

Key Question

How has forensic science helped to convict criminals?

Vocabulary

Academic vocabulary

- *discover (v.), evidence (n.)*

Discuss each academic vocabulary word with students. Point to the use of each word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Include on each poster: the word and its part of speech, the definition, the word in an example sentence, and a picture (if possible) illustrating the meaning of the word. Hang these posters up in the classroom for students to see and refer to as they encounter the words within other texts, lessons, and assignments.

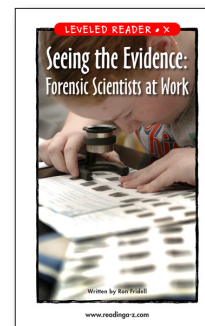
Story words

- *crime scene (n.), eyewitnesses (n.), fingerprints (n.), forensic science (n.), suspect (n.), trace evidence (n.)*

Enrichment words

- *convict (v.), crime lab (n.), crime scene investigator (n.), deduction (n.), DNA (n.), DNA profile (n.), Exchange Principle (n.), informers (n.), microscopic (adj.), vehicle identification number (n.), victim (n.)*

Go to VocabularyA-Z.com for a pre-made vocabulary lesson for *Seeing the Evidence: Forensic Scientists at Work*.



Ask and answer questions

Create a KWL chart on the board. Review or explain what the *K*, *W*, and *L* stand for. Preview the book with students and fill in the first column with information students know about the topics. Then, ask students what questions they have about how forensic science helps to solve and write them in the middle column. As they read, have them write what they learned in the last column.

Graphic organizer: **Make inferences / Draw conclusions**

Ask students to infer why the thieves in Case File #2 would empty out their apartment. Have them share the clues they found in the story and any prior knowledge. Introduce the lesson **graphic organizer**. Model how to fill it in while going through Case File #2. Have students fill the rest of the worksheet in with at least two other cases.

Text features: **Sidebars**

Have students turn to page 13. Point out and reread the sidebar information for classifying fingerprints. Ask students to identify the main idea of this sidebar. Discuss how this information relates to the main text. Ask: *Why did the author include this information in the book? How is the placement of this information in the text important?*

Text-dependent questions

Next to each answer, have students write the page number(s) where they found information in the text to answer the questions.

- *What did the train robbers leave behind and how did it help investigators?* (level 2)
- *How was Edward Heinrich able to learn so much with very little evidence?* (level 2)
- *What was the effect of finding a piece of the truck's axle in Case File #3?* (level 2)
- *Why do criminals wipe away their fingerprints?* (level 2)
- *How will forensic science improve over where it is now?* (level 3)

Response to reading

Have students cite specific evidence from the book to answer the key question.

Name _____

Instructions: Use clues from the book and what you already know to make inferences about the events or characters in the book.

Forensic Science Evidence Notebook



Story Clues	+	What I Know	=	Inference

Seeing the Evidence: Forensic Scientists at Work • Level X

Common Core Supplement