Lesson 14: Donut Detective

TRANSCRIPT

HOOK 1

Hi. It's Amy.

The other day, I went to a donut shop near my house. It smelled amazing—like chocolate and sugar. There were rows and rows of different donuts. There were glazed, sprinkled, and even jelly filled donuts. They're always so delicious. But this morning, something was very different.

When the workers opened up the shop, the place was a mess. There was frosting on the floor, donuts knocked over, sprinkles were everywhere, and so much more. Something definitely happened here.

DISCUSSION 1

Discuss: What do you think happened at the donut shop?

HOOK 2

I'm sure you came up with some interesting ideas as to why the donut shop was a mess this morning. The workers had some ideas too, but no one knows what really happened. So they decided to get the help of a detective—a donut detective.

This is what happened when the donut detective got to the shop:

"Well, folks, this place is a donut disaster. I mean, sprinkles on the floor, flour everywhere, and is that jelly on the ceiling? Yep. Something definitely happened here last night. Hmm, it looks like there's a trail of crumbs on the floor. I wonder what we'll find if we follow it. Hey—is that a raccoon?

Well, that answers that. A raccoon is responsible for this mess. Now we know who did this, but I still need to know what exactly happened so I can fill out my report on the donut disaster."

We're going to help the detective by checking the security cameras. A security camera is a special camera used to watch a place and take pictures or videos to help keep things safe. There are four of them in this shop.

Alright. Let's not waste another second. Let's get more information and take a look at camera one. Here's what the detective found on camera one:

"I see the raccoon, and he's standing up to grab something. But this picture is pretty close-up. It's a little hard to tell exactly what it is he is grabbing."

The detective printed this picture and added it to his report. Underneath it, he wrote, "The raccoon grabs."

While this is what's happening, this is not enough information. The raccoon grabs what and where? He needs to get more information that he can add to his sentence. That way, he knows the full picture of what happened. To do that, we can zoom out on the picture to find more information. Let's try zooming out on the camera. Woah! There's way more information in this picture now.

DISCUSSION 2

Discuss: Based on this picture, what do you think the raccoon is grabbing?

HOOK 3

It looks like the raccoon is grabbing the door handle. The detective added this to his sentence, so now it says: "The raccoon grabs the door handle."

> *"Well, well, well. I guess we know what the raccoon was grabbing, but I still need to know more information for my report. I need to know where this is happening, and I don't just mean somewhere at the donut shop. Details, I need details."*

Details are the little extra parts that add more information. Like, what was he next to? What else was nearby? Was he inside or outside? If we zoom out even more, we'll have a better idea of where this picture is happening. Let's zoom out one more time.

There are a few ways we could answer the question of where. "The raccoon grabs the door handle next to the window." Or, "The raccoon grabs the door handle outside the donut shop." Any of these would give more information about where this is happening.

Here's what the detective added to his sentence: "The raccoon grabs the door handle next to the window."

> *"This sentence is much more detailed and gives more information for my report."*

This sentence started like this, but now, after adding more details like what and where, it looks like this.

Great job zooming out on the security camera. By seeing more of the picture, we can add more to our sentence and give more information about what's happening.

In today's activity, you'll help the detective look at pictures from the other three security cameras. As you zoom out, you'll add more information. That way, we can understand the whole story of what the raccoon did at the donut shop last night.

I'll get you started, step by step.

STEP 1

Before we get started, let's practice zooming out. Start with your hands close together like you're looking at a tiny part of the picture. Now, slowly move your hands farther apart as if the picture is getting bigger. That's zooming out. Each time your hands move out, that means you can see more in the picture and get more details to say what's happening.

Let's try it together. Start like this. Now zoom out. Again—zoom out. One more time—zoom out.

Awesome job! When you're ready to look at security camera two, move on to the next step.

STEP 2

Let's check out security camera two:

> *"Well, it looks like now the raccoon is climbing."*

The detective printed this picture and added it to his report. Underneath it, he wrote, "The raccoon climbs."

Teacher: Write the sentence, "The raccoon climbs," on the board or somewhere everyone can see it. We're going to add more to this sentence after we zoom out, so you don't need to add a period yet.

When you're ready, move on to the next step.

STEP 3

Now we need to figure out what the raccoon is climbing.

It's time to zoom out so we can see more of what's happening in this picture. Ready? Zoom out.

Discuss: Based on this picture, what do you think the raccoon is climbing?

STEP 4

Teacher: Call on a student to say what they think and add it to your sentence. We're going to add more to this sentence after we zoom out, so you don't need to add a period yet.

When you're ready, move on to the next step.

STEP 5

You probably said, "The raccoon climbs the stool."

Now that we have an idea of what the raccoon is climbing, we can focus on where it's happening. Let's try zooming out one more time to see even more. Ready? Zoom out.

> *"Interesting. I see that he's inside the donut shop. Aha! He's also next to a pile of boxes."*

Discuss: Based on this picture, where is the raccoon climbing the stool? Think about where he is or what he is next to.

STEP 6

Teacher: Call on a student to say what they think and add it on as the last part of your sentence. Then add a period.

When you're ready, read your sentence together as a class, then move on to the next step.

STEP 7

Maybe you said, "The raccoon climbs the stool in the kitchen." Or, "The raccoon climbs the stool next to a pile of boxes." Or, "The raccoon climbs the stool next to the plates of donuts." You may have said something else, and that's great.

This sentence started like this, but now, after adding more details like what and where, it looks like this.

This sentence is much more detailed and gives more information for my report. It's time to look at security camera three.

Teacher: Erase the sentence on the board.

STEP 8

Let's take a look at security camera three:

> *"Oh, interesting. Is he stretching? No. It looks like the raccoon is reaching for something."*

The detective printed this picture and added it to his report. Underneath it, he wrote, "The raccoon reaches."

Teacher: Write the sentence "The raccoon reaches" on the board or somewhere everyone can see it. Don't add a period yet.

When you're ready, move on to the next step.

STEP 9

It's time to zoom out so we can see more of what the raccoon is reaching for. Ready? Zoom out.

Discuss: Based on this picture, what do you think the raccoon is reaching for?

STEP 10

Teacher: Call on a student to say what they think and add it to your sentence. Don't add a period yet.

When you're ready, move on to the next step.

STEP 11

Maybe you said, "The raccoon reaches for a donut." Or maybe, "The raccoon reaches for a sprinkle donut."

Now we know what the raccoon is reaching for, let's zoom out one more time to get more information about where this is happening. Ready? Zoom out.

Discuss: Based on this picture, where is the raccoon reaching for a donut? Think about where the donut is.

STEP 12

Teacher: Call on a student to say what they think and add it to your sentence. Don't add a period yet.

When you're ready, move on to the next step.

STEP 13

Maybe you answered, "The raccoon reaches for a donut on the plate." Or, "The raccoon reaches for a donut next to the sprinkles." Or, "The raccoon reaches for a donut inside the donut shop." You may have said something else and that's awesome.

This sentence started like this. But now, after adding what and where, it looks like this. Nice job!

You're going to try the last one with a partner. When you're ready to look at security camera four, go to the next step.

STEP 14

Get your supplies.

STEP 15

In this activity, you'll need someone to work or share ideas with. That means you'll need a partner. A partner is someone you work with to talk, think, and help each other do the activity.

This could be someone your teacher assigns or someone you sit near. When everyone knows who their talk partner is, go on to the next step.

STEP 16

Find the line near the top of your page that says "Name." Write your name on the line.

STEP 17

Let's take a look at security camera four:

> *"Well, look at that. Now the raccoon is eating something."*

The detective printed this picture and added it to his report. Underneath it, he wrote, "The raccoon eats."

Look at your worksheet. Find the first line. It says, "The raccoon eats." This starts your sentence for this picture. Take your pencil and trace over the words, "The raccoon eats."

When you're done tracing, give a silent thumbs up.

STEP 18

Now we know that the raccoon eats, but we don't know what.

It's time to zoom out to get more information. Ready? Zoom out.

Discuss with your partner: Based on this picture, what is the raccoon eating?

STEP 19

Look at your worksheet.

Continue writing where you left off by adding what the raccoon is eating and don't add a period yet. It's okay if you don't know how to spell something. Just sound out the words and try your best.

STEP 20

Your sentence probably says, "The raccoon eats a donut." Or maybe it even says, "The raccoon eats a sprinkle donut."

We know what the raccoon is eating. Now, it's time to figure out where. Let's zoom out one last time. Ready? Zoom out.

Discuss: Based on this picture, where is the raccoon eating a donut?

STEP 21

Look at your worksheet.

Continue writing where you left off by adding where the raccoon is eating a donut and add a period. It's okay if you don't know how to spell something. Just sound out the words and try your best.

STEP 22

Whisper-read your sentence. You can make changes if you want.

STEP 23

Look at the picture above your sentence.

Right now, there is a raccoon eating, just like how our sentence started, but you added much more to the sentence. So now you can also add to the picture. Finish drawing the picture of what the raccoon is eating and where he is eating. You can use your sentence to help.

Your teacher will let you know how much time you have to draw.

STEP 24

Take turns sharing your sentence and drawing with your partner. When you're both done sharing, give a silent thumbs up.

WRAP UP

Nice job—you did it!

By zooming out and adding more information, we can understand more details of the story. And now the detective can finish his report on the donut disaster.

> *"This case is closed, and I couldn't have done it without you. Maybe next time the raccoon could simply order a donut like this one."*

Thanks for all your help today. I'll see you next time.