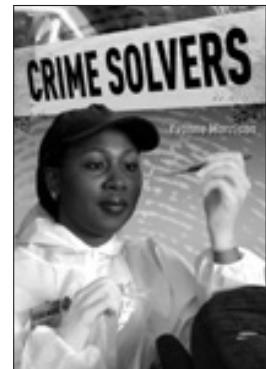


Crime Solvers

by Yvonne Morrison



Book Summary

Most crime scenes contain clues. This text explores the work of forensic scientists and the tools they use to solve crimes.

Features of the Book

- Historical references
- Multiple text forms
- Procedural text
- Photographs – crime scene, lab scene, and microscopic images

Purpose

Crime Solvers can be used to introduce and reinforce the following skills and understandings:

- S** reading for different purposes;
- S** using prior knowledge;
- S** synthesizing information;
- S** exploring science as a human endeavor.

Investigation Tools

- What's the Background? – Forensic Firsts, page 6
- Step by Step – Gathering Evidence, page 12
- Digging Deeper – DNA, page 16
- **Weighing Both Sides – DNA Profiling, page 19**
- Looking Closer – Microscopic Evidence, page 25
- Making Connections – Beyond Crime, page 29

The Guided Reading Lesson

- S** Reading for different purposes
- S** Using prior knowledge
- S** Synthesizing information

You may need to spend extra time familiarizing your students with the concepts and specialized vocabulary in this book. This lesson could be extended over two or more days.

Introducing the text

Encourage the students to discuss their background knowledge about crimes and how they are solved.

- *What are some different kinds of crimes?*
- *Why is it important to solve crimes?*
(to help victims, to deter criminals)

Ask the students to discuss some of the tools and techniques that might be used to solve a crime.

- *Where do you get your background information about solving crimes?*
- *How might solving crimes on TV be different from real life?*

Distribute the books. Ask the students to make connections between the pictures on the cover and the picture on page 3.

Read through the glossary on page 31 together. Discuss which words sound familiar and where the students might have heard them. Invite them to use the glossary as they read.

Reading and discussing the text

Ask the students to read to page 13 to find out more about forensic science. After they have finished, encourage them to consider the facts from the following perspectives:

- a student considering becoming a forensic scientist
- a criminal planning a crime
- Simon Anderson
- a reporter writing about the stolen paintings.

– *Which details would be of most interest to a student? Mr. Anderson? A reporter? A criminal?*

Discuss how each person might be focused on different information based on their perspective, their interests, or their purpose for reading.

- *How does having a specific purpose change what you pay attention to?*
- *How could that idea help you as a reader?*

Ask the students to return to “Forensic Firsts” on page 6.

- *How has technology changed the way crimes are solved?*
- *How do you think investigators will solve the Holland Avenue case?*

Discuss how using what we already know can help us make sense of complex text. Ask the students to read pages 14–21, looking for familiar concepts and ideas.

- *How have you used your existing knowledge to help you understand the concepts?*

Encourage the students to find the parts of the text where they used their background knowledge.

- *What parts were confusing?*
- *How could we rephrase the information to make it more familiar?*

Ask the students to read to the end of the book, noticing how technology is used.

- *How do computers assist forensic scientists? What other special equipment do they use?*
- *Can you imagine any inventions that might improve forensic science?*

Ask the students to analyze the Forensic and Court Reports (pages 27 and 30) and identify which evidence helped to convict Mr. Franklin.

- *Which evidence was the most useful?*
- *Which evidence was of no use? Why?*

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 science as a human endeavor

Ask the students to reread the text, looking for the kinds of skills, training, characteristics, and interests required to be a good forensic scientist.

- *What kind of person would make a good forensic scientist?*
- *Would you make a good crime solver? Why/why not?*

☞ The students can complete the blackline master on page 69 to analyze their qualifications and suitability for this profession.

S Reading for different purposes

Ask the students to write one of the following:

- a newspaper article about the Holland Avenue robbery;
- Mr. Franklin’s diary entries from the days before the crime to his time in jail;
- Mr. Anderson’s diary entries from the day of the robbery to the day the crime was solved.

The students can then revisit page 19 and use it to help them complete a Weighing Both Sides investigation tool about DNA profiling from the perspectives of Mr. Franklin and Mr. Anderson.