

HighWire
MAGAZINE

FORENSICS

Crime Busters

Meet the people who use science to solve crime.

Bones Can Tell Tales

Your skeleton has a story.

The Job Files

Is forensics the career for you?



Volume 7, Issue 1 Teacher Guide



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High Wire Magazine – Forensics Teacher Guide

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Forensics

Teacher Guide

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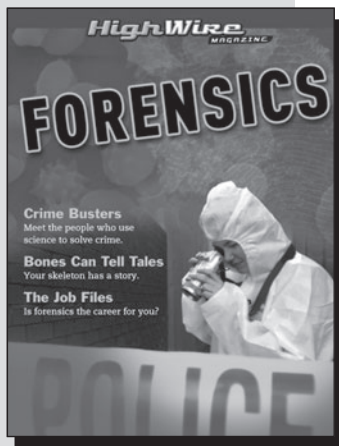
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The lesson plans in this Teacher Guide are supported by the *High Wire Magazine* Program and Assessment Guide. The Program and Assessment Guide contains:

- an overview of the components and features of *High Wire Magazine*
- a scope and sequence chart that outlines the key reading strategies that are highlighted in each issue of *High Wire Magazine*
- supporting information about the needs of adolescent readers
- descriptions of the instructional strategies, approaches, and activities used in the lesson plans
- assessment masters for the key reading strategies.

Brief explanations of instructional strategies are provided in the sidebar of the lesson plans alongside the first use of each strategy.



Forensics

Key Reading Strategy: *Predicting*

The lesson plans in this issue of *High Wire Magazine* highlight the reading strategy of Predicting. Opportunities to use this strategy are indicated by the symbol ★. For more on this strategy, see page 16. **Assessment Master 12** in the Program and Assessment Guide can be used for this strategy.

Curriculum Links: science, technology

Introducing the Magazine

Setting the Scene

Tell the students that this issue of *High Wire Magazine* is about forensics. Ask them to share their ideas about what “forensics” means. ★Discuss the person on the cover. Ask questions such as the following:

- Why is she dressed like that?
- What might she be doing?
- What other clues does the cover give you about the theme?

Making Connections

Explain that there are people whose job it is to study and analyze the evidence relating to crime scenes. Share some of the movies and TV shows the students are familiar with that have portrayed people in these roles. Ask questions such as the following:

- What sort of person would be suited to a job as a forensic scientist?
- What would attract someone to a job like this?
- How suited would you be to this kind of job?

Lesson Focus

Predicting
Prior knowledge and
experience
Making connections

About This Selection

This article describes how forensic science is used to catch criminals. Students learn about the collection, examination, and value of evidence as they follow its path from crime scene to court.

Word Talk

Glossary words:
tampering, ducts, filters
Other vocabulary:
evidence, analyze,
accurate, determine

Anticipation Guide

An Anticipation Guide contains several statements that relate to the text topic or theme. Students use the guide to prompt their thinking before they read a text.



Reflection and Metacognition

Have students discuss how the layout of the selection supports them in reading and understanding the text.

Crime Busters

page 2

Before Reading

Anticipation Guide

Use the Anticipation Guide **BLM 1**, (see page 20) with the class. This has several general statements about the theme of the selection. Have individual copies for each student and read each statement aloud as they follow along. Ask the students to write down whether they agree or disagree with each statement. Then engage the students in a whole-class discussion and encourage them to share their opinions, recording the key points they make on a T-chart (agree/disagree).

K-W-L Chart

Introduce a K-W-L chart and use the following steps:

Step 1 – Discuss the topic.

Step 2 – Brainstorm what the students already know about the topic, and record the information in the first column of the chart, “What I Know.”

Step 3 – Ask the students to formulate questions that address gaps in their knowledge or that reflect their curiosity, using the information in the “What I Know” column. Record these questions in the second column, “What I Want to Know.”

During Reading

Text Features

Have the students look over pages 2–7 to note the headings and the features of the text (photo and caption, boldface glossary words). Invite them to follow along as you read the text. You may select one or two students to briefly retell a scene from a movie or TV show in which the technique or type of evidence described on the page has occurred.

Have the students look at the photo and captions on pages 2–3, and ask questions such as the following:

- Which gives more information to help you understand what a forensic scientist is – the first section of the text or the photograph? Why?
- What does the photograph tell you that the text doesn’t?

Guided Reading

Using a Guided Reading approach, take the students through the article section by section. Ask questions such as the following:

- What is the first question asked on page 2?
- Why is that a good starting question?

Introduce each section by reading the heading and asking the following question:

- Think about what the heading states. What do you think this section will tell us?

Extra Help

Encourage the students to retell what they have read in their own words to monitor comprehension.

When the students have read each section, ask them to check their predictions. To focus the students' reading of each section, ask some of the guiding questions below:

Crime Busters

- What do you think forensic scientists do?
- What do you think the numbers in the photograph are used for?

Getting the Goods

- What do you think the "Goods" are?
- What do you think forensic scientists need in order to collect the "Goods"?
- What kind of evidence might forensic scientists collect from a crime scene?
- What do you think is inside the plastic bag in the photograph?

Back in the Lab

- What do you think forensic scientists do with the evidence they collect?
- What do you think "molecule" means? Students can consult the glossary to check.
- What do you think they'll look for when a door or lock has been forced open?
- Why would the scratch on the car in the photograph be important?

The Great Matchup

- What do you think "The Great Matchup" means?
- Why would the woman in the photograph be spraying the envelope?

After Reading

To encourage conversation about the selection, ask questions such as the following:

- What was the most interesting or surprising information in this selection?
- Why?

K-W-L Chart

Record the information the students have learned in the third column of the K-W-L chart. Then ask them to review the first two columns and use asterisks to identify:

1. the information in the first column that was confirmed, based on the reading
2. the questions in the second column that were answered by their reading.

Making Connections

To Make Connections to other things they encounter, the students could review a TV show, such as *CSI*, and write about the forensic science that was used to solve the crime.

Lesson Focus

Predicting
Questioning

About This Selection

In this selection, an expert explains how scientists examine bones to learn about the person they belonged to.

Word Talk

Glossary word: *sockets*
Other vocabulary: *sutures*,
patient, *skeleton*, *identity*,
humerus

Word Splash

Key words from the text are “splashed” or written onto an overhead transparency or chart paper. Students use the words to predict the content of the text.



Assessment Tip

Look for students who generate reasonable predictions based on a combination of text features and prior knowledge.



Reflection and Metacognition

Have the students reflect on how predicting the content of this selection from the word splash helped support them to understand the text.

Ask an Expert: Bones Can Tell Tales

page 8

Before Reading

Making Connections

Tell the students that the selection they’re about to read is a collection of questions and answers about bones. Ask the students to predict the questions that will be asked. Encourage them to Make Connections to what they already know.

Ask questions such as the following:

- What do you already know about bones?
- Why do you think this magazine has included a feature about bones?

Word Splash

Use a Word Splash to discuss the following vocabulary: *skeleton*, *identity*, *humerus*, and *sutures*. Have the students predict the content of the passage based on their understanding of the meanings of these words.

During Reading

Questioning

Ask the students to think about the kinds of questions they would ask if they were emailing an expert about bones. Then have them look at the two email screen images and ask questions such as the following:

- Who are they from?
- What are they saying?

Guided Reading

Previewing the title and the subject and question written in the first email, pause to give the students time to respond to the first question posed in the text. Have them preview the remainder of the interview to note the bold type and question marks for the questions. Read aloud the questions and answers on page 9, pausing after each one to encourage the students to make predictions about the answers. To develop the discussion further, ask questions such as the following:

- What other questions could you ask a forensic scientist about bones?
- Is there anything in the email questions and answers that you wish the expert had explained differently or in more detail?

Text Reformulation

Text reformulation is simply transforming a text into another type of text, for example, from a newspaper article into a poem.

After Reading

Predicting

Have the students check the accuracy of the predictions they made during Guided Reading.

Text Reformulation

The students could reformulate the information from the forensic scientist into a format similar to the one below, which could be used as evidence in a court of law.

Height	Weight	Age	Skull Shape	Conclusion
Humerus = 14 ins long	Skeleton weight = 55lbs	Skull indicates all sutures closed	Rounded eye sockets and jawbone	Likely to be a female, about 5ft 8ins tall, more than 70 years old

Lesson Focus

Predicting
Making connections

About This Selection

A cold case is solved thanks to forensic science and the availability of new DNA evidence in this fictionalized account of a murder investigation.

Word Talk

Vocabulary: *shabby, arsenic, justice*



Assessment Tip

Look for students who generate reasonable predictions based on a combination of text features and prior knowledge.

Probable Passage

The teacher lists key words from the selection and the students discuss them. They may be asked to arrange the words into categories. The students then use the words to fill in the blanks of a Probable Passage (one that might occur in the text) or to write their own Probable Passage.

Say Something

Students work in pairs, taking turns to read sections of text aloud. The reader pauses occasionally to say something about the text, for example, a prediction, question, comment, or connection.

Extra Help

Remind the students to use the strategy of rereading to help them understand any parts of the text they don't understand on their first reading.

Clues from the Past

page 10

Before Reading

Making Connections

Encourage a discussion about the importance of evidence in solving crimes by asking the following questions:

- What kind of evidence would crime investigators be looking for?
- How much of a factor would time be in their search? Why?

Predicting

★Ask the students questions such as the following:

- Do you think this selection will be fiction or nonfiction? Why do you think so?
- What techniques do you think scientists might use to find clues that weren't discovered at the time the crime was committed?

Probable Passage

Use **BLM 2**, Probable Passage (see page 21), which contains a brief summary of the text that includes some key words and phrases from the selection that the students will need to understand. They can then compare this passage with the actual selection.

During Reading

Say Something

Read the opening section of the selection aloud. On page 10, have the students take turns reading a portion of the text with a partner and then share their responses using Say Something.

Locating Information

Ask the students to read page 11 independently and find out what happened to the drifter before his body was discovered.

Before reading page 12, ask the students to think about why Detective Alahan suspected that Ed Haines was involved in the crime. Have the students follow along as you read the text and then share their responses.

Ask the students to read page 13 independently and find out what clues were taken from the drifter's jacket.

After Reading

Text Reformulation

Have the students reformulate the article as a news story, using emotive language and a catchy headline.

Graphic Organizer

Revisit the fiction and nonfiction discussion, using a Graphic Organizer, such as a comparison chart, to provide evidence of the genre.

Lesson Focus

Predicting
Questioning

About This Selection

This graphic selection uses engaging images and educational captions to describe evidence collected from the human body. The captions also explain how each type of evidence can be used in criminal investigations.

Word Talk

Glossary word: *gender*
Other vocabulary: *convict*,
magnified, *determine*



Assessment Tip

Look for students who generate reasonable predictions based on a combination of text features and prior knowledge.

Extra Help

Encourage students to retell what they've read in their own words to monitor comprehension.

Body of Evidence

page 14

Before Reading

Making Connections

Invite the students to talk about the images they may have seen using a microscope. Explain that the next selection they're going to read contains photographs of such images.

Predicting

Discuss the way this text has been organized to enable specific pieces of information to be located with the use of titles, headings, photographs, and fact boxes. Ask questions such as the following:

- How does this help you to predict what the selection will include?

During Reading

Read Aloud

Read the title aloud and ask questions such as the following:

- Why do you think the author used this term as the title?
- What does "evidence" mean? (indication, proof, sign)

Read the first paragraph on page 14 aloud. Ask:

- What information in this paragraph was new to you?

Think Aloud

Think Aloud as you read the fact box "Blood" on page 14 aloud and share your thinking with the students. For example, share your thoughts about other stains that could be left on clothing and that would connect to evidence at a crime scene. Then ask the students to read the text box "fiber" with a partner and then think aloud about the different sorts of fiber they are wearing and how easily these could be left behind at a crime scene.

Ask the students to read the "Hair" paragraph independently. Ask:

- What do you think "gender" means?

Have students use the glossary to see how close their definition is.

Read the "Pollen" paragraph aloud and discuss other ideas the students might have about possible materials that could stick to clothing and provide evidence of a crime.



Reflection and Metacognition

Have the students reflect and discuss what aspects of the graphic text helped to support them when reading this selection.

After Reading

Making Comparisons

Invite the students to select two of the photographs to discuss. Ask them to:

- describe the differences in shape, color, and texture of the two materials that have been magnified and then list the descriptive words they have used
- describe how the image reminds them of anything else, what it is, and why.

Questioning

Have the students generate a list of questions they would like to ask the forensic scientist about these photographs.

Key Reading Strategy: Predicting

Making predictions about a text:

- heightens the students' interest and focuses their attention
- helps to sustain a questioning attitude
- keeps the storyline (of fiction selections) moving forward in the students' minds
- encourages the students to anticipate the direction of the text
- is a comprehension strategy that strong readers use.

Students can make predictions before reading and at points during the reading.

Reading and Discussing the Page

Share with the students the sorts of qualifications and temperament that are necessary to become a forensic scientist. For example, a person wishing to pursue this type of career would need qualifications in math, chemistry, or biology, and some laboratory experience in one of these or a closely related field. The personal qualities necessary for this type of work would include being patient, paying attention to detail, and having the ability to communicate effectively and use logic and reasoning to identify solutions and come to conclusions.

Invite the students to turn to page 16 and follow along as you read the title and text in the first paragraph aloud. Ask questions such as the following:

- How do the title, pictures, and other layout features help you to predict what the text will be about?
- Can you think of other times when it's helpful to guess or predict what might happen next? For purposes of discussion, suggest scenarios such as watching television or playing a computer game.

Then, ask the students to read the text in the "Making Predictions" box at the bottom of the page. Reinforce the idea that if they make a guess about what will happen next while they are reading, they are using the strategy of predicting.

Reflect on the fact that Detective Alahan (pages 12–13) used clues to help her solve the case. Share what these were by referring to the text. Discuss the fact that titles and pictures in a text are like clues that can help a reader to predict what it will be about.

Titles: Thinking about the title of a story can often provide clues about the main idea contained within the text. The title of an article often identifies the main topic. Many authors choose titles that in some way reflect the content of the story.

Pictures: Examining pictures or photographs can help you to predict what the content will be (for example, specific events, the personality of the characters, or the main idea or topic of a text). You could Think Aloud to demonstrate how to make predictions by examining photos and/or illustrations from a previously unseen text.

Other clues from the text: What you've learned about the events in a story or an article may help you to predict what might happen next. The subheadings in an article could also provide clues about the kind of information that follows.

Read page 17 aloud, and have the students apply prediction strategies to "Common Scents." Support them in this by modeling using the illustrations on page 18.

When you're ready to focus on this story, have the students return to their predictions before they begin reading it in detail.

Use **BLM 3**, Predicting, with "The Job Files" on page 26, encouraging the students to record their predictions before they read and then to refer to them as they read the article. Discuss whether their predictions helped them to process the information and whether they found it a useful strategy to help them understand what they were reading.

For further practice, they could make predictions at various points as you read a story aloud or use titles, illustrations, and clues from a variety of texts to make predictions about what they are reading.

Lesson Focus

Predicting
Analyzing characters

About This Selection

In this story, a rookie detective investigates an art-gallery robbery. With the help of a keen sense of smell, a hunch, and corroborating evidence, the detective solves the case.

Word Talk

Glossary words: *rookie*,
forgery

Other vocabulary: *fumes*,
contaminate, *whiff*, *theory*,
original



Reflection and Metacognition

Have the students reflect on and discuss what made this selection challenging for them to read.

Common Scents

page 18

Before Reading

Making Connections

Invite the students to talk about crime solving by discussing their prior experiences of watching TV shows or movies or reading books about solving crimes. Encourage them to think about questions such as the following:

- How were the crimes solved?
- What kind of information was collected?
- Who worked on the case?

Word Splash

Use a Word Splash by writing some words from the selection on chart paper or a transparency for the students to use in predicting the content.

★ These words could include “impress,” “robbery,” “investigation,” “promotion,” “intruder,” “plaster cast,” “suspect,” “rookie,” “security guard,” and “black market.”

Text Features

Ask the students to identify the features of this text that define it as a fiction story.

Contrast these with one of the nonfiction selections. Discuss the words in bold that are linked to the glossary.

During Reading

Guided Reading

Read page 18 aloud, and ask questions such as the following:

- What do you know about the setting of the story? What tells you this?
- What did you find out about the characters? What is a “klutz”?
- How would you describe a person like this?
- What do you think might happen?★

Marking the Text

Ask the students to read pages 19 and 20 independently. Encourage them to use sticky notes or bookmarks to Mark the Text with any questions and predictions they may have about the story as they do this.

Share these before reading page 22 and clarify the meaning of “contaminate” (pollute, soil, stain) and “black market” (an illegal way of buying and selling goods).

After reading page 22 aloud to the students, ask:

- What do you think Detective Blacktree meant when he said “I know the feeling”?

Review the meanings of the words “intruder,” “plaster cast,” and “suspect” before asking the students to read page 23 independently.

Somebody Wanted But So

Students choose a character from the text and create a sentence saying what the character wanted, what stands in the character's way, and how the conflict is resolved.

Double-Entry Journal

Read pages 24 and 25 to the students. Before you begin, ask them to work with a partner to draw up a Double-Entry Journal. Have them record the evidence they think there is against a particular character as a prime suspect in one column, and the words in the text that support their evidence in the other column. Have them share these predictions with another pair after they have read the story.

After Reading

Creative/Aesthetic Response

The students could create a storyboard as a Creative/Aesthetic Response to depict the main events after you have modeled how to write a brief explanatory caption beneath each sketch.

Somebody Wanted But So

Use Somebody Wanted But So to have the students summarize the story. Record who the character was, the person's motives, what happened during the story, and how everything ended.

Lesson Focus

Predicting
Using prior knowledge and experiences

About This Selection

This report provides an overview of occupations in various forensic fields, including forensic dentistry and fire investigation. Job descriptions and the skills and training required for each job are listed to help students determine if these jobs are right for them.

Word Talk

Glossary words:
criminology, arsonists
Other vocabulary: *cavities, destruction, satisfying, insignificant, gruesome, fascinated*



Reflection and Metacognition

Have the students discuss how their prior knowledge of these jobs helped them to predict the meaning of new words as they were reading the text.



Assessment Tip

Look for students who actively engage in conversation using a combination of text content and prior knowledge.

The Job Files

page 26

Before Reading

Predicting

Cover the title of each job with a sticky note. Then ask the students to scan the article, looking at the photos. Talk about the photos and encourage the students to predict what these jobs could be. Then have them remove the sticky notes to see whether their predictions were correct.

Making Connections

Share any information the students already have about the jobs profiled, and record any questions they may have about the work these people do.

During Reading

Shared Reading

Using a Shared Reading approach, read the text on pages 26 and 27 aloud. Ask the students to visualize the best and worst aspects of these jobs. When you have finished reading, have them describe what they think these aspects would be. Ask questions such as the following:

- What do you think the term “criminology” means? (Students can use the glossary to check their definition.)
- What does a photograph tell you that the text doesn’t?

Ask the students to read pages 28 and 29 independently. Encourage them to discuss the best and worst aspects of each job.

Making Connections

Ask the students to take note of the phrase “common sense” under the subheading “Is this the job for you?” (page 28). You could discuss this in relation to the story “Common Scents” on page 18.

Discuss what kind of person would best be suited to doing these jobs:

- What sort of qualities would you need to be able to do a job like this?
- How suited do you think you would be? Why/why not?

After Reading

Questioning

To encourage conversation about the selection, ask questions such as the following:

- Which job do you think would be most interesting? Why?
- What questions did you have that were not answered by the article?

Rereading

Use **BLM 4**, Rereading, as an exercise in Rereading.

Students could consolidate their learning in the following ways.

Text Reformulation

Have the students write an advertisement for one of the jobs profiled in this selection. They could list the qualifications and the personal qualities the applicant would need to have to cope with the job.

Role-Playing

The students could take turns in pairs to interview each other for one of the featured jobs.

Research

The students could find out more about the specialized equipment that one of these people may need to do the job. Have them create a poster with visuals to share the information.

Featured Graphic Organizer: Timeline

Reading and Discussing the Page

Discuss the students' understanding of the purpose of a timeline. Share examples of other instances where timelines have been used to present information. Introduce the term "chronological." Ask:

- What do you think this term means? (in a time sequence)

Show the students the timeline on pages 30 and 31, reading the title aloud, and ask questions such as the following:

- Why are timelines useful?
- How has the information on this timeline been organized? (List examples of their responses on the board.)
- Where do we start to read this timeline?
- Where do we go next? What are the indicators?

Ask the students to read the text under each date. Then ask questions such as the following:

- Why is the information in the first (second, third ...) box important to the timeline?
- Could any of the dates be omitted? Which one(s)? Why/why not?
- Which event do you feel is the most important?
- How could you organize the information in another way?

Discuss any questions the students have about reading a timeline and then ask questions such as the following:

- How can making a timeline help you to better understand what you've read?
- What would the most difficult part about making a timeline be?

Have the students use **BLM 5**, Timeline, to create a timeline of the events in "Common Scents."

For further practice, they could create a timeline to show important events in the lives of their class/themselves/their family/favorite sportsperson/famous person/famous event. Have them create a timeline that could be presented to the group and displayed in the classroom.

Featured Project: Tell-Tale Prints

Materials required: an old shoe or book, potters' clay, plaster of Paris, a magnifying glass, spatulas or similar utensils, trays or flat boards, protective table coverings, and bowls to mix the plaster of Paris.

This activity could be done in pairs. Prepare the surfaces you will be working on by covering them to protect them from the clay and plaster mix. Ask each pair to roll out the clay into a sheet that's larger than the sole of a shoe or boot. Have bowls with plaster of Paris powder ready beforehand so that the students can just add water and mix it when ready for this step. Provide spatulas or similar utensils for the students to use when spreading the plaster mix over the clay mold.

Read the introductory paragraph aloud to ensure that the students understand the reason for making the cast. Tell the students that this project will give them the opportunity to make their own casts to see how a forensics team would go about collecting evidence of the prints at a crime scene.

Read the experiment aloud as the students follow along and provide time for talking through each step before they begin working in pairs to make their cast.

Anticipation Guide

Name: _____ Date: _____

What to do:

- ➔ Before reading “Crime Busters” (*Forensics*, pages 2–7), read the statements in the table below. In the first column, write your response: strongly agree, agree, disagree, or strongly disagree.
- ➔ Read the article, then look back at the statements. Have you changed your ideas? Write your new response in the final column.

Response before reading	Statement	Response after reading
	Police wear overalls and gloves at a crime scene because they don’t want to get dirty.	
	Scientists can use specks of dust to trace a criminal.	
	DNA samples are not as useful as fingerprints for identifying criminals.	
	Scientists can identify the kind of tool used in a crime from the marks the tool leaves behind.	
	A tiny piece of paint from a car can pin down the make, model, and year of the car.	

Probable Passage

Name: _____ Date: _____

What to do:

- Reread “The Job Files” (*Forensics*, page 26). In your notebook, make a list of five things you’ve learned about forensic scientists.
- Put a check mark beside the fact or idea that you think is most interesting or important to know about this topic.
- Complete the sentences below. Use a different idea or fact for each sentence.

Key Words

evidence suspect crime clothing closed
charge forensic scientists Ed Haines unsolved Hooper Falls

Setting	Characters	Actions	Objects

Sometimes, there is not enough _____ to charge a person with a _____ and it can be months or even years before the case is _____. Fortunately, nowadays detectives are helped by _____ who can reexamine the evidence in an _____ crime. The fictional case of the _____ drifter is one based on what happened with several different true cases.

It was thirteen years after the crime that an arrest was finally made for the previously _____ murder of a drifter by a man who had been a _____ all those years ago. DNA testing was able to find a match between the hair on a piece of _____ and a sample of hair from the suspect. This was all that was needed to _____ with the crime.

Predicting

Name: _____ Date: _____

What to do:

- Flip through “The Job Files” or another story in *Forensics*, looking at the title and pictures.
- Make predictions about the story and record them in the first column of the chart.
- As you read, check your predictions.
- If they’re confirmed (correct), note this in the second column and write the page number or words that show you were right.
- If they’re not confirmed, you’ll need to revise them by writing a new prediction in the third column.

Before Reading: Predictions	During Reading: Predictions Confirmed	During Reading: Predictions Revised
1. From the illustrations:		
2. From the title:		
3.		
4.		
5.		

Rereading

Name: _____ Date: _____

What to do:

- ➔ Reread “The Job Files” (*Forensics*, page 26). In your notebook, make a list of five things you’ve learned about forensic scientists.
- ➔ Put a check mark beside the fact or idea that you think is most interesting or important to know about this topic.
- ➔ Complete the sentences below. Use a different idea or fact for each sentence.

1. The most interesting or important thing to know about forensic scientists is that _____.
2. I never knew that _____.
3. Most people wouldn’t know that _____.
4. An important word to know when you think about forensic scientists is _____. This word is important because _____

Timeline

Name: _____ Date: _____

What to do:

- Reread “Common Scents” (*Forensics*, page 18), thinking about the order of events in the story.
- Write each event on a sticky note, then arrange the notes in the order in which the events happened. Hint: The 6:08 a.m. phone call is not the first event!
- Write the events onto the timeline below. Write the police actions above the line and the robbers’ actions below the line.

The robbery

The arrest