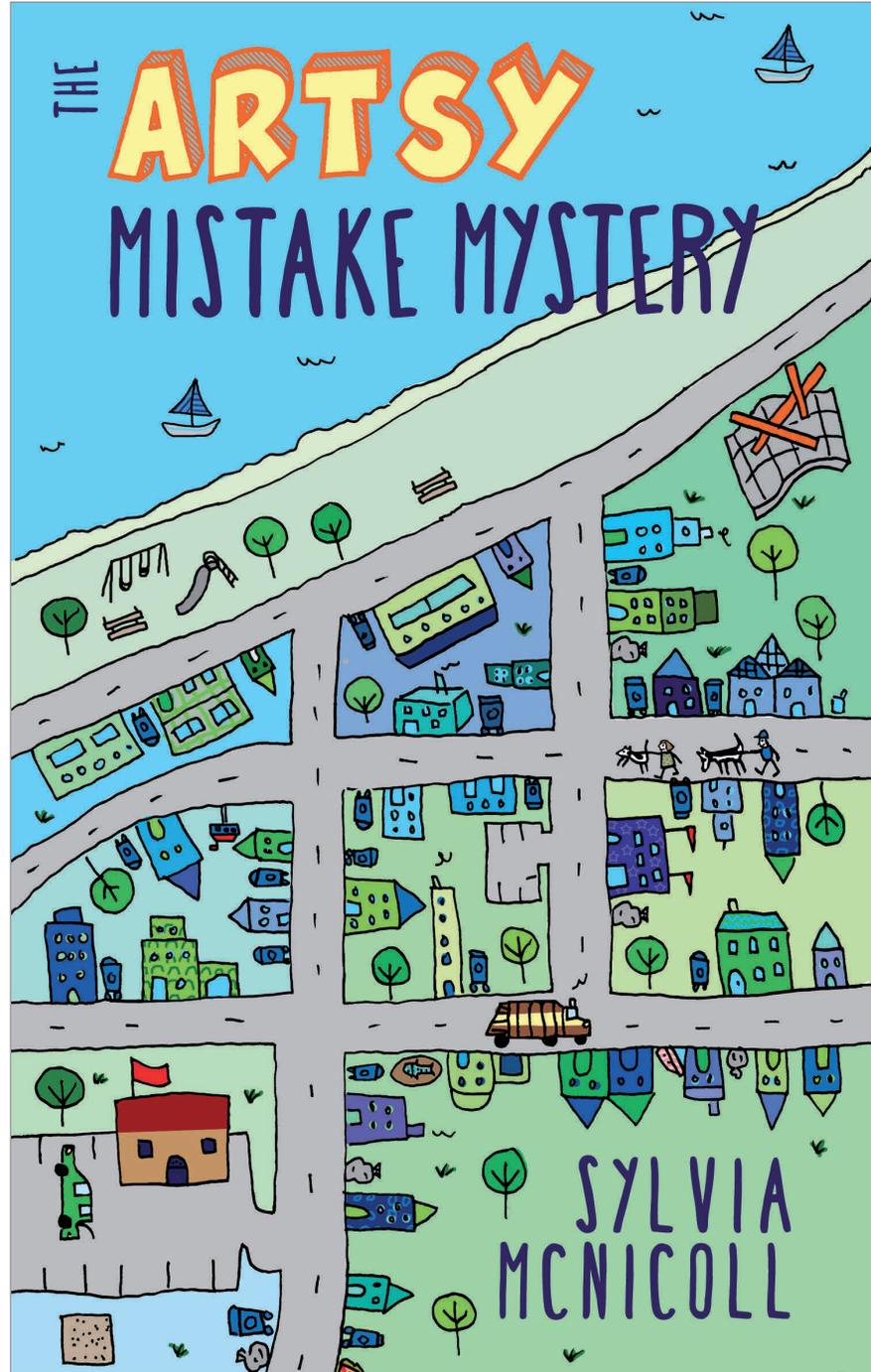


TEACHERS' GUIDE



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I. INTRODUCTION

ABOUT THE BOOK

The Artsy Mistake Mystery is the second book in the Great Mistake Mysteries series by Sylvia McNicoll. As the series advances, we learn more about the main characters, but each book stands on its own. In the first book, *The Best Mistake Mystery*, the narrator Stephen Noble becomes friends with fellow grade seven student Renée. Stephen has a part-time job walking dogs for his father's company Noble Dog Walking. Their friendship starts as Renée helps Stephen walk two dogs, Ping and Pong. The mystery begins when a bomb threat closes down the school for the day. The next day, Renée's brother, Attila, is questioned by the police after Attila's car is found crashed into the building. Renée enlists Stephen's help to solve the mystery and exonerate her brother.

In *The Artsy Mistake Mystery*, Renée and Stephen team up again to solve the mystery of who is stealing outdoor art around their neighbourhood. The stolen art includes a display of painted fish in the kindergarten playground, a painted mailbox, Halloween decorations, and a garden gnome. Attila is out on bail after spraypainting a tank on Champlain High School's wall, and is making wooden fishes for the Stream of Dreams project as his community service. He is once again a suspect. Renée is again determined to solve the crime and exonerate her brother.

ABOUT THE AUTHOR

Sylvia McNicoll is the author of over thirty novels. *Bringing up Beauty*, her guide dog story, won the Silver Birch Award, launching her to international success. *Crush.Candy.Corpse* was shortlisted for the Red Maple and Arthur Ellis awards. Sylvia lives in Burlington, Ontario.

II. BEFORE READING: BUILDING SCHEMA/PRE-READING IDEAS

INQUIRY

This book is about the value of art. It begins with a monthly recycling day and people recycling art they do not want or value. Some of the art left by the curb is collected by other neighbours to be used and displayed in various ways (decorate the staff lounge, hang in a guest room). Other items are stolen (Stream of Dreams fish, Halloween decorations, a special mailbox, a garden gnome). Attila is punished with community service for creating graffiti art, but later wins a scholarship and a monetary prize in a competition for the same art.

Introduce the inquiry by asking the following questions:

- What is value?
- What do you value?
- What is art?
- What gives art value?

As you work through the activities in this Teachers' Guide and read, discuss, and research ideas and information presented in *The Artsy Mistake Mystery*, you may want to return to some of the above questions, or create new questions with the class. Consider keeping a chart of the inquiry questions posted in the classroom.

GRAFFITI WALK ACTIVITY

Place images of art at various locations in the class with chart paper beside each of them. Be sure to include the following artworks:

- Banksy, *Maid in London*. (Day Two, Mistake Five. This print is in Attila's bedroom.)
- Image of Kristian Holmes's graffiti. (Day Three, Mistake Seven. Renée refers to this British graffiti artist who was jailed for three and a half years for defacing public property.)
- A Group of Seven painting. (Day Three, Mistake Eight. An art installation is revealed and signed by The Group of Four.)
- A Van Gogh and a Renaissance painting by Michelangelo or Leonardo da Vinci. (Day One, Mistake Ten. Star drops books about Van Gogh and Renaissance painting outside the library/community centre.)
- A Haydn Davies sculpture. (Day Three, Mistake Five: Davies's architectural sculpture *Rebecca* is displayed at the Art Gallery of Burlington. The climax of the story takes place at the Art Gallery of Burlington.)
- Art created by children.

- Taxidermy as art. (As appropriate. In Day One, Mistake One, Star rescues a taxidermied fish that will be used to decorate her prof’s staff lounge.)
- Outdoor decorations, such as Halloween decorations or a garden gnome. (Throughout the book, yard art and decorations disappear. They reappear in a winning art installation at the art competition.)

Groups rotate around the room and write their impressions, feelings, and opinions about each piece on the chart paper beside each image. As a whole class, review the notes on the charts and discuss.

STREET ART AND GRAFFITI

Graffiti is an important part of *The Artsy Mistake Mystery*. Students would benefit from being familiar with this art form.

- In Visual Arts class, the teacher can explore street art, its characteristics as well as its emerging value as contemporary art. Students can create graffiti art.
- In Visual Arts or Writing, students can research Banksy and Kristian Holmes.
- As an introductory activity, the class can view images of street art (including Banksy and Kristian Holmes) and discuss.
- If there are examples of street art in the neighbourhood, take the class on a walking excursion.
- In Oral Communication, students can prepare and present debates about whether street art is art or vandalism.
- Share articles or videos found online (preview carefully) comparing Banksy and Kristian Holmes. Discuss why one was respected while the other was imprisoned for his art.

QUOTES TO CONSIDER

You may want to put up quotes around the classroom for discussion and consideration. Special markers can be purchased for quotes to be written on classroom windows.

- “Beauty is in the eye of the beholder.” — Margaret Wolfe Hungerford, nineteenth-century writer
- “One man’s trash is another’s treasure.” — Unknown Author
- “Creativity takes courage.” — Henri Matisse, artist
- “Every child is an artist. The problem is how to remain an artist once we grow up.”
— Pablo Picasso, artist
- “A picture is a poem without words.” — Horace, Roman poet

CHARACTERISTICS OF GENRE

- Review the characteristics of narrative text (for example setting, character, plot, climax, and resolution), specifically the mystery genre (for example crime, detective, clues, evidence, red herrings, and suspects).
- Create an anchor chart and display it in the classroom.
- Throughout the text, highlight characteristics of the genre as they appear in the story.
- Jot down specific examples from the book onto the anchor chart to illustrate each characteristic.

III. BEFORE READING: STUDENT ACTIVITIES

OBSERVING THE FRONT COVER

Provide the worksheet Observing the Front Cover to students.

Examine the Title: *This is the second book in the series. If students have read the first book, they might notice that the word “Artsy” is the only difference in the title.*

Have students make predictions about the main idea of the story, using information from the title.

Examine the Front Cover: *The image on the cover of each book in the series is a map. Each book has a different map.*

Invite students to look at the map on the cover of the book. In small groups (possibly reading groups), have students list different items they notice on the map and make predictions about aspects of the storyline. Some items may be difficult to identify until later in the story. Students can also draw items or a symbol on a photocopy of the map, writing the symbol in the “Map Item” column. As students read the story, they can update the table.

Name: _____

OBSERVING THE FRONT COVER WORKSHEET

MAP ITEM	PREDICTION	SIGNIFICANCE OF THE ITEM TO THE STORY

IV. CHAPTER SUMMARIES

Students should be able to read this book in four weeks. In the first week, students can complete the Building Schema and Pre-Reading activities. The reading groups can then meet weekly to discuss days one, two, and three.

DAY ONE

DAY ONE, MISTAKE ONE

Stephen (the narrator) is walking two dogs (Ping and Pong) for his father's dog walking business. It is a sunny fall day and it's recycling, garbage, and monthly junk pickup day, which the narrator's dad calls "redecorating day." His friend Renée walks the dogs with him. On his way to pick up Renée, he encounters several neighbours. Mr. Jirad, Reuven's dad, is collecting bottles from recycling left by the curb in a dented white van with "Pay The Artist" message inscribed on the back. A teenage girl with a nose ring (Star) is rescuing a taxidermied fish to help her prof. decorate the staff lounge. Stephen sees Mrs. Whittingham load her home daycare children into her van and wave at him as she drives by. The dogs pull him into Mrs. Whittingham's yard and he notices what he believes to be a child left behind on a tree swing, which turns out to be part of her Halloween decoration. He attempts to administer CPR to the doll, which is his first mistake. He is caught in the act by Mr. Rupert, a grumpy neighbour.

DAY ONE, MISTAKE TWO

Mr. Rupert, an ex-military man, accuses Stephen of trespassing on Mrs. Whittingham's property, as well as stealing his mailbox which was made by his wife. Stephen finally arrives at Renée's house, and the dogs find and begin chewing on a wooden fish from Renée's brother Attila's bag in the hall. Renée tells Stephen that Attila has been cutting out the wooden fish as part of his community service. She also tells him that Attila spraypainted a tank on a high-school wall. She is concerned because he was supposed to deliver the fish to a local elementary school for kindergarten students to decorate that morning for the Stream of Dreams project. Stephen's second mistake of the day is believing he and Renée would be able to carry and deliver the heavy bags of wooden fish to school for Attila.

DAY ONE, MISTAKE THREE

Renée worries Attila will suffer consequences for not delivering the fish on time. They decide to "borrow" Reuven's red metal wagon to transport the two heavy bags. As they pass Mrs. Whittingham's house, Stephen notices that all of her Halloween decorations have disappeared. They meet the new crossing guard, whom they call Madame X, and she mentions how glad she is that the painted fish were removed from the fence in front of their school. Madame X mistakenly believes that the wooden fish they are transporting are the ones that have been removed. Attila calls Renée in a panic because he made arrangements to deliver the fish by car and the fish are missing. Mistake three was not believing Attila would deliver the fish in time.

DAY ONE, MISTAKE FOUR

Stephen and Renée meet Attila at the school and he delivers the wooden fish. Renée explains that Attila is worried that he won't meet the deadline to complete his portfolio for his application to Mohawk College. She reveals that Mr. Kowalski, the former head of the Art department at Mohawk College, is helping Attila with his portfolio. They discuss Attila's graffiti and Renée makes a reference to Banksy. As they walk back from the school, they notice the Stream of Dreams fish that were in front of their school are gone. Stephen notices a painting of a boy and a rabbit that he likes with the garbage, but doesn't have a chance to rescue it because the dogs begin barking at a recycling truck. Mistake four is watching the recycling truck instead of paying attention to what the dogs are doing.

DAY ONE, MISTAKE FIVE

When they drop the dogs off at their home, Stephen and Renée notice the dogs are chewing on painted fish. They wonder why someone would steal the Stream of Dreams fish and then just leave them in the trash. He remembers Madame X's comment about being glad someone had taken the painted fish off the kindergarten fence. Stephen places the painted fish in the pockets of his cargo pants and he and Renée go to school. At school there is a lockdown. Mistake five was believing that the lockdown was only a drill.

DAY ONE, MISTAKE SIX

(The reader discovers that the narrator is Stephen.)

After the lockdown ends, class resumes. Stephen and Renée are called to the principal's office. Two police officers and a service dog are waiting in the office to ask them questions. Renée recognizes one of the police officers. Mistake six: Renée reminds the police officer of a mistake he had made in the past, which puts him in a bad mood.

DAY ONE, MISTAKE SEVEN

The police officers ask Stephen and Renée whether they had noticed anyone entering the school with a gun while walking the dogs that morning. The detective also believes Stephen stole the Stream of Dreams painted fish because the crossing guard reported seeing them carrying wooden fish in a wagon. Stephen and Renée explain they were delivering unpainted fish to the elementary school. The police officer finds the painted fish in Stephen's pockets. When Renée explains that the dogs found the painted fish during their walk, the police officer wonders whether the dogs found them in Attila's room. He asks Renée whether Attila owns a gun. During this conversation, it is revealed that the tank Attila painted was a commentary on war. Renée suggests the police speak with Madame X instead of questioning her brother. The mistake: The more Renée argues with the police, the guiltier she makes Attila appear.

DAY ONE, MISTAKE EIGHT

Renée suspects Madame X may have removed the painted fish from the fence because she wore an oversized coat with plenty of room to hide the fish. Stephen reminds her that Attila hates those fish, too. Renée worries that her

parents will argue when they learn that Attila is being questioned by the police because they often argue about Attila. After school, they discover that the lockdown occurred because a gun was found in the library. Stephen has a telephone conversation with his mother, a flight attendant. She shares a story about a filmmaker passenger delaying the plane because he had a prop of a hand grenade in his carry-on luggage. Mistake eight is Stephen's mom's. She says Mr. Rupert hasn't been the same since his wife died, which makes Stephen worried.

DAY ONE, MISTAKE NINE

Stephen and Renée suspect Mr. Rupert of stealing the fish and leaving the gun at the school. Stephen thinks Mr. Rupert recognized a student from his surveillance video and brought the gun to confront the student at the school. Renée remembers her father telling her that Mr. Rupert is in the reserves and goes on military exercises. They pick up Ping and Pong for their afternoon walk and take them to the park behind the school. They see Mr. Ron's mom in her backyard and ask her whether she saw anything the previous night. She tells them she saw a group of teenagers wearing black caps and carrying wire cutters and hammers behind the school. The mistake: Suspecting Attila, Stephen asks whether any of them had a mohawk, which is disloyal to Renée.

DAY ONE, MISTAKE TEN

When they get to the community centre library, Stephen goes inside to pick up a copy of a book his teacher is reading to his class while Renée waits outside with the dogs. Inside, he sees Mr. Kowalski wearing a black cap and playing a spirited game of ping pong with someone. He borrows the book (*The Night Gardener* by Jonathan Auxier) and notices a poster announcing an art competition. Outside, Ping enthusiastically greets a teenage girl and snags her nose ring with his tongue when he licks her face. Stephen recognizes the girl from this morning (carrying the taxidermied fish). She is carrying books about Van Gogh and Renaissance painters. Renée tells Stephen that the girl's name is Star. She used to be Attila's girlfriend and was the one who suggested he paint the tank on the school wall. He tells Renée about the art competition and Renée says she believes Attila has entered a submission. Mistake ten: Advising Attila to speak with the police. Renée receives a message telling her the police have arrested Attila for theft and possession of a firearm.

DAY ONE, MISTAKE ELEVEN

Renée reveals that Mr. Rupert reported to the police that he saw Attila holding his mailbox on his surveillance video and that his gun was also missing. Renée is upset and dreads seeing her parents fight over Attila again. Stephen asks his dad if Renée can sleep over. As they prepare the guest room for Renée, Stephen notices the painting of the boy and the rabbit he admired that morning hanging in the guest room. Upon closer inspection, they discover Mr. Kowalski is the artist. When Stephen asks his dad about the painting, his dad tells him a dog-walking client (Mrs. Irwin) threw it out because she was redecorating the staff lounge and appeared to be angry with its painter. Renée wakes Stephen up just before midnight, telling him he needs to see something. Mistake eleven: Trying to suggest to Renée they wait until the morning.

DAY TWO

DAY TWO, MISTAKE ONE

Looking out the window (it's after midnight), Renée and Stephen see three teenagers dressed in black pulling a wagon containing Stephen's neighbour's gnome, "Grumpy." They decide to follow them, but do not see anyone when they get to the street. Stephen hears barking and wonders whether the thieves went into Mrs. Irwin's house. As they return home through the parking lot, they find a black cap on the ground. Mr. Rupert calls out to them and they run away. The mistake: Chasing after teenagers in the middle of the night.

DAY TWO, MISTAKE TWO

Stephen and Renée run back to Stephen's house, hoping no one finds out about their midnight adventure. The next morning, while walking the dogs, Renée lets the dogs sniff the black cap. The dogs lead them to Star's house. Renée confronts Star saying she was in the parking lot the night before and accuses her of stealing the gnome. Star asks for her hat, but Renée says it's evidence. Renée receives a call from Reuven accusing her of leaving a dent in his wagon. That's when they realize the teenagers used Reuven's wagon to steal the gnome. They see a police car pull up outside Stephen's house. His mistake: Believing the police would not investigate stolen art.

DAY TWO, MISTAKE THREE

As they walk towards Stephen's house, he sees a poop bag in a tree. Stephen explains to Renée that a grade eight student named Red leaves poop bags in trees while walking his Pomeranian so he can pick them up later on his bike, but often forgets. Stephen takes the bag out of the tree to throw out at home. When they walk into the house, they learn that Mr. Rupert called the police and reported two kids in the park in their pajamas at 1:00 a.m. Stephen tells his father and the police that they were in bed at 1:00 a.m. As they are being questioned by the police, Stephen receives a text from Star threatening to turn in Ping to Animal Control if they turn in her cap to the police. Mistake three: Misjudging Star.

DAY TWO, MISTAKE FOUR

Stephen insists he and Renée were asleep at 1:00 a.m. He is afraid to tell his father what really happened because Star threatened to call Animal Control on Ping. After the police leave, Stephen and Renée head to school. Renée explains that she just received a call from Attila asking her to pick up a piece of art from his room and deliver it to him at Mr. Kowalski's house. He can't go back to the house because his father kicked him out the night before. Knowing that Renée hates to be alone, Stephen decides to go with her. That was mistake number four.

DAY TWO, MISTAKE FIVE

On their way to Renée's house, Stephen tells her about Star's threat. They go into Attila's room to get the USB. On his wall is a poster of Banksy's graffiti. They deliver the USB to Mr. Kowalski's house. Parked in front of the house

is the white van Stephen saw Reuven's dad driving the previous morning. Mr. Kowalski offers to drive the kids to school on his way to the Art Gallery of Burlington with Attila to submit the USB. When Renée tells him about finding his painting on the curb, Mr. Kowalski loses control of the van. The mistake: Renée telling Mr. Kowalski his art was found with the trash.

DAY TWO, MISTAKE SIX

Mr. Kowalski regains control and stops the van. Renée tells him the painting was found outside Mrs. Irwin's. He tells the kids that Mrs. Irwin refused to insure the art in the staff room because she believed no one would steal art, so they made a bet about it. During the school day, Renée discovers that Mr. Rupert is dating Mrs. Klein, the school custodian. She discovers that Mr. Rupert and Mrs. Klein met one night outside of the school and he helped her search the school for intruders after she heard strange noises. After school, Stephen invites Renée to sleep over again since her brother isn't home and he knows she does not like being alone. Mistake six was inviting her to sleep over again.

DAY TWO, MISTAKE SEVEN

When they arrive at Stephen's house, Renée announces that she has a plan to clear Attila's name. She intends to get all the suspects to the show at the Art Gallery of Burlington. Stephen receives a phone call from his mother. She tells him a story about a therapy turkey on her flight. She also tells him that Mr. Rupert is not a dangerous man. When he gets off the phone, his father tells him that he doesn't want them to run around the neighbourhood looking for gunmen. Mistake seven: They are doing something more dangerous — inviting a gunman to an art show.

DAY TWO, MISTAKE EIGHT

In the morning after their sleepover, Stephen and Renée plan how to get all their suspects to the art show. They see Mr. Klein and Mrs. Rupert together and invite them. They call on Mrs. Irwin and invite her as well. The mistake: Possibly warning the criminal, as they plan to announce the criminal's identity at the exhibition.

DAY TWO, MISTAKE NINE

Stephen and Renée discover that Mrs. Irwin will be a judge at the exhibition, although she says that she thinks art is useless. They invite some of the suspects. They then call on Reuven, who accuses them yet again of denting his wagon. This is mistake nine: thinking that Reuven wouldn't keep accusing them. Ping barks at Star, who is listening in to the conversation with Reuven. Renée tells Stephen that she is sure Star was one of the people who borrowed the wagon.

DAY THREE

DAY THREE, MISTAKE ONE

Renée is sleeping over at Stephen's. She wakes him up in the night to show him that Mr. Rupert is outside the school. They see him looking through the classroom windows and then leaving. The kids decide not to call the police. Stephen has a nightmare in which Star is the Wicked Witch of the West from the Wizard of Oz. Mistake one of the day is thinking Star has no power over Ping. In the morning (Saturday), when Stephen gets up, he sees a City of Burlington Animal Control van in his driveway.

DAY THREE, MISTAKE TWO

Stephen tells Renée that Animal Control is there. They go downstairs, where Stephen's dad and a Ms. Lacey from Animal Control are sitting in the living room. She's investigating a complaint from the neighbours. Renée assumes it's about Star and the dogs, but it turns out to be a photo of Stephen reaching up into a tree with a poop bag. Ms. Lacey tells Stephen that he's just being warned, not charged, but does not believe that Stephen is actually taking down the poop bag to dispose of it. Stephen's mom calls. She tells him about U.S. Customs stopping a Canadian from boarding a flight from Seattle to Beijing with fifty-one turtles strapped to his legs. This makes Stephen again think that Madame X could certainly have stashed the fish under her many-pocketed coat. Stephen worries that Star will report Ping to Animal Control. Renée says that she'll handle it and asks Stephen for his cellphone — mistake two.

DAY THREE, MISTAKE THREE

Renée texts Star, thanking her for calling Animal Control and telling her they showed Ms. Lacey Ping's cut tongue. Star texts back that she's kept the picture of her bitten nose to show Animal Control. Renée makes a connection between the picture of Stephen that Animal Control has with the picture of Attila and the mailbox: you can't tell from either picture if the item is being removed or replaced. Stephen tells Renée that he is sure Madame X stole the fish, due to her bulky coat, the multi-tool she carries in her pocket (connection with turtle story), and that she told the police Stephen and Renée stole the fish. They see Mrs. Ron using a painted fish as a coaster. She tells them Reuven had some in his wagon that he said were extras and gave one to her. Renée calls Constable Wilson to invite him to the art gallery. This is mistake three. Stephen notices Star nearby.

DAY THREE, MISTAKE FOUR

Star accosts Renée, telling her that she has caused a lot of trouble. Renée tells her she won't let Attila take the blame for the thefts, but Star says they won't let that happen. Ping barks at Star, jumping up at her, and she takes a photo of him and goes into the library. As they walk the dogs home, they see Mrs. Irwin leaving to go to the gallery and remember that the dogs found two of the fish near her recycling bin. As they arrive at Ping and Pong's home, they see Red ride by on his bike, on his way to the art gallery. They discover that his father works there. They tell him Star reported him to Animal Control for putting the poop bags in trees instead of the garbage, and he agrees to confess. Stephen's dad discusses the art show with them, telling them Mrs. Irwin loves Mrs. Filipowicz's

entry and how it represents diversity and immigration. Renée says that she wishes her father would go, and that is Stephen's dad's first mistake of the day. He offers to call her parents and invite her mother (and father if he chooses to go) to carpool with them.

DAY THREE, MISTAKE FIVE

Stephen's dad tries unsuccessfully to convince Mr. Kobai to attend the art show. They pick up Mrs. Kobai and discuss Attila. When they arrive at the art gallery, they notice the sculpture entitled Rebecca outside. The first exhibit they see is a slide show of Attila's graffiti art. One is a handgun and the kids realize that mistake five is not only that Star overheard them inviting the police, but that the handgun may be modelled after Mr. Rupert's missing gun and that Attila can be charged with vandalism for his graffiti art.

DAY THREE, MISTAKE SIX

Attila's art is entitled Weapons of Destruction. Renée and Stephen see Reuven serving cheese from a tray and accuse him of stealing the Stream of Dreams fish, since he gave one to Mrs. Ron. Reuven says he found some of the fish in his wagon, which was why he thought they stole them. He didn't report them because he didn't want to cause them trouble, but he is clearly still upset about the dent in his wagon. His father overhears and tells Reuven not to worry. He says Stephen and Renée did not damage the wagon, and that he and Reuven can find another next junk day. The next art piece they see is a fabric picture of a church entitled God Lives Here in Burlington. Star accidentally spills cranberry juice on it. Mistake six: The police arrive and see Attila's slideshow.

DAY THREE, MISTAKE SEVEN

Renée and Stephen discuss whether Attila will be arrested during or after the art show. They mention Kristian Holmes, a graffiti artist who was arrested and jailed for his art. Mr. Kowalski uses club soda to remove the cranberry juice from the fabric picture, and the kids discover that Ms. Lacey is the artist. Ms. Lacey asks if Renée and Stephen spilled the juice on her art and they tell her it was Star, but not that it was an accident. Ms. Lacey goes to speak with Star. Renée and Stephen look at Mrs. Filipowicz's painted ostrich egg, entitled School Children of Burlington. The kids suspect Mrs. Filipowicz stole the fish, as the fish painted on her egg are exactly the same, but she says she used a photo as reference to paint the egg. Renée and Stephen talk with Constables Wilson and Jurgensen about Attila's art and explain that the gun Attila painted is not the same as the gun that was stolen. Renée's mistake is shouting as she defends her brother to the constables.

DAY THREE, MISTAKE EIGHT

Stephen tells the constables that many people other than Attila could have stolen the art. He tells them about Mrs. Filipowicz and the two fish, and that Mr. Jirad knows something about the rest of the fish. Constable Wilson says that they are more concerned about the revolver theft than the other thefts. At this point, everyone gathers around a final installation entitled Stolen Art by the Burlington Group of Four. The piece is made with all of the missing items. Mistake eight is Renée saying that she knows and will announce after the awards the identity of the

four artists. Stephen worries that Star will retaliate and report Ping to Animal Control.

DAY THREE, MISTAKE NINE

Renée and Stephen vote for Attila's art. Mr. Kobai walks into the art gallery and watches Attila's slide show. Mrs. Irwin reveals that she was discouraged that art didn't seem to be of value to anyone, and that is why she made the bet with Mr. Kowalski that no one would steal art. The Stolen Art installation and the many people attending at the exhibit proves to her that she was wrong, and she is pleased about that. She announces that the winner is Attila. Mistake nine is Renée hugging Stephen without remembering there is a cheese plate between them.

DAY THREE, MISTAKE TEN

Mr. Kobai doesn't seem pleased with his son's success. Second place goes to Mrs. Filipowicz, and third place goes to Mr. Jirad. Stephen's mom arrives in time to witness a final award, the People's Choice award, given jointly to the Burlington Group of Four and Attila. No one steps up to collect the Burlington Group of Four's prize, so Renée announces their identities: Star, Mr. Jirad, Mr. Kowalski, and Attila. She says that the real mystery is who stole Mr. Rupert's gun. Stephen speaks up to say he knows who stole the gun and it was no one! Mr. Rupert dropped it in the school and Mrs. Klein noticed but didn't say anything to stop the lockdown because she didn't want to get into trouble for having Mr. Rupert in the school with her. That is her mistake. Attila takes responsibility for the mailbox theft, but Mr. Rupert forgives him as he believes his wife would have enjoyed having her art in an exhibit. Mr. Rupert reveals the gun is only a replica. The police arrest him for carrying a replica gun. Mistake ten is Mr. Rupert's because he didn't think the replica gun would cause any problems.

THE AFTERMATH

Renée goes home with her parents, and Stephen goes home with his. He explains to his parents the evidence he and Renée used to solve the crimes. Stephen admits that he and Renée are indeed friends, and that it is possible to have a girl as a friend. Stephen's mom tells him one last work story: that airports are now required to have pet bathrooms.

V. DURING READING: STUDENT HANDOUTS AND QUESTIONS

NOTES TO TEACHERS

DETECTIVE'S NOTEBOOK

Students begin a Detective's Notebook to record clues and information about the characters as they read the story. Each section of the table should focus on one character. As the student learns more about the character or clues are revealed, students should jot notes into their notebooks.

STREAM OF DREAMS

The Stream of Dreams initiative exists. Students will be expected to visit the Stream of Dreams website to learn more about the initiative (streamofdreams.org).

THE ART COMPETITION (OR THE GROUP OF FOUR)

The student(s) who accurately predicted the identities of the Group of Four could be given a small prize.

Name: _____

DETECTIVE'S NOTEBOOK

The author has hidden the clues to help you solve the mystery throughout the book. Note any information you discover about the characters as you read in this table. How observant are you? You will be using this evidence to help you prove who stole the art. The first suspect is included for you. As you meet new characters, assign a section in the table to each one.

Attila	

Name: _____

CHAPTER QUESTIONS — DAY ONE

DAY ONE, MISTAKE ONE

The narrator states that the name “Attila” suits Renée’s brother. Explain why. Support your response with information from the text and from the real world (research/personal knowledge).

DAY ONE, MISTAKE THREE

While walking the dogs with Renée, the narrator notices that something has disappeared. What is it?

DAY ONE, MISTAKE FOUR

How does Attila feel about the Stream of Dreams fish carvings? Why does he feel this way? Use information from the text to support your answer.

Who is the “old jogger”? What is his relationship to other characters in the story so far?

The narrator sees something he likes that appears to have been thrown out. What is it? Use information from the text to describe it.

DAY ONE, MISTAKE FIVE

Mistake four was not watching the dogs. In this chapter, Stephen and Renée have to deal with the consequences of that mistake. Why was not watching the dogs a mistake? Use information from the text to support your answer.

DAY ONE, MISTAKE SEVEN

Who does the police officer suspect stole the Stream of Dreams painted fish? Why does he believe this?

DAY ONE, MISTAKE EIGHT

Why was the school in lockdown earlier that day? Explain and support your answer using information from the text.

Stephen's mom shares a story about something that happened at the airport. What happened? What were the consequences?

What advice does Stephen's mom give him regarding Mr. Rupert? How does Stephen feel about what his mom said to him?

DAY ONE, MISTAKE NINE

Why was what Mrs. Ron saw the night before important? Explain and support your answer using information from the text.

DAY ONE, MISTAKE TEN

In the community centre, Stephen witnesses a spirited game. The author includes an important clue in her description of the players. What is the clue and what do you think it could mean?

Someone is injured in this chapter. Who is injured? Describe how the injury occurred. Why is Stephen concerned about this? Explain your thinking using information from the text.

DAY ONE, MISTAKE ELEVEN

The police arrested someone. Who did they arrest and why?

What does Stephen notice on the wall in the guest room? What new information do we learn about characters in the story through this discovery?

LOOKING BACK AT DAY ONE

In Day One, the reader learns about Renée’s family. Describe the members of Renée’s family and how they get along. How does this family dynamic affect Renée?

Name: _____

HOMEWORK ASSIGNMENT — DAY ONE

Stream of Dreams is a real organization. Visit the website streamofdreams.org and write a summary of what they do.

A slogan is an easy to understand saying that can describe what is important to an organization. Navigate through the Stream of Dreams website to locate its slogan. What is the Stream of Dreams slogan?

What does the slogan mean to you?

Imagine your school has decided to join the Stream of Dreams project. Is there a watershed in your area that you could support? Why does this particular watershed need your support? Explain.

Name: _____

CHAPTER QUESTIONS — DAY TWO

DAY TWO, MISTAKE ONE

What do Stephen and Renée witness in the middle of the night?

What clue do they find during their midnight adventure? Where do they find it? What is the significance of this clue?

DAY TWO, MISTAKE TWO

Renée hunts down an important lead in this chapter. What does she discover? How does she discover it?

What does Stephen notice about Reuven's wagon? Why is this a clue?

DAY TWO, MISTAKE THREE

Stephen receives a text message that upsets him. Who sent the message? Why is Stephen worried?

DAY TWO, MISTAKE THREE

Stephen receives a text from Star, warning him not to tell the police about her hat. Stephen expresses his reaction in a metaphor. What is a metaphor?

What feelings or emotions is Stephen expressing through his use of a metaphor?

Think of a time recently when you experienced a strong emotion. How can you express this feeling with a metaphor?

DAY TWO, MISTAKE FIVE

Attila has a Banksy print hanging on his wall entitled *Maid in London*. Who is Banksy? Research online and write a short informational paragraph about his art and the message he conveys through his art.

DAY TWO, MISTAKE SIX

Explain what almost caused an accident in this chapter. Why do you think this moment in the story is important? What does the reader learn about the characters through this event?

Renée discovers something important about Mr. Rupert. What is it?

How did Mr. Rupert and Mrs. Klein meet?

DAY TWO, MISTAKE SEVEN

What is Renée’s plan to clear Attila’s name?

What does Stephen learn during his telephone conversation with his mother?

Stephen's mother tells him a story about a passenger bringing a companion turkey on a flight. Why do you think she chose to tell him that story?

Name: _____

HOMEWORK ASSIGNMENT — DAY TWO

Mrs. Filipowicz is an artist and an immigrant. Art is her way of sharing her culture with others. She tells Stephen and Renée that she is a pisanka master. What kind of art does she do?

Many of the characters in this book are recent immigrants to Canada. Discuss your family's immigration history at home. From what countries did they immigrate and why? Take notes during the conversation so you will be able to prepare a short oral presentation.

Mrs. Filipowicz chooses to express and share her culture through art. How will you express and share your culture with the class? Bring in an artifact or your own artwork to show as a visual aid to support your presentation.

Name: _____

CHAPTER QUESTIONS — DAY THREE

DAY THREE, MISTAKE THREE

What connection does Stephen make between one of the stories his mother tells him and the mystery? What conclusion does he draw from this connection?

DAY THREE, MISTAKE FIVE

Stephen's dad tells Mrs. Kobai that he used to be an air traffic controller, but found the job too stressful, so he chose to be a dog walker instead. Many people find being in the company of animals to be helpful for their mental health. He also knits dog sweaters for his clients. Hobbies can also be helpful for mental health. Explain the strategies that you use to help you with your mental health (for example, when you feel stressed or worried).

DAY THREE, MISTAKE SIX

How do you think Mr. Jirad knows that Stephen and Renée did not create the dent in Reuven's wagon?

DAY THREE, MISTAKES SIX AND SEVEN

Stephen and Renée look at all of the submissions for the contest in these two chapters. Which piece would you cast your ballot for and why? How does the submission you chose represent Burlington?

DAY THREE, MISTAKE EIGHT

Renée knows the identities of the Burlington Group of Four. Who do you think they are? Use your Detective's Notes to locate the clues that prove you've identified the correct suspects, and highlight the appropriate clues in the notes.

DAY THREE, MISTAKE NINE

Mr. Kowalski and Mrs. Irwin discuss the outcome of their bet about art. Who won the bet and how? What do we learn about the value of art in this chapter?

DAY THREE, MISTAKE TEN

In this chapter, the identities of the Group of Four are revealed. Compare your predictions with the actual members of the group. Were the predictions that you made correct? Compare your predictions with the other members of your reading group. Who deduced all four identities correctly? Record the results of your comparisons.

THE AFTERMATH

Stephen and Renée reveal the evidence they used to solve the mystery. Look back at your detective notes. Did you miss any of the clues that they spotted? Add them to your table using another colour of pencil or pen.

Name: _____

HOMEWORK ASSIGNMENT — DAY THREE

Outside of the Art Gallery of Burlington there is a sculpture called *Rebecca* by the sculptor Haydn Davies. On his website haydndaviessculptor.ca, there is a short video clip called "Portrait of Destruction." Watch the clip. What is the video about? What does it tell you about the value of art?

Have a discussion about the value of art with your family. Do you or your family know of any other art that has been destroyed? Why was it destroyed?

VI. AFTER-READING ACTIVITIES

1. The cover of a book often highlights the main idea or a key event of a story. It is attractive to entice a reader to pick up and read the book. Create a new cover for *The Artsy Mistake Mystery* using graffiti as your inspiration. Explain in a short paragraph your artistic choices.

2. In the book, artists create works for the Celebrate Burlington with Art contest. If a similar competition were held in your hometown, what would you create?

What materials would you choose?

What title would you give your work?

What would your artist's statement be? That is, how would you explain your work to the viewer?

3. Readers often learn about the kind of person a character is by things the character thinks, says, or does. Choose either Stephen or Renée and record what they think, say, and do as you read the book. After reading the story, identify two characteristics of this character. Support your inference using information from the book.

4. Attila is an important character in this story. Stephen’s opinion of Attila changes as the story progresses. Explain how Stephen’s perception of Attila changes through the book, referring to the beginning, middle, and ending.

5. The characters in this story felt differently about the Stream of Dreams painted fish. Complete the table below, describing each character’s thoughts and feelings about the wooden fish.

Attila	
Madame X/ Mrs. Filipowisz	
Mrs. Ron	
Ping and Pong	

6. During conversations with his mother, Stephen learns about strange occurrences that both she and Mr. Bennett have observed as airline employees. Do you believe these events could have actually happened? Explain your thinking.

VII. EXTENSIONS

1. Go on a field trip to a local museum or art gallery and make connections to the book.
2. Students complete a Mystery Genre Story Map as they read.
3. Stephen borrows a book, *The Night Gardener* by Jonathan Auxier, from the public library. Have your students read the book and explain why they think it would interest him.
4. The stories that Stephen's mom relates have actually occurred within the airline industry. Search for articles online related to the stories, share, and discuss at your discretion.

VIII. RUBRICS

ORAL PRESENTATION RUBRIC FOR IMMIGRATION ACTIVITY (HOMEWORK ASSIGNMENT DAY TWO)

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Knowledge and Understanding				
Appropriate language structures and terminology	Limited effectiveness	Some effectiveness	Considerable effectiveness	High degree of effectiveness
Thinking				
Ideas organized in a logical way	Limited effectiveness	Some effectiveness	Considerable effectiveness	High degree of effectiveness
Communication				
Expresses ideas clearly	Limited effectiveness	Some effectiveness	Considerable effectiveness	High degree of effectiveness
Incorporates appropriate visual aids with presentation	Limited effectiveness	Some effectiveness	Considerable effectiveness	High degree of effectiveness
Application				
Uses tone of voice, pace, and volume to maintain audience engagement	Limited effectiveness	Some effectiveness	Considerable effectiveness	High degree of effectiveness

GRADE SIX SOCIAL STUDIES RUBRIC FOR IMMIGRATION ACTIVITY (HOMEWORK ASSIGNMENT DAY TWO)

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Knowledge and Understanding				
Identify the main reasons why their ancestor or person interviewed immigrated to Canada	Limited effectiveness	Some effectiveness	Considerable effectiveness	High degree of effectiveness
Thinking				
Used planning skills to collect and organize information from primary sources	Limited effectiveness	Some effectiveness	Considerable effectiveness	High degree of effectiveness
Communication				
Clearly communicates an aspect of their family culture	Limited effectiveness	Some effectiveness	Considerable effectiveness	High degree of effectiveness

MEDIA RUBRIC FOR COVER ART ACTIVITY (AFTER-READING ACTIVITY ONE)

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Knowledge and Understanding				
Demonstrates knowledge of book cover characteristics	Limited effectiveness	Some effectiveness	Considerable effectiveness	High degree of effectiveness
Thinking and Communication				
Artistic choices communicate the main idea of the text	Limited effectiveness	Some effectiveness	Considerable effectiveness	High degree of effectiveness
Application				
Creates a cover that promotes the book to the target audience	Limited effectiveness	Some effectiveness	Considerable effectiveness	High degree of effectiveness

VISUAL ARTS RUBRIC FOR COVER ART ACTIVITY (AFTER-READING ACTIVITY ONE)

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Knowledge and Understanding				
Demonstrates an understanding of selected principles of design and graffiti art to create a meaningful, new front cover	Demonstrates limited knowledge of content	Demonstrates some knowledge of content	Demonstrates considerable knowledge of content	Demonstrates thorough knowledge of content
Thinking				
Design choices illustrate the main idea or a key element of the text	Uses planning skills with limited effectiveness	Uses planning skills with some effectiveness	Uses planning skills with considerable effectiveness	Uses planning skills with a high degree of effectiveness
Communication				
Clearly conveys message through artistic choices and attention to detail	Limited effectiveness	Some effectiveness	Considerable effectiveness	High degree of effectiveness
Application				
Applies elements of design to achieve desired effect	Applies elements of design with limited effectiveness	Applies elements of design with some effectiveness	Applies elements of design with considerable effectiveness	Applies elements of design with a high degree of effectiveness

IX. ONTARIO CURRICULUM CONNECTIONS

CURRICULUM CONNECTIONS FOR SECTION III: BEFORE READING: STUDENT ACTIVITIES

LANGUAGE 2006: GRADES 4–6 CURRICULUM EXPECTATIONS

Reading

1.5 Make inferences about texts using stated and implied ideas from the texts as evidence

Applies to: Observing Front Cover activity

CURRICULUM CONNECTIONS FOR SECTION V: DURING READING: STUDENT HANDOUTS AND QUESTIONS

LANGUAGE 2006: GRADES 4–6 CURRICULUM EXPECTATIONS

Reading

1.4 Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details

Applies to: D1M1; D1M4; D1M5; D1M8; D1M9; D2M5; D3M8

1.5 Make inferences about texts using stated and implied ideas from the texts as evidence

Applies to: D1M1; D1M4; D1M5; D1M8; D1M9; D1M10; D2M5; D3M8

1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them

Applies to: D1M1; D1M10; D3M3; D3M5; D3M8; D3M9

1.7 Analyse texts and explain how specific elements in them contribute to meaning (e.g., narrative: characters, setting, main idea, problem/challenge and resolution, plot development; review: statement of opinion, reasons for opinion, concluding statement)

Applies to: D2M5

1.8 Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions

Applies to: D1 Homework; D3M6; D3M7; D3 Homework

1.9 Identify the point of view presented in a text, citing supporting evidence from the text, and suggest some possible alternative perspectives

Applies to: Day Two and Three Homework

2.3 Identify a variety of text features and explain how they help readers understand texts

Applies to: D1M11; D2M3

Writing

1.3 Gather information to support ideas for writing using a variety of strategies and oral, print, and electronic sources

Applies to: Detective Notebook; D1M1; Day One Homework; D2M5; Day Three Homework

1.4 Sort and classify ideas and information for their writing in a variety of ways

Applies to: Detective Notebook; D3M8; D3M9

1.5 Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers

Applies to: Detective Notebook; Day One Homework

1.6 Determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and do more research if necessary

Applies to: Detective Notebook; all questions

Media

1.2 Use overt and implied messages to draw inferences and construct meaning in media texts

Applies to: D2M5

Oral Communication

2.3 Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form

Applies to: D2M9

2.4 Use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience

Applies to: D2M9

2.5 Identify some vocal effects, including tone, pace, pitch, volume, and a range of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning

Applies to: D2M9

2.6 Identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning

Applies to: D2M9

2.7 Use a variety of appropriate visual aids (e.g., CDs or DVDs, computer-generated graphic organizers, concrete materials, artefacts) to support or enhance oral presentations

Applies to: D2M9

SCIENCE 2007: GRADES 4–7 CURRICULUM EXPECTATIONS

Grade 4 — Habitats and Communities

1.1 Analyse the positive and negative impacts of human interactions with natural habitats and communities

Applies to: Day One Homework

1.2 Identify reasons for the depletion or extinction of a plant or animal species (e.g., hunting, disease, invasive species, changes in or destruction of its habitat), evaluate the impacts on the rest of the natural community, and propose possible actions for preventing such depletions or extinctions from happening

Applies to: Day One Homework

3.3 Identify factors (e.g., availability of water or food, amount of light, type of weather) that affect the ability of plants and animals to survive in a specific habitat

Applies to: Day One Homework

Grade 6 — Biodiversity

1.1 Analyse a local issue related to biodiversity (e.g., the effects of human activities on urban biodiversity, flooding of traditional Aboriginal hunting and gathering areas as a result of dam construction), taking different points of view into consideration

Applies to: Day One Homework

1.2 Assess the benefits that human societies derive from biodiversity (e.g., thousands of products such as food, clothing, medicine, and building materials come from plants and animals) and the problems that occur when biodiversity is diminished

Applies to: Day One Homework

3.1 Identify and describe the distinguishing characteristics of different groups of plants and animals

Applies to: Day One Homework

Grade 7 — Interactions in the Environment

1.1 Assess the benefits and costs of aviation technology for society and the environment, taking different social and economic perspectives into account

Applies to: Day One Homework

ONTARIO SOCIAL STUDIES 2013: GRADES 6 CURRICULUM EXPECTATIONS

A1.1 Explain how various features that characterize a community can contribute to the identity and image of a country

Applies to: Day Two Homework

A1.2 Evaluate some of the contributions that various ethnic and/or religious groups have made to Canadian identity

Applies to: Day Two Homework

A1.3 Explain how various groups have contributed to the goal of inclusiveness in Canada

Applies to: Day Two Homework

ARTS CURRICULUM: GRADE 4–6

Visual Arts

D2.1 Interpret a variety of art works, and identify the feelings, issues, themes, and social concerns that they convey

Applies to: D2M5; D2M9; D3M5; D3M7, Day 3 Homework

D2.2 Analyse the use of elements and principles of design in a variety of art works, and explain how they are used to communicate meaning or understanding

Applies to: D2M5; D2M9; D3M5; D3M7, Day 3 Homework

CURRICULUM CONNECTIONS FOR SECTION VI: AFTER-READING ACTIVITIES

LANGUAGE 2006: GRADES 4–6 CURRICULUM EXPECTATIONS

Reading

1.5 Make inferences about texts using stated and implied ideas from the texts as evidence

Applies to: Question 3

1.9 Identify the point of view presented in a text, citing supporting evidence from the text, and suggest some possible alternative perspectives

Applies to: Question 4

ARTS CURRICULUM: GRADE 4–6

Visual Arts

D1.1 Create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences

Applies to: Question 2

D1.2 Demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic

Applies to: Question 2

D1.3 Use elements of design in art works to communicate ideas, messages, and understandings

Applies to: Question 2

D1.4 Use a variety of materials, tools, and techniques to determine solutions to design challenges

Applies to: Question 2

D2.1 Interpret a variety of art works, and identify the feelings, issues, themes, and social concerns that they convey

Applies to: Question 1

D2.2 Analyse the use of elements and principles of design in a variety of art works, and explain how they are used to communicate meaning or understanding

Applies to: Question 1