

HC: 978-0-7636-8535-5
Also available as an e-book

Common Core Connections

This teachers' guide, with connections to the Common Core, includes discussion questions, language arts activities, vocabulary instruction, math activities, and more to accommodate the learning needs of most students in grades 2–5. This guide is intended for use after students read the entire book independently, as a group, or a combination of both.

Notes throughout the guide correlate the discussion and activities to specific Common Core Language Arts Standards and Standards for Mathematical Practice. For more information on specific standards for your grade level, visit the Common Core website at www.corestandards.org.

SMASHIE McPETER AND THE MYSTERY OF THE MISSING GOOP

N. GRIFFIN

illustrated by
KATE HINDLEY

About the Book

When the third-graders of Room 11 learn that they all must take part in a musicale, Smashie can't wait to sing something heartfelt and loud. But others are not so eager. Luckily, Charlene's mom has agreed to donate her special gel that lengthens and sculpts hair into shapes (from a musical note to a roller skate), and soon, with the help of some retro sixties go-go dancing, all the kids are raring to go. That is, until their jars of hair goop go missing! Who would steal their beloved Herr Goop, and why?

Time for Smashie and her best friend, Dontel, to get out their Investigation Notebooks! Discussions of motives and perps, hasty mis-accusations and apology brownies, a math lesson used to crack a mysterious code, and more than a few choice red herrings build up to a truly hilarious madcap finale.

About the Author

N. Griffin was named one of *Publishers Weekly's* Flying Starts of 2013. She received her MFA from the Vermont College of Fine Arts and lives outside Boston. She is also a teacher and math consultant, and she contributed the math activities for this guide!

About the Illustrator

Kate Hindley has illustrated many books for children, including *Worst in Show* by William Bee. She lives in Worcestershire, England.

This guide was written by Mary Kate Doman, a children's & young adult book consultant, with additional activities contributed by N. Griffin.



COMMON CORE CONNECTIONS

CCR Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCR Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Vocabulary Acquisition and Use

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCR Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.



Discussion Questions

1. How do Smashie and Dontel crack the code on the back of the jar of hair goop? Explain how the code works.
2. A lot of the characters in the book have very big imaginations. How do these add to the story? Give three examples of characters' imaginations getting carried away.
3. Ms. Early loves to tell her students that "motion sparks the notion." What does this phrase mean? How do Smashie and Dontel prove it to be true?



4. Give three reasons that Smashie and Dontel work so well together. Give three examples of times they approached doing something differently.
5. What is Smashie's role in the Hair Extravaganza and Musicale? How does she feel about it? What advice does she receive from her mother regarding the show? How does this advice prove to be helpful?
6. Why does Smashie want to add herself to the list of suspects? How does Dontel talk her out of it?
7. Look back through the book and find three examples of figurative language. Explain their meanings.
8. What does the phrase "taxing a suspect" mean? List the characters Smashie and Dontel "tax" and write a sentence explaining why they think each one is a suspect.
9. Why did Charlene's mother stop working at Carlos's father's hair salon? How do Smashie and Dontel help clear up this misunderstanding?
10. Who is the Herr Goop thief? Why did he or she do it? How was he or she able to pull off this mystery?

COMMON CORE CONNECTIONS

CCR Anchor Standards for Reading

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4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCR Anchor Standards for Writing

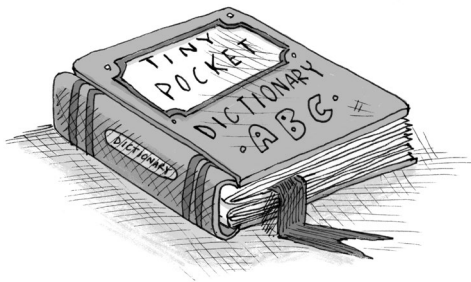
Text Types and Purposes

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCR Anchor Standards for Language

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

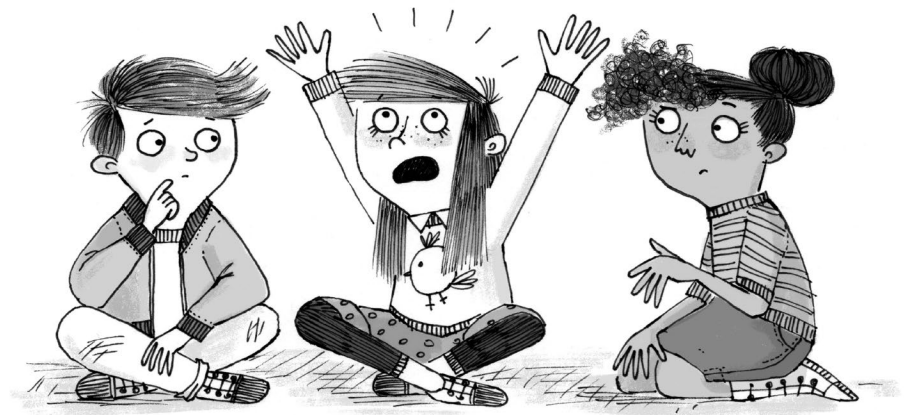


Vivacious Vocabulary

The author uses sophisticated language throughout *Smashie McPerter and the Mystery of the Missing Goop*. Review the following list of vocabulary words found in the book. Ask students if they can guess each word's meaning by rereading it in the context of the story. Then have them use dictionaries to check their answers and/or define each word. Since there are so many vocabulary words, you may choose to review these words over a few class periods and assign some for homework.

| | | | |
|---------------|--------------|-------------|----------------|
| abruptly | earnest | mangled | salver |
| afoot | espionage | mercifully | sarcastically |
| agog | fez | modestly | satisfaction |
| amiably | figuratively | muddled | scarcely |
| anguished | filbert | nefarious | sidled |
| anticipation | flaring | noble | skeptical |
| bellowed | forefather | palpable | soberly |
| betrayed | forestall | parameters | sparing |
| blackmailed | forthcoming | patent | stealthy |
| bleak | fretted | peculiar | surefire |
| breakthrough | glinted | pell-mell | systematically |
| bulky | grimly | pelting | tactfully |
| careered | gusto | pivoted | thrash |
| chaos | hastily | plagued | tweak |
| choreographer | hesitate | plaintive | undercurrent |
| churning | implications | potent | unison |
| confided | impromptu | preoccupied | unruly |
| craning | incredulous | promptly | upheaval |
| credenza | indignant | punctuated | vigorous |
| crestfallen | instance | quivering | whence |
| culmination | insults | rational | wilted |
| determinedly | intercept | resolutely | zestily |
| devised | interlude | retaliated | |
| discreetly | intrigue | revelation | |
| dread | lair | sabotage | |

After your students are familiar with the vocabulary list, invite them to choose fifteen to twenty of the words to use in writing their own mystery stories.



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COMMON CORE CONNECTIONS

CCR Anchor Standards for Writing

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCR Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Smashingly Beautiful Brochure

Everyone who sees Herr Goop in action is amazed by it. Have your students create brochures advertising Herr Goop to its target audience — which is anyone with



hair! Instruct them to include such elements as a tag line, an image of the product, an explanation of Herr Goop's purpose, where to buy it, why it's unique, and why a person can't live without it. Then have students take turns presenting their brochures to the class.

Hearing Homophones

Homophones are words that sound the same but have different meanings and/or spellings. There are many homophones found throughout *Smashie McPerter and the Mystery of the Missing Goop*, such as *Herr* and *hair* (*Herr Goop/hair goop*, pages 29–30).

Have your students skim the book and note as many homophones as they can find. Then ask them to think of other words that are homophones. Compile a list of all the examples on the board.



May I Have This Dance?

During the Hair Extravaganza and Musicale, Smashie, Dontel, and the rest of their classmates entertain the crowd with sixties go-go dances. Many sixties go-go dances have cool names, such as the Swim, the Temptation Walk, the Pony, the Skate, the Mashed Potato, and the Jerk.

Divide your students into groups of three or four and have each group choose one of these dances to research and perform. Instruct them to look up the origins of the dance, watch videos of people performing it, find out what songs traditionally accompany it, and learn the steps themselves. Then each group can tell the rest of the class what they learned about the history of their dance and perform it.



COMMON CORE CONNECTIONS

This activity uses Standards for Mathematical Practice 1, 3, 4, 5, 6, and 7; and Mathematics Content Standards: Number & Operations in Base Ten: Grade 2: NBT.A.1.A, NBT.A.1.B, NBT.A.3, NBT.B.5, NBT.B.7, NBT.B.9 and Grade 3: NBT.A.2

Making Numbers to 66!

Materials

- one pack of numeral cards per pair of students with the 7s, 8s, 9s, and wild cards removed
- manipulatives that can represent ones and tens, such as snap cubes or tens and ones in base-ten blocks
- one 1–6 die per pair
- at least one Tens | Ones sheet (reproducible) per pair

Directions

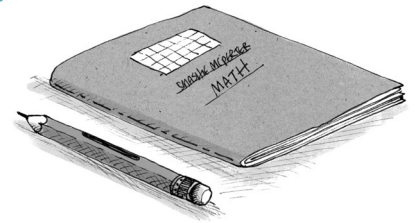
1. Lay the numeral cards facedown in a pile on a table between two students.
2. One child draws a card from the top of the number card deck and lays it on the table. This number will be their TENS number.
3. The other child draws a number from the top of the deck and puts it beside the first numeral. This second number will be the ONES number. Children should print the number they made with the two cards at the top of the Tens | Ones page where it says “OUR NUMBER.”
4. The first child rolls the die. The number he or she rolls should be written in the TENS place in the first row of the Tens | Ones sheet. The children should take that many tens from the manipulatives they are using.
5. Together, the children must figure out how many ones they need to make the rest of the number. For example, if the number they made with the number cards is 62, and the child rolls a 5 for five tens, they would need 12 ones to make 62. The children should use manipulatives to help them, unless they are at a point in their learning where that is unnecessary. This may vary from pair to pair.
6. Both children write the math expression or sentence they created. They should write the total number in the total column as well (in the example above, they could write $50 + 12 = 62$ or $50 + 12$ in the math sentence or expression column and 62 in the TOTAL column).
7. Then the next child takes a turn rolling the die and the process is repeated.
8. If a number is rolled that has already been used for the number of tens, the child rolls again. The process repeats until a usable number appears.
9. When all possible combinations have been made, the children should discuss and then answer the question at the bottom of the page.
10. Now the children can take a new sheet, make a new number, and start again.
11. When the students have played the game long enough to have completed a sheet for at least one number, call them together to discuss the question at the bottom of the page. How can they know they created all the possible combinations for their number?



Name: _____

Date: _____

Making Numbers to 66! Tens | Ones Sheet



OUR NUMBER: _____

| Tens | Ones | Math Sentence or Expression | Total |
|------|------|-----------------------------|-------|
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How do you know you've made all the possible combinations for your number?

COMMON CORE CONNECTIONS

This activity uses Standards for Mathematical Practice 1, 3, 4, 5, 6, 7, and 8; and Mathematics Content Standards: Number & Operations in Base Ten: Grade 2: NBT.A.1.A, NBT.A.1.B, NBT.A.3, NBT.B.5, NBT.B.7, NBT.B.9 and Grade 3: NBT.A.2

Making Numbers in the Hundreds!

Materials

- one 1–3 die and two 1–6 dice per every group of 3 children
- manipulatives that can represent ones, tens, and hundreds, such as snap cubes or ones, tens, and hundreds in base-ten blocks
- at least one Hundreds | Tens | Ones sheet (reproducible)

Directions

1. The first child rolls the 1–3 die. Whatever number comes up is entered in the HUNDREDS spot in the OUR NUMBER area on the Hundreds | Tens | Ones sheet.
2. The second child rolls a 1–6 die, and that number is entered in the TENS spot in the OUR NUMBER area on the Hundreds | Tens | Ones sheet.
3. The third child rolls a 1–6 die, and that number is entered in the ONES spot in the OUR NUMBER area on the Hundreds | Tens | Ones sheet.
4. The children should now have a three-digit number to work with at the top of the page.
5. Children should use manipulatives to make the number in as many ways as they can. For example, 263 can be made with 2 hundreds, 6 tens, and 3 ones. But it can also be made with 2 hundreds, 5 tens and 13 ones. Challenge the students to make as many combinations of hundreds, tens, and ones as they can to make their number. They do not always have to use hundreds, tens, and ones to make the number. For example, 263 can be made with 2 hundreds, 0 tens, and 63 ones. Once children have the hang of the game, they don't have to build the number with manipulatives unless they need to.
6. Then the children write the math sentence or expression for their combination. (In the example above, they would write $200 + 0 + 63$ or $200 + 0 + 63 = 263$.) They should also write the sum in the TOTAL column and the number of manipulative pieces they used in its own column.
7. Once they have made as many combinations as they can think of (some groups may want or need another sheet), they should work on the two questions on the sheet. Each trio of children should discuss the questions among themselves.
8. Facilitate a whole class discussion, starting with two or three groups sharing a few ways they made their numbers. Compare strategies between the groups. Then discuss the final two questions as a whole group.



Name: _____

Date: _____

Making Numbers in the Hundreds! Hundreds|Tens|Ones Sheet



OUR NUMBER: _____

| Hundreds | Tens | Ones | Math Sentence or Expression | Total | Number of Manipulative Pieces Used |
|----------|------|------|-----------------------------|-------|------------------------------------|
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What is the combination of hundreds, tens, and ones that would use the fewest manipulative pieces?

What is the combination of hundred, tens, and ones that would use the most manipulative pieces?

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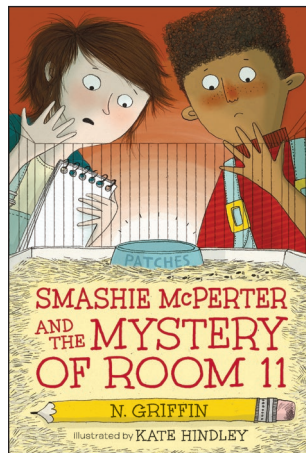
This activity uses Standards for Mathematical Practice 1, 3, 4, 5, 6, 7, and 8; Mathematics Content Standards will vary per grade level and per group, with the potential to use both the Operations and Algebraic Thinking strand as well as the Number and Operations in Base Ten strand.

Making a Secret Code!

1. Working in pairs or threes, come up with a code based on a math idea. Could you use addition in your code? Subtraction? Multiplication? As long as it uses numbers in some way, it's great!
2. Answer the following questions about your code: Are there any limitations to the code you created—that is, numbers you can't use? Letters you can't use? Why or why not?
3. Write a secret message using your code! Messages can be silly or serious, but they should be appropriate and kind.
4. Write out your secret message in your code on a clean piece of paper and give it to your teacher. Your teacher will then give you a secret message made by another group. Work together to crack the code and figure out the message!



Don't miss the first mystery in the series:



*Smashie McPterter
and the Mystery of Room 11*

HC: 978-0-7636-6145-8

PB: 978-0-7636-9097-7

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