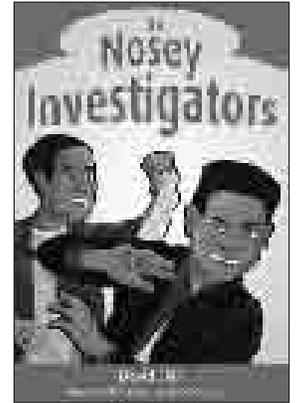


# The Nosey Investigators

by David Hill

illustrated by Courtney Hopkinson



## Book Summary

Something in Matt and Arlo's apartment building smells terrible. In this humorous narrative, Matt and Arlo use their problem-solving skills to solve the problem.

## Features of the Book

- Humour
- Double meanings
- Dialogue
- Colloquial language
- Inquiry and problem solving

## Purpose

*The Nosey Investigators* can be used to introduce and reinforce the following skills and understandings:

- S** making, revising, and confirming predictions;
- S** making inferences;
- S** exploring scientific inquiry through problem solving;
- S** exploring common suffixes.

## Investigation Tools

- Digging Deeper – A Lot of Rot, page 29
- Looking Closer – The Nose Knows, pages 30–31
- Step by Step – A Scientific Investigation, page 32

## The Guided Reading Lesson

- S** Making, revising, and confirming predictions
- S** Making inferences
- S** Exploring scientific inquiry through problem solving

## Introducing the text

Explain that the boys in this story have a problem. Something smells terrible in their apartment building.

- *What could be causing the smell?*
- *How might they investigate its source?*

Ask the students to study the cover, the title, and the contents page.

- *What do you think is happening on the cover?*
- *What can you infer about these boys?*

Ask the students to look at the picture on the title page.

- *How might this be connected to the problem?*

## Reading and discussing the text

Ask the students to read chapters 1 and 2, looking for what the dialogue and interactions reveal about the characters.

Ask the students to look at the picture on page 10 and describe what's going on. Discuss possible interpretations (joking, playing, bullying, fighting).

- *What do you think is happening based on what you know about the characters?*
- *What is the author trying to show?*
- *Who does most of the teasing? (Arlo)*
- *What does this reveal about his character?*

Brainstorm the steps a scientist might go through to investigate a problem (observe, ask questions, develop a hypothesis, test the hypothesis, analyse results, draw conclusions). Discuss how these are all good problem solving techniques.

- Read chapters 3 and 4, looking for the steps the boys follow to solve the problem.
- What were the steps they used? (surveying residents, asking questions, and eliminating possibilities)
- What kind of evidence did they collect? How?
- How do you think they will find the right answer?
- What will happen next?

Ask the students to read the rest of the story, thinking about how they might revise their predictions.

- What clues did you use to revise your predictions about the source of the smell?
- What made Matt think that something in the heating vents was causing the smell?
- Why did Arlo go suddenly quiet on page 24?

Ask the students to find the place where they worked out the source of the smell.

- What was the information that helped you to work out the problem?

Explore how Matt asked questions to narrow down the source. Discuss how questioning can be a helpful way to solve a problem.

- How does Matt’s questioning help Arlo to realise the connection between the smell and his actions?
- How does Arlo’s behaviour change at this moment? Why?
- How do you think he is feeling?
- What do his actions reveal about his character?
- Which problem still wasn’t solved by the end of the story? (Arlo and his lunches)
- How could we investigate and solve his problem?

Invite the students to use the investigation tool Step by Step on page 91 to create a plan to solve Arlo’s problem.

## Revisiting the Text

The activities below can be used immediately after the guided reading lesson, during later reading sessions as mini-lessons, or as independent activities.

### **S** Exploring scientific inquiry through problem solving

Ask the students to read “A Scientific Investigation” on page 32. Write the following steps on the board under the heading “Scientific Inquiry”:

1. Ask a question and form a hypothesis.
2. Test the hypothesis.
3. Analyse the results.
4. Draw a conclusion.

Discuss the steps and model the process using the question “Where did I leave my keys?”

✎ Ask the students to think of a problem they would like to investigate. They can use the blackline master on page 80 to develop their plan to solve it.

### **S** Exploring common suffixes

Encourage the students to brainstorm synonyms or words associated with smell (stink, perfume, stench, aroma, odour, reek, scent, whiff, fragrance). List these on the board. Invite them to invent some other names for the “stinkometer” using the words listed.

- If an altimeter measures altitude and a speedometer measures speed, what do you think the suffix “meter” means?

Help the students to brainstorm other words that have the same ending as stinkometer (thermometer, pedometer, chronometer, micrometer, manometer). They can use a dictionary to compare their meanings.