

The Case of the Missing Corn

Detective Digger's good **deeds** included finding lost kittens and missing doggy snacks. Everyone could **trust** Detective Digger because he was **honest** and never lied. Detective Digger **served** the animals well because he always helped them. So it was no surprise when Buck Deer asked Detective Digger to solve a problem.

Buck said, "I woke up last night because I heard a noise outside. I looked out the window and saw a strange, dark shadow near my corn patch. I thought I was just seeing things. Then this morning, I went to pick some corn. That's when I saw that some corn was missing! Can you track down whoever took my corn?"

Detective Digger said, "I'll dig up the **truth** and find out who took your corn. First, show me where you saw that strange shadow."

Buck led him to a path near the corn patch. There, Detective Digger looked carefully at the ground, where he saw some paw prints. "Someone has been here," he said. "Let's follow these tracks." So he and Buck followed the paw prints. They led to Raccoon's house.

"Those are Raccoon's paw prints, so it must be Raccoon who took my corn!" Buck cried.

"Well, we only saw these paw prints on the path. Let's go find out if we can see them in the corn patch, too," Detective Digger said. So he and Buck returned to the corn patch. Raccoon's paw prints were nowhere to be found. But there were large and small hoof prints. Detective Digger said, "The large hoof prints are yours, Buck. But whose are the small hoof prints?"

Just then Buck's wife, Doe, walked out to the corn patch. She invited Detective Digger to lunch. "I made corn soup," said Doe.

Detective Digger looked at Doe's small hoof prints. They matched the small hoof prints in the corn patch.

"Doe picked the corn to make soup! Now I've done my **duty** and found out who took the corn," said Detective Digger. "Let's eat!"

COMPREHENSION Which words help you understand why Buck asks Detective Digger for help? How does Detective Digger solve Buck's problem?

54

Days 1 and 2

"The Case of the Missing Corn," Vol. 2, pp. 54–55

Trials and Juries

When people break the law, they can get arrested. Policemen can arrest them and take them to jail. Most people know that. But do you know what happens after someone gets arrested?

In the United States, everyone has rights. A right is like a promise. Even someone who has been arrested is promised a fair **trial**. Let's learn about what happens at a trial.

During a trial, a judge is in charge. When the trial starts, the judge speaks to the person who has been arrested. The judge asks this person whether he or she broke the law. The person may tell the judge that he or she did not break the law. The accused person may **plead** that he or she is not **guilty**. Then the trial will continue to see if this person is telling the truth.

At this point, lawyers will take charge. At a trial, one lawyer does most of the talking for the person who was arrested. This lawyer argues that the person did not break the law. Another lawyer argues that the person did break the law.

As the trial goes on, people who know anything about the crime will be asked to tell what they know. These people are called witnesses, and they tell their stories from the **stand**, or "witness box." The lawyers approach the stand to **examine** witnesses, or ask them what they know about the crime.

Throughout the trial, a group of people sit near the judge. It is their job to listen to everyone. They listen to the person who has been arrested. They listen to the witnesses. Lastly, they listen to the lawyers. This group is called the **jury**. The jury decides who is telling the truth. After they have listened to everyone speak, the jury goes into another room. They talk to each other and then they make a decision. The jury decides whether the person who has been arrested is guilty or not guilty.

The right to a fair trial is an important promise for everyone in the United States.

COMPREHENSION Which words about trials do you hear in this selection? Retell what happens during a trial.

56

Days 3 and 4

"Trials and Juries," Vol. 2, pp. 56–57

Assessment

Pretest/Posttest Administration p. 90

Pretest/Posttest Blackline Masters pp. 148–149

T58 • Curious About Words

Day 1

Introduce Meanings

Assess To assess what word meanings children already know, copy and distribute the **Pretest/Posttest** on pages 148–149. Use page 90 to administer the test.

Explain Write each oral vocabulary word below on the board. Read it aloud. Offer an explanation and a brief example for each word.

Words About Doing the Right Thing

deeds *n.* actions *Tracy tries to help people by doing good deeds whenever she can.*

duty *n.* a job that someone does because it is right *A doctor's duty is to help sick people.*

honest *adj.* telling the truth *Tom is always honest because he doesn't like to tell lies.*

served *v.* helped by doing jobs *The police chief served our town for many years.*

trust *v.* depend on *I trust my mom because she is always there for me.*

truth *n.* what is real *My teacher told us we would never get in trouble for telling the truth.*

Discuss Guide children to see the relationship between each word and the category of doing the right thing.

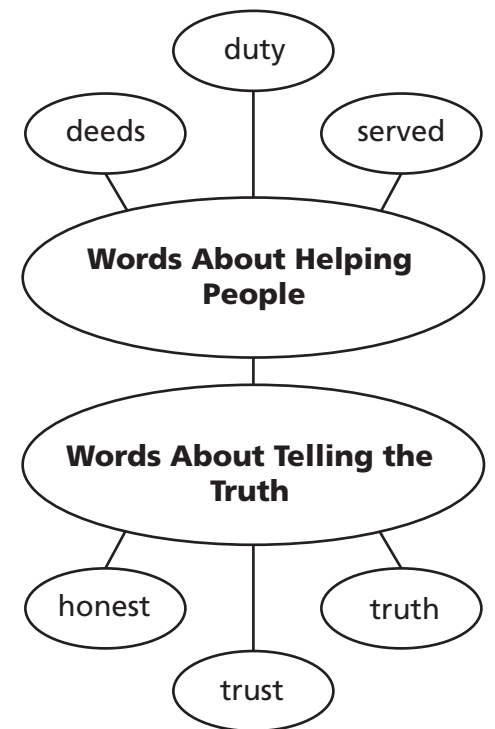
Read Aloud Explain that you will read aloud a story about doing the right thing. Then read aloud "The Case of the Missing Corn." Discuss the Comprehension questions.

Day 2

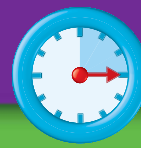
Categorize and Classify

Reread and Explain Reread "The Case of the Missing Corn." At the end of each sentence that includes an oral vocabulary word, stop and repeat the explanation of the word. Then reread the sentence.

Use a Graphic Organizer Use the graphic organizer and the questions below to reinforce understanding of the relationship between each word and the category.



1. What is a teacher's duty? (Sample answer: to help children learn)
2. What might happen to people's trust in you if you didn't tell the truth? (Sample answer: They might not trust you anymore.)
3. Give examples of people that serve your city or town. (Sample answers: police officers; firefighters)



Day 3

Introduce Meanings

Explain Write each oral vocabulary word below on the board. Read it aloud. Offer an explanation and a brief example for each word.

Words About Being in Court

examined *v.* asked questions by a lawyer *A lawyer examined the witness to find out what happened.*

guilty *adj.* did something wrong *He is guilty of driving too fast.*

jury *n.* the people who decide if someone has broken the law *The jury listened carefully before it made a decision.*

pleaded *v.* said in court whether or not someone broke the law *She pleaded guilty to the crime.*

stand *n.* the place where a witness sits and answers questions *She felt nervous while she was on the stand.*

trial *n.* the court case *The trial lasted for two weeks.*

Discuss Guide children to see the relationship between each word and the category. Prompt children to tell what they know about courts and trials, using the vocabulary words.

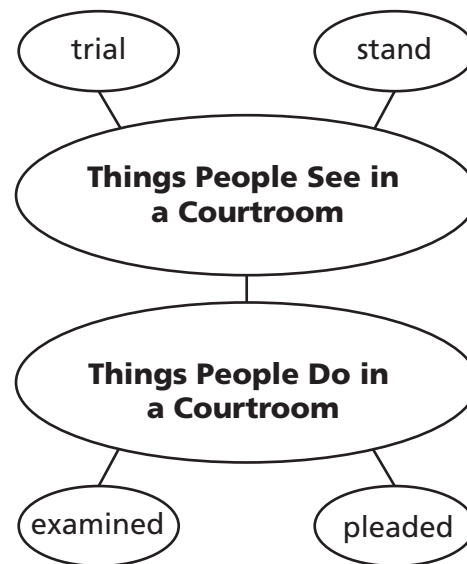
Read Aloud Explain that you will read aloud a story about what happens in court. Then read aloud "Trials and Juries." Discuss the Comprehension questions.

Day 4

Categorize and Classify

Reread and Explain Reread "Trials and Juries." At the end of each sentence that includes an oral vocabulary word, stop and repeat the explanation of the word. Then reread the sentence.

Use a Graphic Organizer Use the graphic organizer and the questions below to reinforce understanding of the relationship between each word and the category.



1. The people who have to listen to everyone in court are called the _____. (**jury**)
2. A trial is held to decide if someone is innocent or _____. (**guilty**)

Day 5

Deepen Understanding

Review Repeat explanations for all oral vocabulary words. Use the definitions and examples from Day 1 and Day 3.

Guide Partner Activities Have partners work together to complete each of the activities below. Circulate and listen to partners as they work. Provide corrective feedback.

Examples What are some good deeds that you could do? Would these good deeds serve the people in your school or neighborhood? Tell a partner.

Discuss Tell a partner about someone that you trust. Explain why you trust this person. Use the following words: **honest, truth.**

Draw What is one duty you have at home? Draw a picture of yourself doing it. Tell your partner why this is important.

Role-Play Pretend that you and a partner are in a courtroom. One of you will be the lawyer who examines the other, who will be on the witness stand. Ask questions about a missing box of crayons. Use the following words: **pleaded, guilty, trial, jury.**

Assess To assess what word meanings children have learned, copy and distribute the **Pretest/Posttest** on pages 148–149. Use page 90 to administer the test. Compare scores with Day 1 assessment.