

**PUFFIN SCHOOLS**

**Ages  
6+**

**RESOURCE PACK FOR ...**

**LIZZIE** The fabulous  
detective duo!  
**& LUCKY**



The  
Mystery  
of the  
Missing  
Puppies

*Illustrated by  
Tim Budgen*

**Megan Rix**



**Extracts and notes for KS1 teachers & librarians**

**Explore themes of:**

- ✓ Pets
- ✓ Persuasive Writing
- ✓ Mystery Writing
- ✓ Celebrating Difference
- ✓ Using Sign Language

**Subject Checklist:**

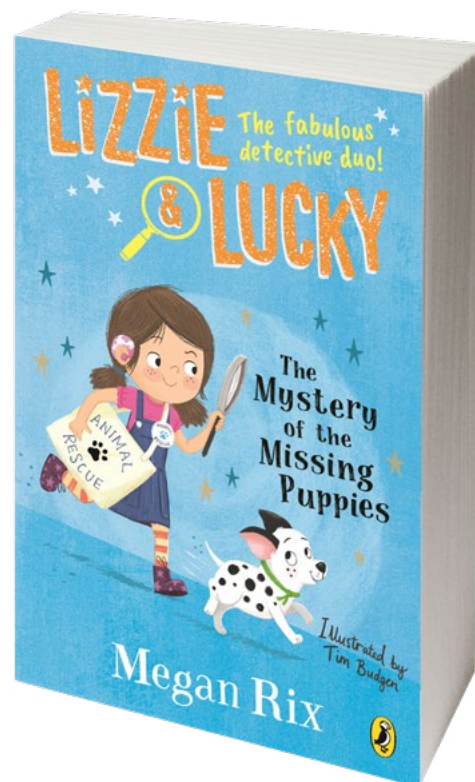
- ✓ Literacy
- ✓ PHSE
- ✓ Citizenship
- ✓ Art, Design & Technology

**About the book**

Meet Lizzie and Lucky: a sparky young detective and her loyal Dalmatian sidekick!

The first title in a brand new illustrated series from beloved animal author Megan Rix.

Lizzie is desperate for a dog. In order to convince her parents to get one, she has to come up with 101 reasons why she needs one. Lizzie is a master at making lists, so thinking of 101 reasons is going to be easy! Especially as she is deaf and could train one to be her hearing dog. But as Lizzie begins compiling her list, she witnesses an adorable puppy being snatched away and put into a van by a mysterious-looking man. Can Lizzie solve the case – and maybe find herself a loyal friend at the same time...?



## Lesson 1: Lizzie's List

scowled at them from on top of the fence.

'What number are you up to on the dog list?' Ted signed.

Lizzie held up all her fingers and thumbs.

'Ten.'

Ted lived with his gran and they had five pets: as well as Thumper, Wriggles and Ruby, they also had two rats. Lizzie only wanted one dog. **Not much to ask!**



That's why she was making the list.

She'd decorated it with stickers of dogs and lots of glitter, and written each of the reasons in a different coloured pen.



**1. Dogs make you HAPPY.**

Lizzie was sure her mum and dad would want that!

**2. Dogs are SMART.**

Victor the hearing dog, who lived next door to Ted, was very smart indeed – and friendly too. His owner, Mrs Rose, said Victor knew over fifty different signs and commands.



- Why is Lizzie making a list? Who do you think she is making it for?
- What does it mean to PERSUADE someone? Have you ever persuaded someone?
- Why do you think it's important to have good reasons when you're trying to persuade someone? What do you think of Lizzie's reasons for getting a dog so far?

## Lesson 1: Activity 1

Make a start on your own list for why you should have a pet. At the centre each of the pawprints on the Activity Sheet, write a new reason for why you should have a pet. Use Lizzie's reasons as a good starting point: 'Dogs make you HAPPY'; 'Dogs are SMART'. What other good reasons can you think of? Remember to keep in mind your audience – who do you need to persuade? To make your argument even stronger, write down more reasons to support your ideas in each of the connected toeprints!

## Lesson 1: Activity 2

Use your reasons to create your own list for why you should have a pet. You might want to start your list with a little note to your parents to try to persuade them! Remember: a good persuasive argument presents strong reasons with evidence. For each of your reasons, try to come up with some facts or examples to support them. For example:

### **Dogs make you HAPPY**

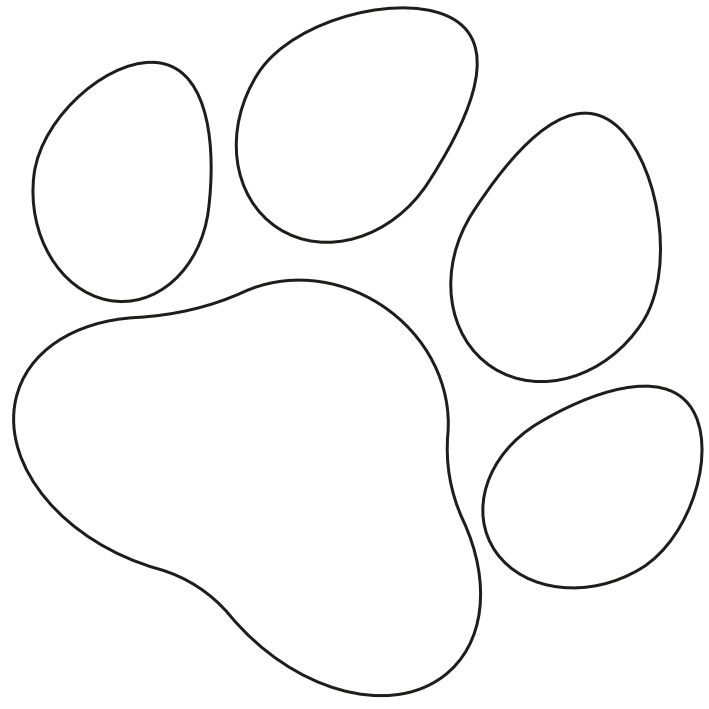
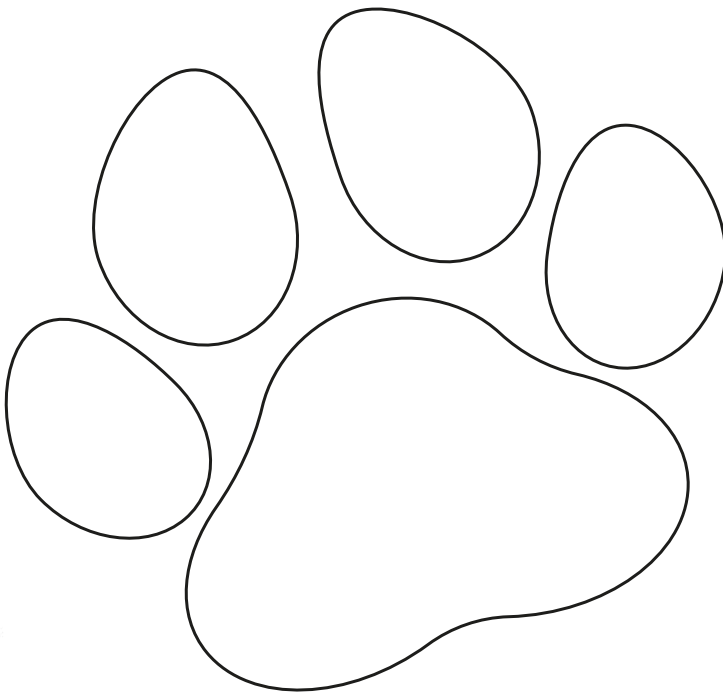
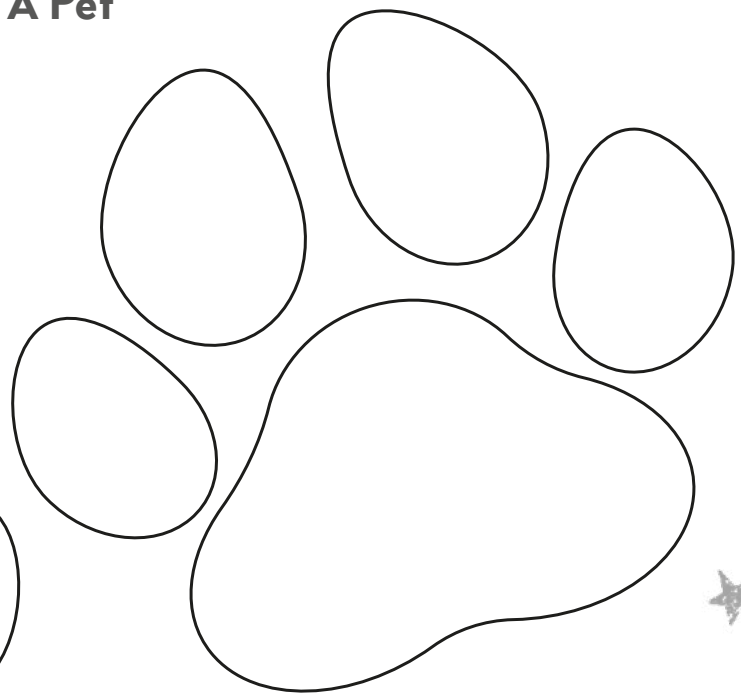
*Studies have shown that cuddles with dogs cause the human brain to produce oxytocin, a hormone often referred to as the "cuddle chemical." Cuddles with dogs create feelings of relaxation and trust, and reduce stress and anxiety.*

When you create your list, make sure that you decorate it just like Lizzie does – with stickers or drawings of your chosen pet, lots of glitter and, of course, all of your reasons written in brightly coloured pens or pencils!



# Lesson 1

## Activity 1: My Reasons For Getting A Pet





# Lesson 1

## Activity 2: My Persuasive List

Don't forget to make sure that you decorate your list just like Lizzie does – with stickers or drawings of your chosen pet, lots of glitter and, of course, all of your reasons written in brightly coloured pens or pencils!

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....



## Lesson 2: Mystery Writing



Lizzie and Victor were almost at the meadow when she spotted a grubby white van parked in the lay-by close to the castle ruins.

### **What was it doing there?**

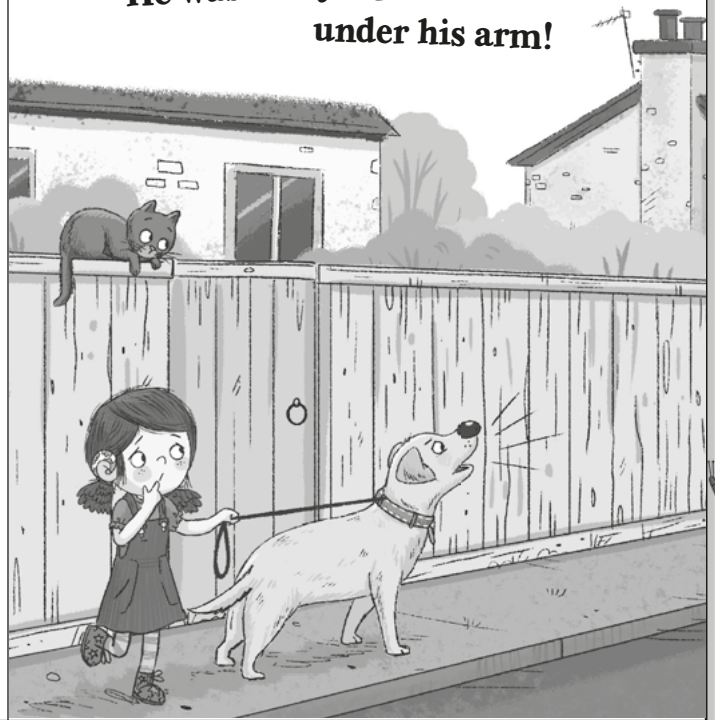
Lizzie wondered. Hardly anyone came to look at the ruins because there wasn't really very much left to see.

Victor suddenly stopped dead and stared to the right. Lizzie could feel him



tense up. Her gaze followed the direction of Victor's – and just at that moment, a man came running out of the alleyway that ran along behind the houses.

### **He was carrying A PUPPY under his arm!**



- Why do you think the question is written in big letters on page 33?
- Why do you think 'Victor suddenly stopped dead and stared to the right'? How does this make you feel?
- What is the effect of the bold letters on page 34 followed by the exclamation mark? How do you think Lizzie feels here based on the illustration?



## Lesson 2: Activity 1

What are the features of a good mystery story? Discover the Looking Glass clues on the Activity Sheet. On each one, you'll find a feature of Mystery writing. Can you match each feature to a quote or scene in the story, *Lizzie and Lucky: The Mystery of the Missing Puppies*? When you've finished, cut out the Looking Glasses and attach them together to remind you!



## Lesson 2: Activity 2

Use the Looking Glass Mystery Story Features to plan your own story. It might be a good idea to first think about your story as a Treasure Map – how will you lead your readers to the Treasure, what clues will you give them throughout the story? Use the Story Planning Sheet you help you note down your own ideas – or create a Story Map of your own! Don't forget to include lots of twists and turns, and maybe the odd fake clue to lead the reader off track . . .







## Lesson 2

### Activity 1: Mystery Story Features

**1**

Include an unknown setting or surprise event.

**2**

Have a main character who is solving a mystery.

**3**

Include a build-up that gives hints and clues.

**4**

Have a dilemma where something goes wrong.

**5**

Include a red herring! This is also known as a twist!

**6**

Include a resolution which solves the mystery.

**7**

Include detailed descriptions to cause suspense.

**9**

Use short, snappy sentences when you're building tension.

**8**

Use dialogue to advance the action.

**10**

Add a flashback to show missing information.



# Lesson 2

## Activity 2: Story Planning Sheet



## Lesson 3: Using Sign Language

Lizzie ran down the stairs, waved goodbye to her parents, and checked both ways before crossing the road to Victor's house.

'If I had a pet like Victor,' Lizzie signed to Mrs Rose when she got there, 'I could teach it to be a hearing dog.'

Mrs Rose said she thought that would be an excellent idea. Lizzie could mostly lip-read her because she spoke very clearly. Mrs Rose hadn't lost her hearing until she was a grown-up, but now she could hardly hear at all. Mrs Rose said one of the many good things about having Victor was that everyone realized she was deaf because of his *Hearing Dog jacket*.



'Otherwise people might think I was just ignoring them!'

Lizzie gave Victor a stroke and he wagged his tail.

'If you get a dog, I'll help you train it to be a hearing dog, if you like,' Mrs Rose said.

Lizzie put her thumbs up and nodded – she'd like that very much.



- What does it mean when it says: 'Lizzie signed to Mrs Rose'? Why does Lizzie have to do this?
- What does Mrs Rose think would be 'an excellent idea'?
- What does Mrs Rose say people would think if Victor didn't have his 'Hearing Dog jacket'?



### Lesson 3: Activity 1

Think about how Lizzie might feel to use sign language to communicate. Write a diary entry in role as Lizzie, imagining what the world is like from her perspective. Use the key words on the Activity Sheet to help spark your ideas. How would you help Lizzie if she was your friend or if she was in the same class as you?



### Lesson 3: Activity 2

Fingerspelling is a method of using hand signs to spell the letters of the alphabet. The fingerspelling alphabet is used in British Sign Language (BSL) to spell out names of people and places for which there is not a sign or to spell words for signs that the signer does not know the sign for. Fingerspelling is often also incorporated into other BSL signs.



Use the Fingerspelling Alphabet at the end of the book or in this Resource Pack to help you fingerspell some words. Can you fingerspell your name, for example? What about the type of pet that you'd like? See if you can fingerspell the words on the Activity Sheet and come up with your own.

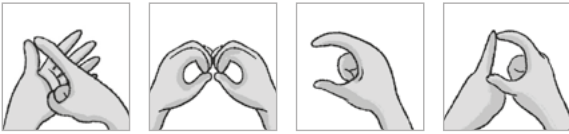


# Fingerspelling Alphabet

## LEARN TO SIGN

Can you read the dedication at the front of the book using sign language?

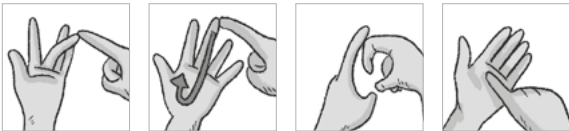
**A B C D**



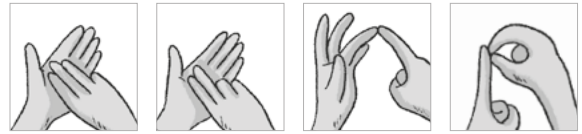
**E F G H**



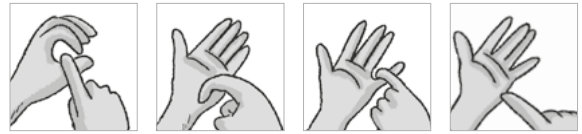
**I J K L**



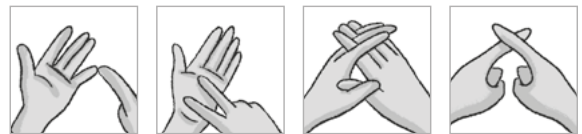
**M N O P**



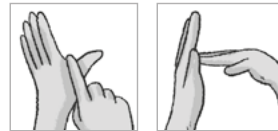
**Q R S T**



**U V W X**



**Y Z**





# Lesson 3

## Activity 1: My Diary Entry

Imagine what the world is like from Lizzie's perspective.  
Use the key words below to help spark your ideas.

DIFFERENCE	DIVERSITY	CHALLENGES	SUPERPOWER	NERVOUS	SPECIAL
COMMUNICATION	DIFFICULTIES	UNIQUE	PERSPECTIVE	CONFIDENT	

Dear Diary

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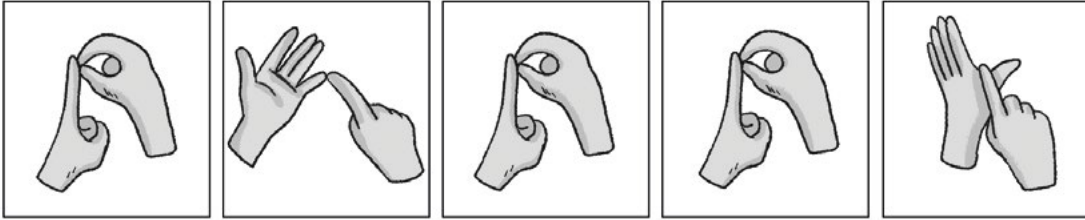


# Lesson 3

## Activity 2: Fingerspelling

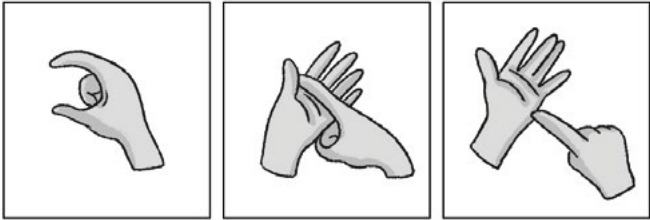
Can you fingerspell these words? Remember, fingerspelling helps you to communicate – but there are also separate, unique signs for most words. Click on the links to see the signs for each word!

**1** Click here (<https://www.youtube.com/watch?v=F-Xs4UQDZYw>) to see the sign for this word!



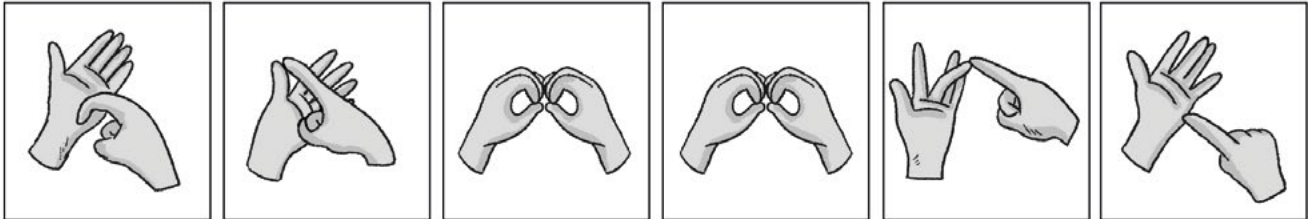
.....

**2** Click here (<https://www.youtube.com/watch?v=OLEtbH4mGXE>) to see the sign for this word!



.....

**3** Click here (<https://www.youtube.com/watch?v=zpegchbJV2w>) to see the sign for this word!



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1: Puppy 2: Cat 3: Rabbit

