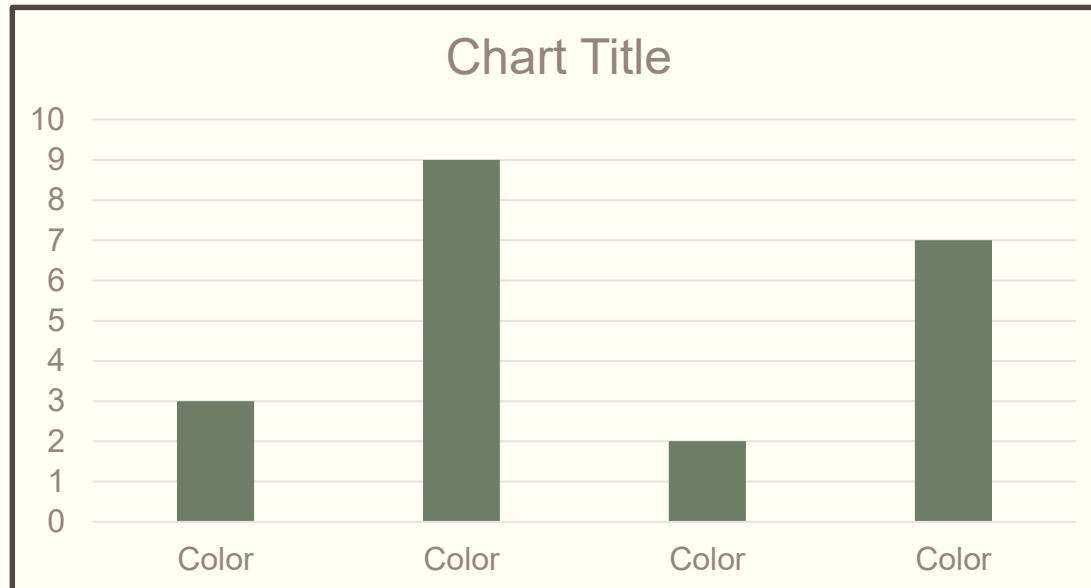
Energetic and full of action

A red rectangular box with a double border, intended for a color meaning.A yellow rectangular box with a double border, intended for a color meaning.A blue rectangular box with a double border, intended for a color meaning.A purple rectangular box with a double border, intended for a color meaning.A green rectangular box with a double border, intended for a color meaning.

Connecting to Math

Teach the students the difference between a **bar/column** and a **line** graph.

Instructions to the students: Find out the favorite colors of your friends and family. Take a survey of 50 people, asking what their favorite color is. Keep the tally count in a notebook. Stay organized. When the survey is complete, create a graph (teacher's choice or your choice) to show the results of the survey.



Examples of line and
bar/column graphs

Problem Solving:

Learning to think outside the box

See Curriculum Packet, Appendix 5, Activity 2

Solving a task with
only a few tools

Possible Tasks
Retrieve coin fallen in drain
Remove pebbles from dirt
Move heavy rock
Open a metal box rusted shut
Use as a signal for help when lost in the woods
Create a new game
Lost in woods and need to catch a fish for dinner



Gina

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Objective: To transfer new knowledge gained from the story and its themes.

RESEARCH AND WRITING — CONNECTING TO HISTORY

..... The Three Sleuths of Brooklyn

Researching and Writing: Connecting to History

Students will listen to and read information on Ellis Island, the landing place for many **European immigrants** like Abrielle's relatives from **France**. Her friend Leon's family immigrated from **Italy**, and Mrs. Metzger and her husband immigrated from **Germany**. After reading information about the island, students will have two **fun writing activities** to participate in. Teachers can choose one or do both as enrichment activities to accompany *The Three Sleuths of Brooklyn*.

**Main Hall at Ellis Island
(the Processing Room)**



Research and Writing -- Immigration and Ellis Island

Read

Letter written by immigrant

Newspaper article about Ellis Island

Directions when arriving at Ellis Island

Watch

Video about immigration and Ellis Island

Write

An immigrant's journal after arriving in US

Dialogue for conversation

Participate and Pretend

Being an immigrant from 1906

Interviewing an immigrant from 1906

More details are available in the Curriculum Packet

Researching and Writing: Connecting to History

Read

a letter from a young immigrant and a news article from the 1900s (see Curriculum Packet)

Watch

Find and watch a video from YouTube about Ellis Island



Photo courtesy of unsplash.com

See [Appendix 9](#) in the Curriculum Packet for a note taking worksheet that gives the students an opportunity to listen for answers to questions about the video. The next slide has the questions, as well. Teachers, you can use this slide to review the questions before the video and to check the answers together afterward. These questions are general enough to use with any video about Ellis Island.

Researching and Writing: Taking Notes

Watch
Video

1. Title of video _____
2. Who is this video about? _____
3. Where are the people going? _____

Take
Notes

4. Why? What do they want?

5. What were some hardships they faced? Name at least two.

6. Did everyone get to stay? _____ Why or why not?

7. What happened to Ellis Island that closed it for two years? _____
8. Write two sentences telling what you learned from the video.

Researching and Writing: Connecting to History

After watching a video about Ellis Island, the students can participate in two fun writing exercises:

Write

(1) Have students write a pretend letter to a family member or friend back home about their arrival in America (using information from the video and from a class discussion). Can be used for an English composition grade or for enrichment.

Participate
and
Pretend

(2) Based on the video, the letter written by an immigrant, and the news article from 1906, students create questions and answers for a pretend interview. (more details in packet)



Use the next slide to teach quotation and dialogue writing rules.



Photos courtesy of unsplash.com

How to Write: Quotations and Dialogue

Write

Activity idea: Have students come up and identify by circling the quotation marks and/or quotation tags in the examples.

Optional: A worksheet to practice working with quotations and dialogue can be found in Appendix #10 of the Curriculum Packet.

>>**Quotation marks** – two marks placed in front and after the exact words (called a quote or quotation) that someone says.

Example: “I see the Statue of Liberty,” Lucy exclaimed.

>>**Quotation tag** – the phrase that tells who is talking. The quote tag can be before or after the quote.

Example: **Papa said**, “They should let us off the boat soon.”

>>**Punctuation** – What punctuation separates the quotation tag from the quote? _____

(Note: sometimes a question mark will be used.)

>>**Always, always punctuation rule** – the punctuation mark that **ENDS the quote** is **always inside** the quotation marks.

Another example: “I’ll be so glad to get off this boat,” Lindy said with a smile on her face.





Gina

Abrielle

Leon

FUN EXTRAS: PHOTOS

..... The Three Sleuths of Brooklyn

PHOTOS

Photos courtesy of unsplash.com

Brooklyn Bridge



New York City



New York City subway photos

Photos courtesy of unsplash.com



The train is arriving (stay behind the yellow line)

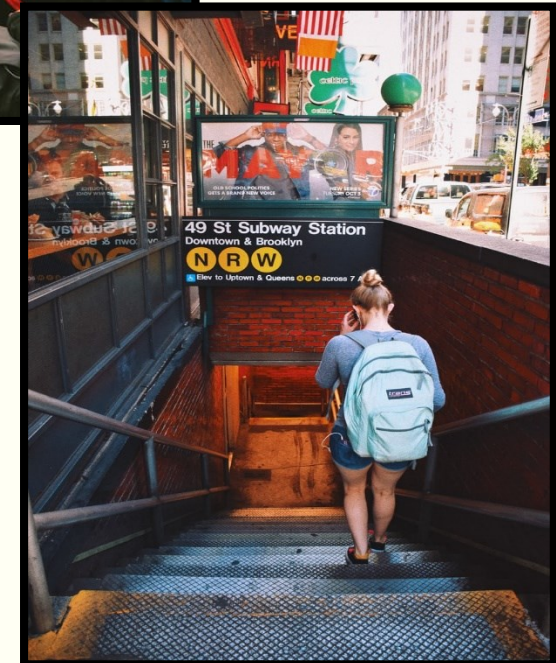
The tunnel



Passengers

Going down

Metro Card



What does Brooklyn look like?



Typical NYC restaurant (like Filettos)



Brownstone row houses
(similar to where Abrielle,
Leon, Gina, and Mrs.
Metzger live)

Places Abrielle visits

Metropolitan Museum of Art



Photos were taken with personal camera



Ellis Island (now a museum)

Main Hall at Ellis Island



The character Chloe is based on a real dog.

Chloe lived in Brooklyn, NY with her owners Aimee and Alex. They have given permission to include Chloe in the story *The Three Sleuths of Brooklyn*.

Chloe was loved by everyone who met her.



Check out the back of the book for recipes made by several of the characters.



Mrs. Metzger's German chocolate fudge

Filettos Panna Torta (cream cake)

Aunt Carmen's Italian lasagna



HAVE FUN COOKING!



THANK YOU!

I hope you and your students have fun reading *The Three Sleuths of Brooklyn* and participating in the activities created to go along with the story.

If you have any questions about the curriculum, please don't hesitate to contact me at selewis.writer@gmail.com

If you still need to buy books for your class, visit www.castinglightpublishing.com or Amazon.com

The Three Sleuths of Brooklyn