

Educator's Guide

For

Inspector Flytrap (Book #1)

By Tom Angleberger and Cece Bell

Created by Tara Bardeen

www.TaraBardeen.com

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About *Inspector Flytrap (Book #1)*

From husband-and-wife team Tom Angleberger, creator of the *New York Times* bestselling Origami Yoda series, and Cece Bell, author/illustrator of the Newbery Honor graphic novel *El Deafo*, comes the start to a funny and clever illustrated chapter-book series about a mystery-solving Venus flytrap. With easy-to-read language and illustrations on almost every page, this early-chapter-book series is a must for beginning readers.

Inspector Flytrap in the Da Vinci Cold introduces kids to the humorous and wacky world of Inspector Flytrap's Detective Agency, home to the world-renowned solver of BIG DEAL mysteries. The plant detective works tirelessly with his assistant Nina the Goat on his community's unsolved cases. There's no case too big, but there are definitely cases too small for this endearingly self-important plant detective.

Celebrating the disabled yet enabled, the character of Inspector Flytrap is wheeled everywhere (on a skateboard, of course) by his goat sidekick as this mystery-solving duo works on cases such as "The Big Deal Mystery of the Stinky Cookies" and "The Big Deal Mystery of the Missing Rose."

On his first caper, Inspector Flytrap heads to the Art Museum's Secret Lab to discover what important message lies in a mysterious glob on a recently discovered Da Vinci flower painting. The ingenious solution: Da Vinci was allergic to flowers, and the glob is, er, evidence of that ancient sneeze.

Source: Goodreads.com

About the Authors

Tom Angleberger

Angleberger is an artist-turned-writer. He is a columnist for the Roanoke Times in Roanoke, Virginia, and began work on his first book while in middle school. Tom is married to author-illustrator Cece Bell. He lives in Christianburg, Virginia.

Source: Goodreads.com

Cece Bell

Cece Bell lives in an old church in Virginia and works in a new-ish barn right next door. She grew up in Salem, Virginia and drank a lot of limeades at the Brooks-Byrd Pharmacy downtown. She met her husband, writer Tom Angleberger, at the College of William and Mary, where they were both art majors. Cece went on to get a graduate degree in illustration and design at Kent State University. She has worked as a freelance illustrator for all kinds of nutty projects, but is now a full-time author and illustrator. Her books include the Newbery Honor and Eisner-winning graphic novel *El Deafo*, the Geisel Honor-winning *Rabbit & Robot*, *I Yam a Donkey*, *Bee-Wigged*, *Itty Bitty*, and the *Sock Monkey* series. She has also created books with Tom, including *Crankee Doodle* and the *Inspector Flytrap* series.

Source: cecebell.com

Eight Reading Skills Every Kid Needs: Grades 1 and 2

You can help students practice the skills they've learned during the school year and help them prepare for the next school year by keeping these essential reading skill targets in mind.

Colorado public schools align their curriculum with the Common Core State Standards. The following eight reading skill targets are based on the Common Core College and Career Readiness Anchor Standards for Reading for grades K-12 as applied to grades 1 and 2.

ONE: Ask and answer questions about key details in a text.

TWO: Retell a story and demonstrate understanding of the central message or lesson.

THREE: Describe characters, settings and major events in a story using key details.

FOUR: Determine the meaning of unfamiliar words and phrases in a text.

FIVE: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

SIX: Identify who is telling the story at various points in a text.

SEVEN: Compare and contrast the adventures and experiences of characters in stories.

EIGHT: Use illustrations and details in a story to describe its characters, setting, or events.

Note: These targets are based on the following Common Core English Language Arts College and Career Readiness Anchor Standards for Reading, as applied to grades 1-2: CCSS.ELA-LITERACY.CCRA.R.1, CCSS.ELA-LITERACY.CCRA.R.2, CCSS.ELA-LITERACY.CCRA.R.3, CCSS.ELA-LITERACY.CCRA.R.4, CCSS.ELA-LITERACY.CCRA.R.5, CCSS.ELA-LITERACY.CCRA.R.6, CCSS.ELA-LITERACY.CCRA.R.7, CCSS.ELA-LITERACY.CCRA.R.9.

Setting the Stage for a Reading Adventure

Creating a culture of literacy in your classroom goes beyond just reading, it's about inviting the whole group to dive into a journey filled with fun characters, interesting discussions and activities that bring the book to life. Here are some suggestions for incorporating your Youth One Book, One Denver reading adventure into your classroom space:

1. **YOBOD Bulletin Board Collage** – Make a dedicated space for student drawings and writings related to *Inspector Flytrap (Book #1)*. Add photos of YOBOD events too!
2. **Story String Timeline** – Run a string or a long piece of blue painter's tape along a wall in the classroom to create a timeline. Invite students to create drawings with a couple sentences of text that capture the important events of the book. Ask students to add these event markers along the timeline in the appropriate order.
3. **Our YOBOD Summer Scrapbook** – Create a class scrapbook that celebrates not only students' favorite parts of *Inspector Flytrap*, but also includes images and a few words about the YOBOD events they attend. Have each student contribute a page to the scrapbook in response to the book and then invite small groups of students to create additional pages to capture the fun of each YOBOD event.
4. **Adventure Journals** – Provide students with notebooks, or invite them to create their own simple paper journals using notebook paper, construction paper and staples. Have students draw pictures and write a few sentences about the important events of the book. Students can also use their journals when responding to writing prompts in this guide or to write about YOBOD events they attend.
5. **YOBOD Gallery** – As a class, identify the main characters and the major events of the story. Next, create a gallery space with empty frames (paper frames cut out of construction paper or ones made from decorative bulletin board borders work well) for each character and major event the class identified. Assign pairs of students to be the "gallerists" in charge of creating an image for each frame. The gallerists will also write a short "plaque" describing the event or character depicted in the artwork.
6. **Wonder Board** – Books can be the starting spot for all kinds of enquiry. Create a space to capture your students' "wonders" as they read the book. Examples of wonders could be: "Do Venus Flytraps only eat flies?" or "I wonder if plants really do have feelings." Define and label a section of wall space, a cabinet door or part of the whiteboard. Next, provide students with sticky notes and pencils to add their wonders to the board. As time allows, read through the class' wonders as a group and select several wonders to investigate or invite students to do their own research and report back to the group.

Strategies for Oral Reading

Oral reading helps students improve fluency, comprehension and word recognition. However, asking students to read aloud in front of the class can make beginning or struggling readers feel anxious. Here are some alternatives to try:

1. **Choral Reading** – The educator and the class read a passage together.
2. **Fill in the Blank** – The educator reads a passage and every time he or she omits a word, students read the missing word all together.
3. **Echo Reading** – Students echo back what the educator reads, mimicking his or her reading speed and inflections.
4. **Shared Reading** – Students follow along in their books as the educator reads aloud.
5. **Partner Reading** – Students take turns reading aloud to a partner. Encourage students to read with accuracy and enthusiasm.

Discussion Questions

Discussing a text with students allows them to check their understanding of what they read, make connections between the text and themselves and practice important literacy skills. The discussion questions provided in this guide offer a selection of questions to get you started, but you should feel free to skip questions, add your own questions and invite students to offer their questions to the group too.

Ask a few questions as you read the text in addition to at the end of a chapter/part. Asking questions while reading not only encourages student engagement, but also helps students identify important elements of the story and gives you feedback on student comprehension. Discussion questions are provided for each chapter in the book as well as a selection of questions that pertain to the book as a whole. These questions can also be assigned to students ahead of time, enabling them to look for the answer as they read independently or listen to you read.

“Dive Deeper” discussion topics and resources invite educators to bring additional context to the story. Books can be an entry point to a whole world of exploration, so encourage your students to be curious about what they read and learn more about words they don’t know or topics that pique their interest. The “Dive Deeper” topics could also be used for small group or individual research projects where students then report back to the group about their findings.

Educator Tip: Encourage students to have their books with them during the discussion so they can refer to specific passages in support of their answers.

Pre-Reading

1. Take a look at the cover of the book. What do you think this story might be about?
2. What do you already know about flytraps?
3. What does an inspector do?

Part I – Inspector Flytrap in The Da Vinci Cold

Chapter 1

1. What character do we meet in this chapter? What are some details about this character?
2. Where does this story take place?
3. What makes a flytrap plant unique?
4. Why doesn't Inspector Flytrap want to help the caller with the slow voice find his lost pickle paperweight?
5. Have you ever lost something? What would you want Inspector Flytrap to help you find?

Chapter 2

1. What characters do we meet in this chapter? What are some details about these characters?
2. Usually, plants just sit in one place because they don't have legs. How does Inspector Flytrap overcome this challenge and become mobile (meaning he can move from one place to another)? Can you think of any tools people use to be more mobile? What tools do people with disabilities use to be more mobile?
3. Does it sound like Nina the Goat is safe around traffic when she pushes Inspector Flytrap on the skateboard? Why or why not?
4. Where do Inspector Flytrap and Nina the Goat go to investigate the BIG DEAL mystery?
5. Take a look at the artwork shown on pages 12 and 13. Do you have a favorite piece? What do you like about this artwork?
6. The statue of the elephant covered in zebra stripes shown on page 12 is titled "Enigma II." Have you ever heard the word *enigma*? If not, what are some of the ways you find out the meaning of a new word?
7. What's special about the *Mona Spaghetti* painting? Does it remind you of a famous real painting?

Definition: *Enigma* means a person or thing that is mysterious, puzzling, or difficult to understand.

Chapter 3

1. Who was Leonardo de Vinci? Do you think he really painted The *Mona Spaghetti*? Why or why not?
2. Why does Lulu Emu want Inspector Flytrap to examine the newly-discovered painting of a flower by Leonardo de Vinci?
3. What does Lulu Emu hope the yellow blob might be?
4. What do you think the yellow blob might be?

Chapter 4

1. How does Nina the Goat help Inspector Flytrap discover an important clue about the yellow blob?
2. How does Nina the Goat describe the taste of the blob after she licks it?
3. What are all the clues we have in this mystery so far?
4. Inspector Flytrap thinks he has solved the case. What's your guess for what the yellow blob is and how it got there?

Chapter 5

1. What is Inspector Flytrap's explanation for the yellow blob? What do you think of this explanation? Do you think it's possible? Why or why not?
2. Who was excited to find out that the yellow blob was Leonardo da Vinci's booger?
3. Why do you think Lulu Emu feels sad at the end of the chapter?
4. Have you ever felt disappointed when the truth was not what you had expected?

Chapter 6

1. Why does Lulu Emu call Inspector Flytrap again?
2. What phrase is Nina always saying?
3. What do you think Lulu Emu would say about the Flytrap Detective Agency? Do you think she would recommend it to others? Why or why not?
4. Discuss the ways in which Nina the Goat is a good assistant and the ways in which she is not a good assistant. Overall, do you think Nina is a good assistant? Why or why not?
5. Think about the entire first part of this book. How would you retell the story to someone who has never read *Inspector Flytrap*? What happened at the beginning, in the middle, and at the end?

Dive Deeper: Leonardo da Vinci

Leonardo da Vinci was not only a famous painter, but also a talented and curious thinker who excelled in invention, sculpting, architecture, science, music, math, engineering, literature, anatomy, geology, astronomy, botany, writing, history, and map making. He was born in a town called Vinci in 1452 and lived to the age of 67. His most famous paintings are the "Mona Lisa" (the inspiration for *Inspector Flytrap's* "Mona Spaghetti") and "The Last Supper." As an inventor, Leonardo was captivated by simple machines, which he believed he could modify and put to work in new combinations in order to create more effective machines, or even create machines no one had ever seen before. Many of Leonardo's inventions were years ahead of his time.

Online Resources:

Museum of Science: Leonardo da Vinci

An excellent online exhibition exploring Leonardo da Vinci's life as an artist, inventor and scientist that includes an abundance of images and a variety of activity lesson plans.

<https://www.mos.org/leonardo/>

VIDEO: Leonardo da Vinci for Children: Biography for Kids – FreeSchool (5:01)

This short video gives a basic biography of Leonardo da Vinci and includes images of his most famous artworks and inventions.

<https://youtu.be/Rm0qszPJnc8>

Part II – Inspector Flytrap in The BIG DEAL Mystery of the Stinky Cookies

Chapter 7

1. Why does Inspector Flytrap not want to take the fly’s case?
2. Who is telling the story in this book? What clues do you see in the text that support your opinion?
3. How might the story be different if Nina was telling it?

Chapter 8

1. What characters do we meet in this chapter? What are some details about these characters?
2. When the voice on the phone calls Inspector Flytrap, “Mr. Flytrap,” Inspector Flytrap quickly corrects him (p. 35). Do people ever get your name wrong? How does it make you feel? Do you think it’s important to call people by the name they prefer? Why?
3. Where do Inspector Flytrap and Nina the Goat go to investigate the BIG DEAL mystery?
4. How does Inspector Flytrap get to Koko Dodo’s Cookie Shop? Have you ever taken the subway?
5. Do the pictures in this chapter give you extra information about the story? What do you notice? Do you think we’ve seen that sloth before?
6. What’s the problem at Koko Dodo’s Cookie Shop?

Chapter 9

1. What do you think is causing the stinky smell at Koko Dodo’s?
2. Why is the stinky smell a problem? Can you find the part in the book where Koko Dodo explains how the smell is affecting his business? (p. 42)
3. How does Nina help Inspector Flytrap learn more about the shoe on the roof?
4. When Nina takes a bite out of the shoe on the roof, what flavors does she taste?
5. Think about all the clues we have. What guesses do you have about where the shoe came from?
6. What do you think Koko Dodo should do with the shoe? What would you do with a giant stinky shoe?

Chapter 10

1. What’s a “pegleg” pirate?
2. What is Inspector Flytrap’s solution to the mystery of the giant shoe? What might be another possible solution?
3. How does Koko Dodo feel about Inspector Flytrap’s solution to the mystery of the giant shoe? What part in the text supports your answer? (p. 49)

4. What happens at the end of the chapter to cause Koko Dodo to “go nuts”?
5. Is Nina’s habit of eating everything always a bad thing? Why or why not? What examples can you find to support your opinion?

Chapter 11

1. On page 52, Nina says “Big deal.” Next, we read the sentence, “I was about to tell her that it *was* a big deal when the phone rang.” The word “was” is written in a style that’s different than the other words in the sentence. This style is called “italics.” Why might the author want this word to stand out? How does “italicizing” a word change the way we read it? Can you find other examples in the book?
2. How does the author SHOW us in the text that the person calling Inspector Flytrap has a big voice?
3. What BIG DEAL mystery does Inspector Flytrap solve in this chapter?
4. Think about Part II: Inspector Flytrap in the BIG DEAL Mystery of the Stinky Cookies. How would you retell this part of the book to someone who has never read it? What happened at the beginning, in the middle, and at the end?
5. What do you think Koko Dodo would say in a review of the Flytrap Detective Agency? Do you think he was happy with the help he got? Why or why not?

Dive Deeper: The Dodo

The dodo is an extinct flightless bird that was native to the island of Mauritius (pronounced “MOOR-ish-shus”), east of Madagascar in the Indian Ocean. Fossilized remains of these birds, show they were about 3 feet tall and may have weighed around 23 - 39 lbs. The first recorded mention of the dodo was by Dutch sailors in 1589. In subsequent years, sailors hunted the birds and their population numbers dwindled due also to invasive species and habitat destruction. The last widely accepted sighting of a dodo was in 1662. The dodo has become a symbol of the impact human actions can have on the survival of an entire species. In the case of the dodo, it became extinct less than 100 years after it was first found.

Online Resources:

Wikipedia: Dodo
[wikipedia.org/wiki/Dodo](https://en.wikipedia.org/wiki/Dodo)

National Geographic Kids Animal Rescue Mission Toolkit
<https://kids.nationalgeographic.com/explore/nature/mission-animal-rescue/raise-awareness/>

World Wildlife Federation Endangered Species List
https://www.worldwildlife.org/species/directory?direction=desc&sort=extinction_status

IUCN Red List of Threatened Species
<http://www.iucnredlist.org>

List of Threatened and Endangered Species in Colorado

<http://cpw.state.co.us/learn/Pages/SOC-ThreatenedEndangeredList.aspx>

Part III – Inspector Flytrap Has Lunch

Chapter 12

1. How did Inspector Flytrap and Nina meet?
2. What makes the trash can behind Penguini Linguini's restaurant the perfect place for Inspector Flytrap and Nina to eat?
3. What character do we meet in this chapter? What details can you find in the text about this character?
4. The "setting" in a book is the time when, and place where the story takes place. What is the setting of this chapter?
5. What would be your perfect lunch menu? Would you eat at home or eat at a restaurant?

Dive Deeper: Venus Flytraps

Venus Flytraps are a carnivorous plant native to swamplands in North and South Carolina. Like other plants, they use photosynthesis to get energy from the sun. Growing in nutrient-poor soil, the Venus Flytrap uses its trap-shaped leaves to catch insects and small animals, which it then digests and absorbs, to get the nutrients it needs to grow. Insects are attracted to the plant's traps by a sweet nectar. The two halves of the trap close on the plant's prey once sensitive hairs on the inside of the leaves are disturbed. It takes about half a second for the trap to close and about 10 days for the plant to digest an insect. Once the plant has extracted all possible nutrients from its prey, the trap reopens to catch the plant's next meal. Each trap can catch 3-4 insects before dying off.

Online Resources:

Encyclopaedia Britannica: Venus Flytrap

<https://www.britannica.com/plant/Venus-flytrap>

VIDEO: Life - Venus Flytrap Catches Flies (3:03)

A Discovery Channel/BBC video clip that shows how Venus Flytraps lure, capture and digest insects.

<https://youtu.be/qzILn3rWTwc>

Venus Flytrap Crafts and Learning Activities – Danielle's Place

Simple paper crafts and games with a Venus Flytrap theme.

<http://www.daniellesplace.com/html/venus-flytrap-crafts-learning-activities.html>

Part IV – Inspector Flytrap in The BIG DEAL Mystery of the Missing Rose

Chapter 13

1. Why is Inspector Flytrap not getting any calls?
2. At the phone store, Inspector Flytrap seems really excited about all the extra features on the small phone. Why does he decide not to buy that phone?
3. How does Inspector Flytrap describe the phones he finds in the “goat-proof phone aisle”?
4. Do you think there’s another way Inspector Flytrap could keep Nina from eating his phone?
5. What mystery would the grumpy voice like Inspector Flytrap to investigate?

Chapter 14

1. Where do Inspector Flytrap and Nina go to investigate the mystery?
2. How does it make Inspector Flytrap feel to see plants kept behind fences at Snooty la Tooty Gardens? Can you find the exact part in the text that tells his feelings? Have you ever thought about the feelings of plants?
3. What character do we meet in this chapter? What details can you find in the text about this character?
4. Where is the scene of the crime?
5. What do you know about greenhouses?
6. Mimi Kiwi is always answering Inspector Flytrap’s questions by saying “duh.” How does that make Inspector Flytrap feel? How would it make you feel?
7. What is the “tiny clump of black stuff on the floor” mentioned on page 72? How does Inspector Flytrap know?
8. Do you think Inspector Flytrap would be able to solve mysteries if he didn’t have an assistant like Nina? What are some of the ways she helps him follow his dream of becoming a detective?

Chapter 15

1. What did Inspector Flytrap and Nina find at the end of the dirt trail? Were you surprised by what they found?
2. Who was sitting on the steps reading a newspaper when Inspector Flytrap and Nina zip by? Have we seen this character before? If so, when and where?
3. On page 78, what was the “sort of lumpy metal thing that was on the sidewalk”? Can you find the chapter when we first read about a metal pickle?
4. On page 79, we see a comic of Inspector Flytrap’s dream. The character in the hat who is smoking a pipe is a fictional detective named Sherlock Holmes who lived at 221 B Baker Street. Sherlock Holmes was created by the famous British author Sir Arthur Conan Doyle who wrote many stories about him between 1887 and 1927. In these stories, Sherlock was a talented detective who could solve even the most difficult mysteries. What do you think Inspector Flytrap’s dream says about his goals? What are your big dreams and goals?

Chapter 16

1. What do you know about Wanda the Rose?
2. At first, Inspector Flytrap calls Wanda “it,” but she says, “I am a ‘she.’” (p. 80). How does Inspector Flytrap feel about his mistake? Why do you think it matters to Wanda which pronoun Inspector Flytrap uses?
3. How does Inspector Flytrap feel about Wanda? What clues do you see in the text and the illustrations?
4. Does Wanda want to go back to the greenhouse at Snooty la Tooty Gardens? Why or why not?
5. Who is the goat who was pushing Wanda on the skateboard? What details can you find about him in the text?
6. What do Inspector Flytrap and Wanda decide to do when Mimi Kiwi arrives in her truck?
7. In this chapter, both Inspector Flytrap and Nina fall in love at first sight. Can you think of any other stories or fairy tales with characters who fall in love the first time they meet?

Chapter 17

1. Who are all the characters chasing Inspector Flytrap in this chapter?
2. What do you think is going to happen next? Do you think the crowd will catch Inspector Flytrap and his friends?
3. What do you think Inspector Flytrap could do to make things right with Lulu Emu, Koko Dodo, Mimi Kiwi and the sloth reading the newspaper?

Chapter 18

1. Why does Nina want to find a big hill? How might this help the group of plants and goats escape from the crowd that’s chasing them?
2. On page 92, Inspector Flytrap says he “felt gravity take over, pulling us down, down, down. Faster and faster!” What do you know about “gravity”? What does the word “gravity” mean? Can you think of an example when we see gravity at work?
3. On page 93, Nina says “big wheel” when a big bus nearly runs over Inspector Flytrap. What are some of the other two-word comments she has made in the story? What do they have in common?
4. How do Inspector Flytrap, Wanda and the goats escape from the crowd that’s chasing them?
5. Does Penguini seem happy to see Inspector Flytrap and Nina? How do you know?

Chapter 19

1. On page 98, Inspector Flytrap says, “we have a lot to celebrate.” What do you think he means? What are they celebrating?
2. What do you imagine the other characters from the story are doing while Inspector Flytrap and his friends celebrate?
3. Think about Part IV: Inspector Flytrap in the BIG DEAL Mystery of the Missing Rose. How would you retell this part of the book to someone who has never read it? What happened at the beginning, in the middle, and at the end?

4. Do you know any other stories that end with “and they lived happily ever after”? How do you feel about this ending? Are you satisfied or do you want to hear more about Inspector Flytrap and his friends?

Dive Deeper: Kiwi Birds

Kiwis are flightless birds native to New Zealand. For many people, the kiwi bird is a symbol of New Zealand and New Zealanders themselves are often called “Kiwis.” Members of a group of mostly flightless birds called “ratites,” kiwis are related to ostriches and emus. They are about the size of a chicken, but lay the largest egg of any bird in relation to their body size. Kiwi bird populations are threatened by habitat destruction and the introduction of non-native predators. It is estimated that only 5% of kiwi chicks born in the wild will live to adulthood, but if they do survive, they can live to be 25 to 50 years old. Intense conservation efforts are underway to protect this endangered species.

Online Resources:

Kiwis for Kiwi

<https://www.kiwisforkiwi.org/about-kiwi/>

VIDEO: Kiwi | Animal Fact Files (5:10)

An approachable video overview of kiwi birds and their unique features.

<https://youtu.be/CmzCl83d8PY>

VIDEO: Kiwis for Kiwi (5:22)

A look at how the New Zealand Department of Conservation is working to protect kiwi birds.

https://youtu.be/rM_fHZF80TI

Post-Reading

1. What did you like most about this book?
2. Who was your favorite character? Why?
3. Did any part of the story surprise you? If so, which part?
4. What was the funniest part of the book?
5. What questions do you have about the book for the author and illustrator?
6. Would you recommend this book to a friend? What reasons would you give for why someone should or should not read this book?

Writing Prompts

Just like reading, writing is a skill that improves with practice. Present students with several of the following writing prompts and invite them to choose their favorite. If desired, allow students to simply write a few sentences about their day. Celebrate your students’ writing by allowing time for them to share what they wrote with a classmate, a small group, or the whole class.

Anytime Writing Prompts

1. Write about the best book you read at school last year.
2. Write a letter to yourself to open on the first day of school. What do you hope you will do well at school in the coming year? What friendships do you hope to have? What are you looking forward to?
3. Imagine you're a detective and create your own mini mystery story.
4. Write a list of all the things you want to do this summer.
5. Open the nearest book to a random page and choose 5 words. Use these words in a dialogue between two characters.

Part I – Inspector Flytrap in The Da Vinci Cold

1. Write an acrostic poem about GOATS. An acrostic poem is the kind where you write each letter of a word on a separate line and then think of a word or phrase that begins with each letter. For example: CATS → **C**ute; **A**lways eat cat food; **T**rap mice; **S**oft to hold.
2. Make an ad for the Flytrap Detective Agency. Include some quotes from happy customers.

Part II – Inspector Flytrap in The BIG DEAL Mystery of the Stinky Cookies

1. Imagine what Koko Dodo might say in a letter to Inspector Flytrap after Nina eats his great-great-great-grandpop's super-secret cookbook. How do you think he must feel? What do you think he might want Inspector Flytrap and Nina to do in order to make things right? Write the letter you think Koko Dodo would send.
2. Create your own "Whale of a Tale Comic" (like on page 48) to explain how the giant pirate lost his shoe.

Part III – Inspector Flytrap Has Lunch

1. Create a menu for your own café. What foods and drinks would your restaurant serve?
2. Write about the time when you first met your best friend. Be sure to include lots of details. Where were you? When did you meet? How did you know you were going to be friends?

Part IV – Inspector Flytrap in The BIG DEAL Mystery of the Missing Rose

1. Why do you think Wanda the Rose wanted to escape from Snooty la Tooty Gardens? What adventures do you think she wants to have now that she can get around with help from William the Goat? Write a journal entry as if you are Wanda and you're making your big plans for the future.
2. The story ends with the line, "And we lived happily ever after." But what if there were more? Write about the first adventure Inspector Flytrap and Wanda the Rose have together. Do they go on vacation? Do they work together to solve mysteries? Do they work to free more plants from gardens around the city?

Post-Reading

1. Write about your favorite part of *Inspector Flytrap*. Why do you like this part?
2. Write three questions you would like to ask Inspector Flytrap.
3. Choose a character from the book other than Inspector Flytrap and write a story about him or her. What does this character do on an average day?
4. Write a postcard to the authors of *Inspector Flytrap* telling them what you thought of their book. Ask any questions you have about how they made it too!

Possible Programming Themes for *Inspector Flytrap* (Book #1)

- Venus flytrap plants
- Plants
- Goats
- Mobility devices/adaptive mobility
- Famous artworks
- Emus
- Forensic science
- Skateboards
- Leonardo da Vinci
- Flies
- Mysteries
- Detectives
- Cookies/Baking
- Dodos/extinct animals
- Pirates
- Comics
- Kiwi birds
- Gardening
- Greenhouses
- Motion and gravity
- Sherlock Holmes/famous detectives
- Pickles
- Roses
- City streets, traffic patterns and maps
- Modes of transportation

Activities to Bring the Book to Life

Book-related activities in art, movement, language and STEM (Science, Technology, Engineering and Math) bring the story to life for students and enhance learning.

Educators are also encouraged to incorporate additional activities throughout the summer that connect with the themes found in *Inspector Flytrap* (Book #1).

Slope Science

Materials: An empty hallway, several small toy cars, several wrapping paper tubes, measuring tapes or yard sticks, sticky notes and pencils

Background: Inspector Flytrap travels around the city on a skateboard pushed by his assistant Nina the Goat. When they come to a hill, Nina loves to hop onto the skateboard and ride down the hill (p. 9).

Instructions: Invite students to explore the relationship between the slope of a hill and how far a small car will travel. Begin by sharing with students that “gravity” is a force that pulls objects toward each other. On Earth, objects fall to the ground because of gravity’s pull. When Inspector Flytrap and Nina the Goat are traveling down a hill on a skateboard, the pull of gravity is causing their skateboard to go faster and faster.

Guide students in exploring the idea of a “slope” by holding a wrapping paper tube at a variety of angles and asking students to identify if it looks like a steep hill or a flatter hill. Next, using a few student helpers, demonstrate how one student will hold one end of the tube above the ground (while the other end of the tube is touching the ground) at different heights to create a low hill, medium hill and steep hill while a second student puts a small car into the top of the tube, and a third student puts a sticky note next to the bottom of the tube and another note at the spot where the toy car stops. Have students label this sticky note with “low”, “medium” or “steep” to describe the slope of the wrapping paper tube.

If desired, students can measure and record the distance traveled by the toy car from the bottom of the tube to the place where it stopped. Otherwise, students can simply compare the distances of the three (low, medium, steep) sticky notes on the floor from the sticky note placed at the bottom of the tube without taking precise measurements.

Divide students into small groups to conduct their experiments. Each group will need a wrapping paper tube, a small car, a measuring tape/yard stick (if desired), four sticky notes and a pencil. Once students have collected their data, compare results as a class. Which car went the farthest? How did the slope of the tube affect how far the car went? How did the slope of the tube seem to affect the speed of the car? Did these results match up with the experience of Inspector Flytrap and Nina in the book?

Noodle Art

Materials: Heavy paper, glue, paint and a variety of dry pasta shapes, and a printed image of Leonardo da Vinci’s *Mona Lisa* or internet access

Background: In Part I: Inspector Flytrap in *The Da Vinci Cold*, Inspector Flytrap visits the art museum to solve a BIG DEAL mystery and sees a painting called *The Mona Spaghetti*.

Instructions: Begin by sharing a printed copy or a projected image of Leonardo da Vinci's famous *Mona Lisa*. Encourage students to look carefully and share what they notice. Next, invite students to use noodle shapes, glue and paint to create their own version of the *Mona Lisa* or a design of their choosing.

Our Fascinating Fingerprints

Materials: Images of the three fingerprint pattern types (loops, whorls and arches), paper, pencils, clear tape and magnifying glasses (optional)

Background: As a detective, Inspector Flytrap looks for clues at the scene of the crime to help him solve the mystery.

Instructions: Fingerprints can be a useful clue at the scene of a crime because no two people have the same fingerprints (even identical twins!) and they don't change over the course of a person's life. Share with students that fingerprint patterns are generally grouped into three distinct types: loops, whorls and arches. Using printed images or online images, show students an example of each type.

Invite students to work in pairs to capture and then compare finger print samples. To do this, have students scribble on a sheet of paper with a pencil to create a big mark that can be used like an ink pad. Have one student rub one of his/her fingers over the "ink pad." Have the student's partner apply a clear piece of tape to the inked fingertip to capture the print. Ask students to collect the pieces of tape on a piece of paper and label it with the person's name and which finger was used (pinkie, ring finger, middle finger, index finger or thumb). After making prints of each of their fingers, ask students to investigate the following questions:

- Are your fingerprints the same on each finger?
- Can you find any whorls, loops or arches in your fingerprints?
- Comparing your fingerprints with those of your partner, what similarities do you see? What differences do you see? If the two sets were mixed up, do you think you'd be able to tell them apart?

Extend the activity by allowing students to compare their fingerprints with those of other classmates and by working together as a group to tally up the most common fingerprint pattern types in the class. According to ForensicScienceSimplified.org, loops are the most common pattern type, making up approximately 60% of pattern types, followed by whorls, which make up approximately 35% of pattern types. Arches are the least common pattern type.

Online Resources:

A Simplified Guide to Fingerprint Analysis

<http://www.forensicsciencesimplified.org/prints/principles.html>

Printable PBS Kids Fingerprint Activity Sheet

<https://pbskids.org/zoom/printables/activities/pdfs/fingerprints.pdf>

Go, Plant, Go

Materials: Recycled materials like cardboard tubes, corks, yogurt containers, shoe boxes, etc., masking tape, glue, markers and scissors

Background: Inspector Flytrap can travel around the city and investigate BIG DEAL mysteries thanks to a skateboard and his assistant Nina the Goat.

Instructions: Invite students to design a vehicle for Inspector Flytrap. Begin with a discussion to identify Inspector Flytrap's needs as a plant detective who visits crime scenes. Ask: What tasks does Inspector Flytrap do at his job? Where does he need to be able to go? What types of surfaces (roads, sidewalks, hills, stairs, carpet) do you think he'll encounter as he works in his office, travels across town, investigates crime scenes and goes out for lunch with Nina? Are there times when Inspector Flytrap's current transportation solution (the skateboard) isn't working so well? If so, how could you make things better? How can you make this vehicle easy for Inspector Flytrap and Nina to use?

Encourage students to keep these considerations in mind as they use recycled materials to create a custom vehicle to help plants like Inspector Flytrap live a mobile lifestyle.

No-Bake Fly Cookies

Materials: ½ cup SunButter (peanut butter can be used if there are no nut allergies in your group), 1 ¼ cup quick-cooking oats, ½ cup wheat germ, ½ cup raisins or zante currants, 1/3 cup maple syrup, 1 teaspoon vanilla extract, measuring cups and spoons, a medium bowl, parchment paper and a baking sheet

Servings: 20 - 24

Background: While Inspector Flytrap is investigating the stinky shoe at Koko Dodo's cookie store, he wonders if Koko has a super-secret recipe with dead flies in them (p. 40).

Instructions: While these no-bake treats don't have real flies in them (alas, they're just raisins), they're a tasty snack to fuel busy young detectives. Have students wash their hands before beginning any project involving food. Next, invite students to help measure out and combine the following ingredients in a bowl: ½ cup SunButter, 1 ¼ cup oats, ½ cup wheat germ, ½ cup raisins or zante currants, 1/3 cup maple syrup, 1 teaspoon vanilla extract. Mix thoroughly. Roll

teaspoons of dough into balls and place them on a baking sheet lined with parchment paper. If the dough is too sticky to handle, add more oats or try putting the dough in the refrigerator for 15 minutes. The Fly Cookies can be eaten right away or firmed up in the refrigerator for an hour. Store any leftover cookies in an airtight container for up to a week. Enjoy!

Connection Café

Materials: Paper plates, paper, markers, scissors, glue sticks, pencils and food magazines (optional, but fun!)

Background: In Part III, we find out that Inspector Flytrap and his assistant Nina first met at a café called Penguini Linguini.

Instructions: Sharing a meal with someone, whether it's in the school lunchroom or at a fancy restaurant, is a great way to build community and grow friendships. As a group, discuss the features of a café (tables, chairs, menus, servers) and the way that people order food at a café. Brainstorm a script for servers to use with customers and share with students that each person will have the chance to be a server and a customer. Also brainstorm ideas for topics customers can discuss while they're dining. What are some things we might all have in common? How can we find a connection with the other people dining at our café?

Divide students into small groups and have them create their own pretend café complete with a name sign, menu and paper plates decorated with images of their restaurant's entrees (either clipped from magazines or drawn with markers) for servers to serve to customers. Once the cafés are ready, invite half of the class to "dine" at one of the other group's cafés. Give each student the opportunity to serve one of the diners at their café. Challenge students to find 5 connections (same number of siblings, same favorite color, same hobbies, etc.) with each of the diners at their table. After about 15 minutes, or when it seems students have wrapped up their conversations, have the groups switch roles so those who were dining can now serve customers at their café.

Conclude the activity with a group discussion about the connections students found to each other. Does it seem like we might have more in common with other people than we first thought?

Check Out These Great Reads

If your students enjoyed reading *Inspector Flytrap*, they might like reading these books too!

The Chicken Squad by Doreen Cronin

Bink & Gollie by Kate DiCamillo

The Cave of Aaaaah! Doom! by Jaden Kent

Night of the Living Worms by Dave Coverly

Extraordinary Warren by Sarah Dillard

Captain Pug: The Dog Who Sailed the Seas by Laura James

Narwhal: Unicorn of the Sea by Ben Clanton

Juana and Lucas by Juana Medina

The First Case Ulf Nilsson by Gitte Spee

Yeti Files: Meet the Bigfeet by Kevin Sherry

Princess in Black by Shannon Hale & Dean Hale

New Shoes by Sara Varon

The Great Pet Escape by Victoria Jamieson

Chews Your Destiny by Rhode Montijo

Hippopotamister by John Patrick Green

Wallace and Grace Take the Case by Heather Alexander

The Case of the Missing Carrot Cake by Robin Newman

Greetings from Somewhere: The Mystery of the Gold Coin by Harper Paris

Jigsaw Jones: The Case from Outer Space by James Preller

Grilled Cheese and Dragons by Nancy E. Krulik

Rabbit and Robot: The Sleepover by Cece Bell