interact.
Learn Through Experience

SLEUTH

A Simulation to Motivate Reading Interest Through Investigation, Decoding, and Critical Thinking

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A simulation to motivate reading interest through investigation, decoding, and critical thinking

The authors:

FRANK WHITE has a B.S. in biology from San Diego State University and an M.S. in education from Pepperdine University. Frank teaches in the San Diego schools with the seminar program for gifted students. For Interact he was also written WIZARDS and CARAVANS.

SANDY TERRELL, the co-author of SLEUTH, has a B.A. in speech pathology and special education, an M.A. in education, both from San Diego State University. Sandy teaches communicatively handicapped students in the San Diego school system.

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Hi! I'm Sandy ...

... and I'm Frank ...

*We wrote **SLEUTH**, and we'll be adding some extra comments in the left margins. There will be plenty of room left, so you may want to write some notes for yourself as you play the simulation ...*

You're going to be pleased by how eagerly your students get involved in this unit's ten fine books ...

SLEUTH is an exciting simulation requiring students to both decode and create clues relative to current children's literature. It is designed to broaden the students' literary base by focusing upon selected quality books. SLEUTH is intended to be a fast-paced, stimulating program that is self-motivating through planned activities.

Your students will also use and refine group decision-making skills as they encounter obstacles and create end products to complete the treasure hunt.

During the simulation, your students should experience-the following:

Knowledge
1. Exposure to selected quality young persons' literature
2. Reading of award-winning authors
3. Understanding of Bloom's taxonomy of the cognitive domain *(optional)*

Feelings
1. Feeling positive toward reading good literature
2. Appreciating the benefits of working in groups
3. Learning how to use other students' knowledge and creativity

Skills
1. Making individual and group decisions
2. Researching/scanning books to find specific details
3. Following oral and written directions
4. Creating hands-on products and original works individually and in groups
5. Memorizing quotes and phrases
6. Improving ones social skills among peers and adults
7. Improving decoding skills
8. Improving problem-solving and critical-thinking skills
9. Presenting the end products to adults

SLEUTH is divided into two phases. In the Phase 1 students solve clues and create products that enable their team to progress upward through various ranks from *Searcher* to *Sleuth*.

In the optional Phase 2 students create clues of their own for their classmates to solve. In both phases students work in groups.

SLEUTH begins with students solving clues to unlock the title or author of specific books. After identifying and verifying the book or author, students work on the second half of the clue, searching the book for specific details. The detail may be an important portion of the book or something as obscure as the kind of can a boy uses as a bank.

We chose certain pieces of literature for SLEUTH because of their student appeal as well as their literary merit. The activities/clues are designed to *actively* involve all students and their diverse knowledge and strengths. Snowballs, recipes, poems, and letter writing are a few of the end products the students create. The hunt is designed to utilize adults and different areas on your campus. The librarian, nurse, secretary, principal, and other teachers, to name a few, are possible adults to receive end products and to participate in the simulation. The use of "willing" adults adds a flavor of excitement and apprehension to the hunt for the students. Also, the presentation of the end products needs to be witnessed in private since each group creates the same end product. If the groups see each other groups' end products, group members will likely lose some creative energy.

You use adults on campus to help you, but the simulation is organized so that you will not really be interferring with their regular routines. And these persons will enjoy your students' creativity and enthusiasm. In fact, if you play SLEUTH a second time -- and we bet you will -- you'll have more adults volunteers than you can use.

Note: *If you use SLEUTH a second time, you and your students will create your own simulation !*

UNDERSTANDING THE CLUES

As presented on paper, the TEN CLUES have an **upper portion** (Part 1) and a **lower portion** (Part 2).

*If you have a class whiz with an uncanny ability to break a code, he/she will **love** this part.*

1. The **upper portion** of the clue contains the coded title or author of the book. By decoding the clue, students discover the book's title or author. If the students have read the book, they may solve the title or author quickly. If no one in their group has read the selection, the students will have to work harder to solve the top half of the clue. (The list of books used is on page 6 of this Teacher Guide.)

Any student who is a "ham" will like this part of the clue. You'll enjoy how your students get to be dramatic here ...

Try to get as many copies of the books as you can. Kids like to hold the books in their hands and then dive into their contents.

2. The **lower portion** of the clue is designed to involve students in a hands-on activity or original writing that is related to the book. To solve the lower portion of the clue, students will need at least one copy of the book. The students scan, research, or reread portions of the book to finish the bottom half of the clue. This lower portion will require students to make or do something.

The adults we asked to help us loved being involved. They couldn't wait to tell us what happened.

3. After students have followed the directions on the lower portion of the clue, they present their **end product** to a **designated adult.** You will have instructed the designated adult in advance to accept the end products and sign the group leader's Student Guide as evidence of completion. The adults sign the group leader's booklet only if the product meets the "standards" set by the clue and by you. Students can be told how their product is not quite right and then be asked to go back and try again.

4. Students continue to present end products until they have completed all 10 clues.

*Frank likes **one** winner. Sandy likes **everyone** to win. We often teach together, but we don't always agree. Of course, what's great about **INTERACT** simulations is that you can shape activities into whatever you wish them to be.*

5. The team who first completes the hunt may be designated as the winner. However, you may prefer to play SLEUTH this way: you designate as *winners* all groups who finish the hunt in an allotted amount of time. *(Possibly two weeks?)*

*We are **dead** serious about the words after **NOTE** just above on the right. Read them 2 or 3 times !*

NOTE: This Teacher Guide is written mainly to help the first time user get started. Each teacher should modify the rules, procedures, and activities to best suit his or her classroom needs.

Three or four days before beginning the simulation, do the following in order to schedule your time properly.

1. **CHALKBOARD ANNOUNCEMENT** Prior to beginning play, write the words **"SLEUTH is coming"** on the chalkboard. When students ask what they mean, act excited, but give no details about what is going to happen.

2. **INITIAL PREPARATION GUIDELINES** Follow the INITIAL PREPARATION guidelines starting on page 6. Read clues, obtain books, make a bulletin board, select adult participants, and place clues around the school site.

3. **DAILY ACTIVITIES** Here is a suggested daily time sequence. Of course, you must alter it to fit your students' age/ability and other elements of your teaching environment.

Be sure you've put some thought into how you will group your students ...
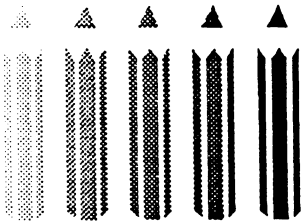
*About 30 minutes usually worked for us, but some days we used 20 minutes, some 40 minutes ...*

Don't worry about this decision at this time. Concentrate on Phase 1 now ...

• **First Day**

1. Explain the overall idea of the simulation: what a simulation is and why you are using SLEUTH. Emphasize how it will introduce them to some wonderful books, as well as test their abilities to decode messages, to work together, to relate to adults, and to be creative.
2. Distribute Student Guides.
3. Read the INTRODUCTION and RULES together.
4. Divide the students into groups, according to your decision. See #6 ("Grouping") under INITIAL PREPARATION guidelines on page 8.
5. Have students move to their temporary areas, which you determined in advance.
6. Ask students to look around their groups to think about how they will likely get along together. Lead a brief discussion to express ways they could successfully work together. Finally, either assign a **group leader** or have group members elect their own.
7. *Stress thoroughly the need for the group members to operate in secrecy.*
8. Explain how the **group leader's** Student Guide is the official guide in which the team will record all answers. This guide is the one the adults will sign.
9. Let students get started working on the TEN CLUES in their Student Guides.

• **Other Days**

1. Have students move across the classroom into their groups.
2. Whenever necessary, go over the RULES and stress the need for secrecy.
3. As the simulation progresses, discuss progress as recorded on the GROUP PROGRESS CHARTS. (Students will record their progress in their Student Guides. You will record groups' progress on the CHARTS you have duplicated and placed on the bulletin board.)
4. Allow students 20-30 minutes daily to work on CLUES.
5. Allow students to leave the classroom as a group or as an individual. See #7 ("Leaving the Classroom") under INITIAL PREPARATION on page 9.
6. At the simulation's end, give each student a CERTIFICATE OF MERIT.
7. If you decide to do Phase 2 of SLEUTH, you may have to duplicate a class set of the FORMING CLUES GUIDE. See #3 ("Clue Formation") under TEACHER PREPARATION: PHASE 2 *(OPTIONAL)*.

Be sure you read this carefully !
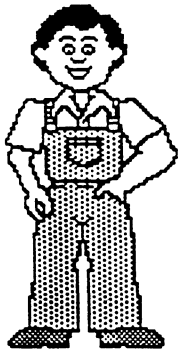
If you're not familiar with these books, you are in for a real treat. Both you and your students will really love them.
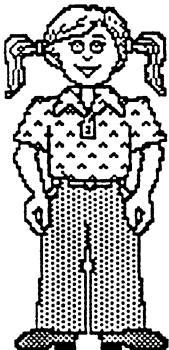
Note: Before you begin SLEUTH, it is imperative that you complete all the INITIAL PREPARATION necessary to play the simulation. Allow yourself two or three days to read thoroughly through the Student Guide and this Teacher Guide. Pay particular attention to the clues in the Student Guide, because they are the center of everything.

1. **Reading the clues** Read through the clues found in the Student Guide to get a feeling for what happens during the simulation. Answers to the clues are found in this Teacher Guide on page 13. *Note that some of the clues will require you to make some special preparation.*

2. **Having books available** Gather from your school, local, or personal library these 10 books you will use in SLEUTH:

   - Mark Twain's *Tom Sawyer*

   - E. B. White's *Charlotte's Web*

   - Laura Ingalls Wilder's *The Long Winter*

   - Roald Dahl's *Danny Champion of the World*

   - Ellen Raskin's *Westing Game*

   - Wilson Rawls' *Where The Red Fern Grows*

   - L. Banks' *Indian in the Cupboard*

   - Lewis Carroll's *Alice in Wonderland*

   - Lloyd Alexander's *Black Cauldron*

   - Shel Silverstein's *Where the Sidewalk Ends*

   In case you have trouble finding the above books in your school, personal, or local library, here are publishers who carry children's books. The books used in SLEUTH may be purchased in paperback, permabound, or hardback forms. Call or write for prices and a book list. You may also check your local library for other publishing companies.
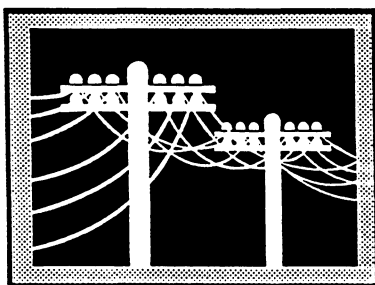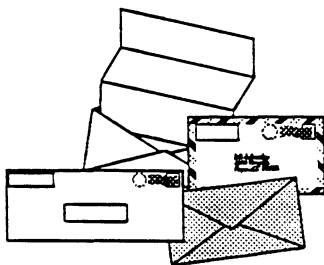
Here's another important thing that you MUST do ...

If you're not a "bulletin board freak," force yourself to get in the spirit and make an exciting bulletin board for SLEUTH. You'll be amazed how it will stimulate your students to participate and read more as a result of what you put up during and after this unit.

- **Scholastics, Inc.**
  730 Broadway
  New York, New York 10003
  Toll free 1 (800) 392-2179

  Book orders:
  Scholastic, Inc.
  2931 E. McCarty Street
  Jefferson City, Missouri 65102

- **Harper and Row**
  ask for Junior List
  10 E. 53rd St.
  New York, New York 10022
  Toll free 1 (800) 242-7737

- **Dell Publishing Co. Inc.**
  Bantam Doubleday Publishing
  1 Dag Hammarskjold Plaza
  245 E. 47th St.
  New York, New York 10017
  Toll free 1 (800) 932-0070

Important: *Do not separate these 10 books from your classroom library. Instead, keep them inconspicuous within your library.*

3. **Creating a bulletin board** Create a focal point for the simulation by making a bulletin board. In the center of the bulletin board place the GROUP PROGRESS CHARTS you have duplicated for each group. As the game progresses, fill in the blanks to show the teams' progress. The GROUP PROGRESS CHART contains all the record keeping needed for the simulation.

You may also wish to use some of the following suggestions for creating bulletin boards to enhance the simulation play:

- Book jackets/covers
- Large, colorful, block-printed titles of many books fitting your students' age/interests
- Articles or movie posters on books fitting your students' age/interests
- Names of authors your students enjoy

- Quality quotations from books appropriate to students in your class
- Pictures of characters in the children's books
- Items/actions from the children's books

The purpose of the above bulletin board for SLEUTH is to increase students' interest and motivation in the simulation and to suggest that they would likely enjoy reading some of the books the bulletin board features. *Note: Do not limit the books you place on your bulletin board only to those which SLEUTH features. Include many other books appropriate to your students' age, interests, and ability levels.*

4. **Selecting "participating" adults** Find the adults on your campus who are "players," that is, personnel who can reliably critique the end products as they are presented to them and who are willing to devote the small amount of time needed (less than 15 minutes). Explain to these adults the enthusiasm the hunt generates and how you expect that they will enjoy contributing to SLEUTH. When you have selected your adults, fill in their names on the TEACHER RECORD OF ADULT PARTICIPATION sheet (page 26 in this Teacher Guide).

Be sure you contact the adults to let them know when the simulation is about to begin. Give them the ADULT PARTICIPATION SHEET (pages 27-30 of this Teacher Guide) that corresponds to the clue they will be monitoring. This sheet includes a brief description of the end product that each adult should expect from the teams and gives all necessary directions.

5. **Student Guides** Note that the Student Guide contains all 10 clues. When SLEUTH begins, you will give each student a Student Guide. At that time your students will fill in the adults' names in the appropriate places on their CLUE pages. It will be the group leader's Student Guide that the team uses for the team's records. *Note: All adult signatures under the clues should be recorded in the **group leader's** Student Guide.*

6. **Grouping the teams** If possible, group students into the teams in advance so as to include equal distribution of student abilities. Strive to set up fair, cooperative learning teams. Before beginning SLEUTH, you may also wish to

Your school's reading specialist and ...

principal can't wait to get involved in SLEUTH !

One of our "participating adults" -- a teaching colleague -- started taking pictures of every group of students who came to her with the solution to the lower portion of the clue. Taking pictures was her idea, and the results made a marvelous bulletin board for Open House !

select who will be each group's leader. Each group must choose a group name.

7. **Students leaving the classroom** You will have to decide whether or not your students are mature enough to leave the classroom *as a group.* (Check with your principal regarding school policy in this area.) The two times when students need to be away from your direct observation are when they are searching for a clue outside the room or when they are ready to present their product to an adult. Use your judgment. You may have to limit such outside movement to those who have "earned" it in the past.

8. **Supplies needed** Basic classroom supplies to have on hand include scissors, glue, construction paper, pencils, paper, index cards, and yarn. A few unique items will also be needed, but we recommend that you encourage your students to supply such items as winter scarves, gloves, stamps and envelopes, raisins, ribbons, and snowballs — real or simulated. Above all, don't do too much for your students. They will likely become more involved in the simulation and feel it is more their own if they find or create necessary items from outside the school.

9. **Duplication** Duplicate each item below in the number found in parentheses:
   - BADGES (class set) Use heavy construction paper. Let students cut them apart and wear them when they reach each level.
   - GROUP PROGRESS CHART (1 for each team) Place these team charts on the bulletin board.
   - TEACHER RECORD OF ADULT PARTICIPATION (1) Fill out as described above under #4 on page 8.
   - ADULT PARTICIPANT SHEETS (1) Cut apart at broken lines. See page 8.
   - SCROLL MAP FOR CLUE 5 (1 copy — see * — Then make a class set of this altered copy.) * On the first copy, a blank SCROLL MAP, draw a simple map of your classroom. Place an X where you have put the title "Westing Game." Now duplicate the class set of this persoalized SCROLL MAP.
   - GUIDELINES FOR FORMING CLUES (class set) ... *Duplicate only if you are using Phase 2.*
   - CERTIFICATE OF MERIT (class set) You may wish to use a thick, colored paper.
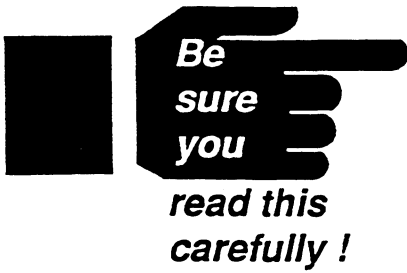

Don't tell your students what supplies they are going to need. Let them figure it out as they work to crack each clue.
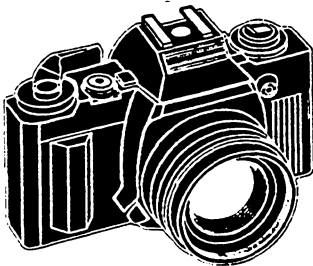
A simple skelton map of your classroom is enough: desks, sink, door, etc. Be sure you inclue the X so that they can relate it to The Westing Game.

TEACHER PREPARATION: 10 CLUES

Be sure you read this carefully !

If you have no flag pole, make one out of construction paper and hang it where your students can't miss it ...

Here's a great place to use your camera to photograph your students. In Southern California they really look strange dressed like this. Think how great the pictures will look on the bulletin board after the simulation !

Before beginning SLEUTH, *carefully* complete the following in order to set up the simulation's clues. Follow the directions below in order to get yourself really prepared. Have a copy of the Student Guide available while you read through the following clues.

Clue 1

1. Secretly, when no one is around, find a flagpole on campus (in front of the school? in the auditorium? or ?).
2. Once you have located an appropriate flag pole, tape the name **Tom Sawyer** about four feet from the bottom of the pole. Make the title small so that it doesn't attract attention.
3. Realize that students are going to come to **you** after they solve Clue 1 to sign the appropriate space on group leader's Student Guide.

Clue 2

1. Ask the **school secretary** to assist by checking the responses to Clue 2.
2. Give ADULT PARTICIPANT SHEET FOR CLUE 2 to the school secretary.

Clue 3

1. Write "The Long Winter" on a piece of paper.
2. Secretly, when no one is around, tape the paper under *your* classroom chair.
3. Ask an adult to assist with Clue 3. Give him/her ADULT PARTICIPANT SHEET FOR CLUE 3.
4. Explain if the students have on winter attire (coat, hat, gloves, and scarf) and if they carry a snowball (or facsimile) with the number 21 attached to it — then the adult is to sign the group leader's Student Guide.

Clue 4 *(For this clue you will need 2 adult participants.)*

1. Look at Clue 4 in the Student Guide. The top portion of the clue reads: "To get the title of the book you must collect the signatures of five teachers without disturbing them in their class. Trade these five signatures to (name of adult who agrees to monitor Clue 4) for the title of the book you seek."
2. Ask an adult to assist with Clue 4. Give him/her ADULT PARTICIPANT SHEET FOR CLUE 4 (Part 1).
3. Explain if the students present an index card with the signatures of five teachers, the adult will tell them the name of the book *Danny Champion of the World.*

TEACHER PREP: 10 CLUES - 2
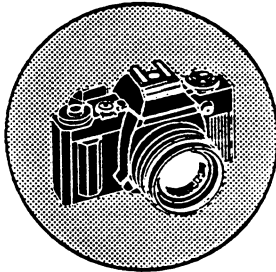
Another great photo opportunity ...
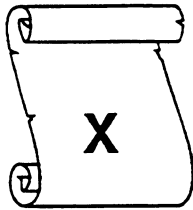
Remember: *a skeleton map is all you need.*

Have the adult keep the cans and put them with the pictures so that all the groups can compare their products after the simulation.

4. Ask an adult to assist with Clue 4 (Part 2). Give him/her ADULT PARTICIPANT SHEET FOR CLUE 4 (Part 2).
5. The bottom portion of the clue reads: "In this book you will need to read the chapter on secret methods. The second secret method the boys' grandfather used surely sounds like a terrific idea. It sounds so good in fact that you should make a kid-sized copy of this snare (including the bait) and model it for (name of adult who agrees to monitor Part 2 of Clue 4).
6. Explain to the adult that if the students wear cones over their noses with a raisin inside the cone the adult is to sign the group leader's Student Guide.

Clue 5
1. Select a place in your classroom and tape the book title *Westing Game.* In other spots around the room put a few other book titles to act as distractors.
2. Draw a map of your classroom on SCROLL MAP FOR CLUE 5 provided in this Teacher Guide. (You will pass out this SCROLL MAP to your students when you pass out the Student Guides.) Place an "X" on the SCROLL MAP to correspond with the place in your classroom where you have taped *Westing Game.*
3. From the clues, the students in each group should draw a picture of a turtle, place their names on the drawing, and mail it to **you** at your school address.
4. After you receive the correct response, sign the group leader's Student Guide Clue 5. Each group should send just one letter. It must go through the United States Mail.

Clue 6
1. Ask an adult to assist with Clue 6. Give him/her ADULT PARTICIPANT SHEET FOR CLUE 6.
2. Explain that when the students bring a replica of a K.C. Baking Powder can with the words "Old Dan and Little Ann" inside, the adult is to sign the group leader's Student Guide.
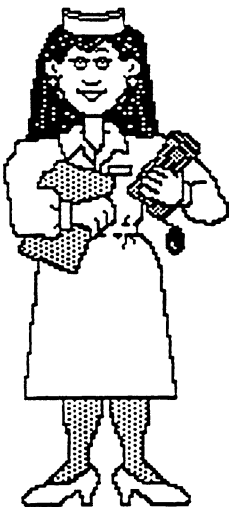
Clue 7
1. Write *Indian in the Cupboard* on a piece of paper.
2. Secretly, when no one is around, tape the piece of paper to a cupboard or shelf in your classroom. Put it in a semi-conspicuous place.
3. Ask an adult to assist with Clue 7. Give him/her the ADULT PARTICIPANT SHEET FOR CLUE 7.

TEACHER PREP: 10 CLUES - 3

Have the adult save the "keys" for you ...

4. Explain that the students are to place a key on a ribbon around their neck. Then they are to recite: "This key I now present to thee. Please sign my booklet if you please." After completion the adult is to sign the group leader's Student Guide.

Clue 8

*Be sure to point out the **exact** response needed or the students may get it right by accident.*

1. Ask an adult to assist with Clue 8. Give him/her the ADULT PARTICIPANT SHEET FOR CLUE 8.
2. Explain that when the students ask "Have you heard any good riddles lately?" the adult is to respond: "How is a raven like a writing desk?" If the students correctly respond, "I haven't the slightest idea," the adult is to sign the group leader's Student Guide.

Clue 9

Hang in there. We know it's been considerable work getting prepared. But you're almost through, and wait until you see your students' excitement as they get involved. You'll feel the preparation time was well worth it !

1. Ask an adult to assist with Clue 9. Give him/her the ADULT PARTICIPANT SHEET FOR CLUE 9.
2. Explain that after researching 8 book clues your students will draw a picture of a black caldron. The students are to make up a magic "brew" (poem) and to write it on the back of their picture. The poem must include at least two of the following pet names: *ducklings, chicks, duck, chickens, sparrow, robin.* The adult should sign the group leader's Student Guide if the students correctly complete these instructions and recite their poem well.

Clue 10

1. Ask the school nurse to assist with Clue 10. Give him/her the ADULT PARTICIPANT SHEET FOR CLUE 10.
2. Explain that your students will recite, with appropriate actions and gestures, the *entire* poem "Sick" by Shel Silverstein. Ask the nurse to sign the group leader's Student Guide if the recitation is correct.

ANSWER GUIDE TO 10 CLUES

PART 1 of CLUE	BOOK TITLE	Part 2 of CLUE
1. book title on flag pole	*Tom Sawyer*	1. cure for warts/spunkwater
2. decode poem	*Charlotte's Web*	2. make web with words: *terrific, humble, radiant, some pig*
3. decode backward	*The Long Winter*	3. make snowball and wear blizzard clothes with #21 attached to snowball
4. decode numbers	*Danny Champion of the World*	4. collect five signatures and make sticky hat with raisin inside
5. read a classroom map	*Westing Game*	5. draw picture of turtle ... write names of team members ... mail to teacher
6. missing letters	*Where the Red Fern Grows*	6. dogs' names in K. C. Baking Powder can (... Old Dan ... Little Ann ...)
7. decipher poem	*Indian in the Cupboard*	7. make a key on a ribbon
8. book description	*Alice in Wonderland*	8. ask about riddle ... Answer: I haven't the slightest idea
9. search 8 books	*Black Cauldron*	9. write a poem on cauldron words included: *ducks, chicks, ducklings, chickens, sparrow, robin*
10. given author/search books	*Where Sidewalk Ends*	10. recite "Sick" poem

13

Q & A

You may benefit from some of these answers we have written for questions teachers have asked us about simulation play.

Question: How many adults are needed to play SLEUTH?

Answer: Nine in addition to yourself. Of course, you could use one teacher more than one time.

Question: What do I do if our school secretary doesn't want to participate or our school doesn't have a school nurse?

Answer: Obviously not all schools are the same. However, if you explain that the amount of time the other adults have to spend on the simulation is minimal, most will cooperate. You may have to use yourself or another teacher several times if your staff is small.

Question: Do all the kids work on the same clue at the same time?

Answer: Although many formats are possible, we suggest that all members of a group work on the same clue at the same time. However, since this is a competitive race, students may wish to break up the labor and divide the clues among themselves. Try to keep the groups at least working in subgroups of two or three members.

Question: Must the students complete the clues in numerical order?

Answer: No. They can start anywhere and work in any direction. However, they will not be able to complete Clue 9 until they have solved Clues 1-8.

Question: Our flag pole is outside on the second floor. What do I do for Clue 1?

Answer: Since each school building is different, you may have to change a clue by creating one of your own. Place the name on a door or wall and draw an appropriate picture.

We create super long compli-cated clues for any groups that finish early. Then after the groups solve these super clues, we name all members SUPER SLEUTHS.

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Question: *What if I can't get a copy of each book?*

Answer: Quite often the school or public library can help. The books have been selected partly because of their popularity. Therefore, some students may have copies or know where to find copies of the book.

Question: *Who is the winner?*

Answer: You can have a very competitive simulation (i.e., the first group to finish is the winner). However, if you play SLEUTH this way, when one group has won, it's possible everyone else will want to stop. To keep the simulation more *open-ended*, have a two-week time limit to complete the hunt. Any group completing the 10 clues in that time is a winner.

Question: *What do I do with a group that finishes early?*

Answer: Create a clue that's a real "stumper" for early finish-ers or have group members create some clues of their own as preparation for Phase 2.

Question: *What if a group breaks a rule?*

Answer: If a group breaks a rule (i.e., running in the hallway, being noisy, sharing a clue with another group, etc.), penalize members with a 10 minute to 24 hour time delay before their group can begin working together. Letting all the other groups start 15 minutes ahead of them works wonders in teaching students to follow the rules. You can also reverse this tech-nique. Giving a well behaved group some extra time to work on the simulation — say in the morning prior to afternoon simulation play — will do wonders in modifying the behavior of boisterous or less motivated groups.

Question: *What if I wish to make the simulation more competi-tive than outlined in this Teacher Guide?*

Answer: You can make SLEUTH more competitive by estab-lishing a *gradation for "winning."* Establishing a gradation will place more importance on the *quality* of students' "products" instead of the speed at which they complete their products.

If you use the above gradation method, establish a time factor to determine a winner. Have the judging adults evaluate the

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A

end products with some scale such as **satisfactory**, **good**, or **excellent** For each **good** a group receives on its product, members can subtract 12 hours from the elapsed time it took them to finish all 10 clues. Every **excellent** product a group produces allows the group to subtract 24 hours from its elapsed time. Each **satisfactory** product does not allow any time reduction.

Of course, if you are using this evaluation method, you must first record the time each group uses to complete the 10 clues. Then you must subtract the bonus time to determine the winner. (Be certain you tell judging adults to write **satisfactory**, **good**, or **excellent** in the group leader's Student Guide when the adult accepts the group's end product for the clue. (Of course, the initials **S** and **G** and **E** could be used in place of the full words.)

You can make the time deductions at the end of the simulation. Doing so may change the order of the various groups' finishes.

Question: Is it important that I read all ten books before my class starts the simulation?

Answer: No, but of course having read them would help your responses to your students. All the answers, code breakers, etc. have been provided in this Teacher Guide. (See the ANSWER GUIDE on page 13.) *Guard this page with your life. Students should not have access to the answers.*

Question: What if I suspect or catch group members copying, cheating, or getting help from someone outside their group?

Answer: You will have to make your own decision. You know your students best. Here is a suggestion to consider: Rather than criticizing a particular individual, speak in such a way that you make clear that this is a *group* problem. Have them decide the consequence. *Examples:* removing themselves from playing SLEUTH for a day ... giving a struggling group some extra help.

OPTIONAL PHASE 2 PREPARATION - 1

If you have a highly creative, energetic class, expect this to happen.

We have found that certain students love playing SLEUTH so much that they are genuinely sorry when it ends. At the conclusion of Phase 1, if you feel your students have had a really marvelous time, you have the option of telling your class that they will get to play a second phase of the simulation.

In this **optional phase** students must devise their own clues for books they have already read or for books they are currently reading. Then, of course, they must evaluate other students' answers to the clues they created for them to solve.

The following is a step-by-step outline to help you prepare for Phase 2. Of course, you should feel free to alter it to fit your students' ages and abilities as well as your particular time schedule.

1. **Book List** Compile a list of 15-20 books from which the student groups will choose their books. The list may be comprised of books selected by you, or students may suggest books they would like placed on the list.

   Students should select two books from the list for which they would like to make clues. The students should write the two book titles on a piece of paper and submit them to you. It is very important that students not know one another's selections since Phase 2 has the element of secrecy between groups. Receiving two book titles from each students will give you flexibility when you decide how you are going to cluster students into groups.

Now we know there will likely be one student who chooses two books no one else has chosen. Gently persuade this person to go into a group ... or let him/her form clues alone. But remember that more clues means more time that you must set aside ... and social studies, math, science, spelling, and a myriad of other responsibilities are calling, calling, calling ...

2. **Groups** Divide your class so that students are in single groups of two to five students. Group them according to the books with which they wish to work. *A group consists of students who have chosen the same book.* Form these groups so that certain students will benefit from working together. The groups will be the same throughout Phase 2.

3. **Clue formation** Each group will be responsible for forming at least two clues for the book they select. Clue formation may be modeled after the clues in Phase 1 or may be done differently. If you plan to follow Phase 1 clue formation, duplicate a class set of the FORMING CLUES GUIDE found in this Teacher Guide. The forming of two clues for each book is suggested so the students will have the experience of creating clues at varied levels of difficulty.
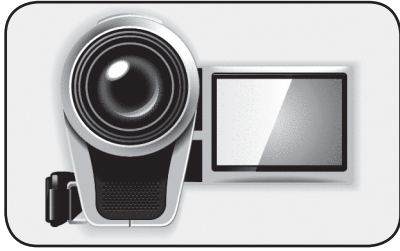
Encourage students to devise clues that entail the use of multi-media sources (i.e., audio and visual recordings, whatever may be available on campus). In order to encourage students to think on varied levels, suggested clue emphasis and end products are listed in the abbreviated chart of Bloom's Taxonomy found in this Teacher Guide. The list is not inclusive of all terms at each level. Note: If you are going to have your students work with Bloom's taxonomy, you will likely have to do some brief, introductory exercises to teach them the various levels.

4. **Time allotment** Allott the groups 20 to 30 minute work periods so they can create their clues. It will probably take two or three such work periods for the students to create their clues.

5. **Solving and presenting clues** Solving clues may vary, depending upon time and various modes the students have chosen to present their clues. Time factors will help you decide what approach will be best for your class. Three solving approaches are listed, but they may not necessarily fit your time constraints. Feel free to improvise according to the individual needs of your class.

   a. One approach to solving clues would be to have each group present its clues either orally or in writing to the whole class. The class would work together to solve each group's clues.

   b. Another approach to solving clues would be to have Groups 1 and 4 trade clues with Groups 2 and 3 and solve them in their small groups. After solving the clues in their small groups, each group would reveal their answers to the entire class. This approach allows everyone to work on at least one other group's clues and to hear the results of all the clues formed.

   c. If you desire, you and your class could repeat the Phase 1 SLEUTH procedure, but you would use the clues the student groups created on the books they chose.

6. **Video recording**   Video recording Phase 2 clue presentations, end products, and answers would be helpful and fun for the students to view. The video would also help you when you are preparing to use SLEUTH with a new group of students. Showing the video to next year's students would obviously help explain Phase 2 to the students and give them ideas on creating clues.

Phase 2 is finished when you feel the students have achieved maximum participation from the simulation.

USING BLOOM's TAXONOMY - 1

DEFINITION: Bloom's Taxonomy is a classification system which Benjamin Bloom developed in 1948. It demonstrates that thinking is a process that begins at low levels requiring little thought and then develops into much higher levels requiring analysis, synthesis, and evaluation skills. This taxonomy provides the means to teach all students from the learning disabled to the gifted in a heterogeneous classroom setting. It adapts itself to all curriculum and requires no expensive materials — just a knowledge of Bloom's Taxonomy. It allows you to teach all students simultaneously in your classroom.

Using Bloom's Taxonomy with SLEUTH
If you use this taxonomy with SLEUTH, you will accomplish the following:
- develop several levels of creative thinking
- teach students how to use data by applying it
- help students organize ideas and thoughts according to a conceptual scheme
- motivate students because it generates answers requiring higher level thinking than questions requiring simple memorization and recall
- facilitate listening skills because complex questions require it
- make you aware of the level at which students think
- make you conscious of the levels of questioning you and your students are using in the classroom
- give students confidence to take control of their learning
- create an environment where students feel free to risk sharing ideas about which they are uncertain

Level 1: Knowledge

During this lowest level of learning, students work with simple recall. They move from general knowledge to specific knowledge. Therefore, the clues in SLEUTH should emphasize the following learning processes:
- Defining
- Describing
- Identifying
- Listing
- Locating
- Matching
- Reciting
- Telling
- Writing
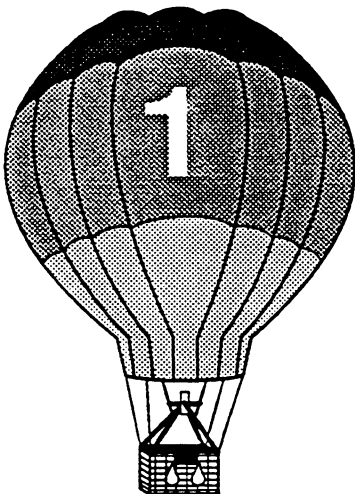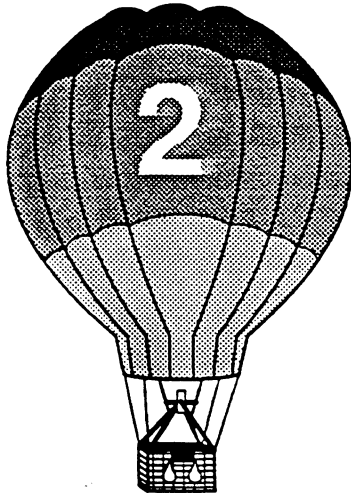
Sample Level 1
Questions/End Products

1. List the four words that Charlotte wrote on her web.

2. Identify the main characters in *Treasure Island.*
3. Recite the brew chant from *The Black Cauldron.*

Level 2: Comprehension

During this second level of learning, students work with the ability to understand the meaning of material. Therefore, the clues in SLEUTH should emphasize the following learning processes:

- Demonstrating
- Explaining
- Extending
- Inferring
- Summarizing

Sample Level 2
Questions/End Products

1. Demonstrate how the pheasant trap worked for Danny's father.
2. Summarize how Billy earned the money to buy his dogs in *Where The Red Fern Grows.*
3. Explain how Sandy ended up as the president of an important company in the *Westing Game.*
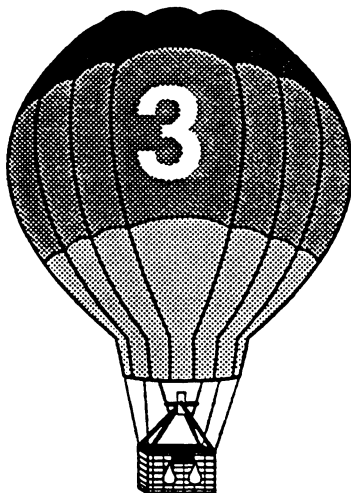
Level 3: Application

During this third level of learning, students use material in new situations. This may include concepts and rules (as in grammar or spelling). Therefore, the clues in SLEUTH should emphasize the following learning processes:

- Changing
- Computing
- Constructing
- Producing
- Relating
- Solving
- Using
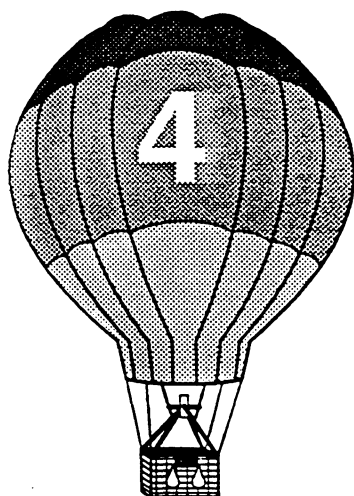
**Sample Level 3
Questions/End Products**

1. Change the ending of the shoe-buying scene from *Super-fudge*.
2. Construct a replica of the tea party from *Alice in Wonder-land*.
3. Sketch a picture that relates your feelings to Billy's feelings.

Level 4: Analysis

During this fourth level of learning, students work with the ability to sort out material into its basic structure or organize the material to show a basic understanding. Therefore, the clues in SLEUTH should emphasize the following learning proc-esses:

- Breaking down
- Diagraming
- Discriminating
- Selectings
- Separating
- Making inferences
- Simplifying
- Supporting ideas

**Sample Level 4
Questions/End Products**

1. Diagram the maze described in *The Lion, the Witch, and the Wardrobe*.
2. Break down the book into three parts. Tell why the parts were placed in the order they were.
3. Simplify the mystery of who was the heir in the *Westing Game* by putting it in outline form.

Level 5: Synthesis

During this fifth level of learning, students work with formation of new patterns, taking the parts and forming a different whole. Therefore, the clues in SLEUTH should emphasize the follow-ing learning processes:

- Creating
- Designing
- Composing
- Predicting
- Reorganizing
- Revising
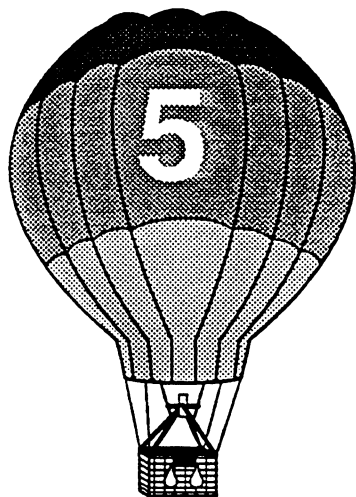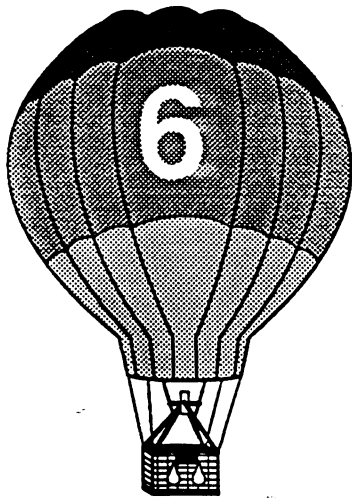
Sample Level 5
Questions/End Products

1. Create a new song that Karana, in *The Island of the Blue Dolphins*, would have sung to her captured dog to calm and comfort him.
2. Revise the ending to the *Black Cauldron* so that different characters win.
3. Find an unusual way to communicate the story of the book you just read (Morse Code, braille, videotape, etc.).

Level 6: Evaluation

During this highest learning level, students work with judgmental decisions regarding values. This highest level contains elements of all other categories plus value judgments based on clearly defined criteria. Therefore, the clues in SLEUTH should emphasize the following learning processes:
- Comparing
- Contrasting
- Criticizing
- Interpreting
- Relating
- Justifying

Sample Level 6
Questions/End Products

1. Justify the actions of Billy in *Where The Red Fern Grows* when he left home in the middle of the night to get his pups.
2. Compare and contrast the message that is portrayed in a book to the message portrayed in another book.
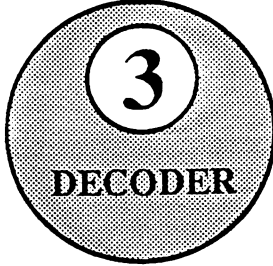
BADGES

Directions: After your teacher duplicates this sheet, color, cut out, and wear the badges as you reach each level. (See your GROUP PROGRESS CHART.)
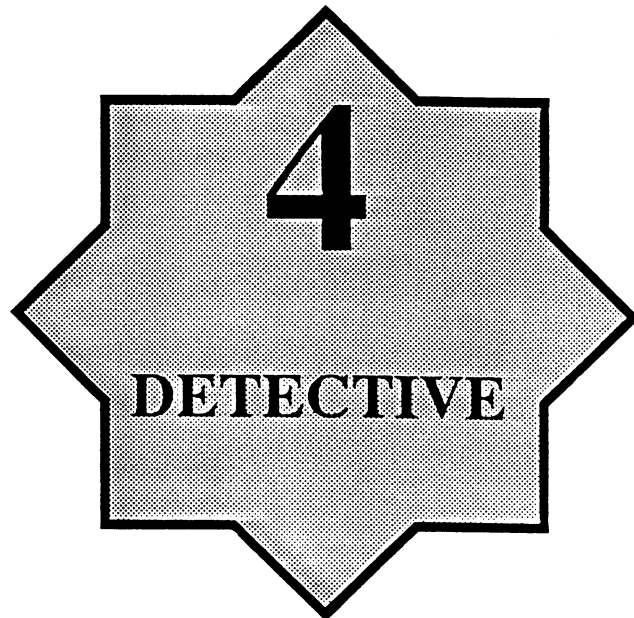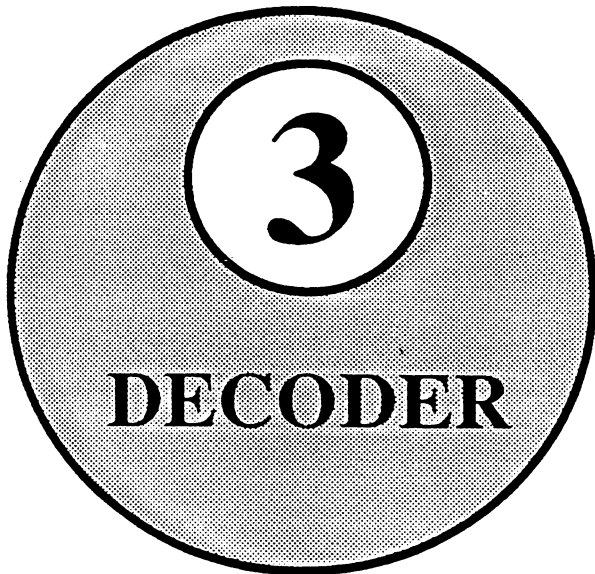
1 SEARCHER

2 INVESTIGATOR

3 DECODER

4 DETECTIVE

5 INSPECTOR

6 SLEUTH

GROUP PROGRESS CHART

Directions: Color in each badge as you reach that level.

Level		Clues Completed
Searcher		1 clue
Investigator		2 clues
Decoder		4 clues
Detective		6 clues
Inspector		8 clues
Sleuth		10 clues

Group name: _____

Members:

1. _____   4. _____

2. _____   5. _____

3. _____   6. _____

TEACHER RECORD OF
ADULT PARTICATION

Arrange with certain adults in advance to help you with SLEUTH. After each person agrees to help, fill in his/her name on this sheet and keep it for your records.

Clue #1   Homeroom teacher: (You)

Clue #2   School secretary

Clue #3   Adult: _____

Clue #4   Adult: _____
(Part 1)

Clue #4   Adult: _____
(Part 2)

Clue #5   Homeroom teacher: (You)

Clue #6   Adult: _____

Clue #7   Adult: _____

Clue #8   Adult: _____

Clue #9   Adult: _____

Clue #10   School nurse

ADULT PARTICIPATION SHEETS
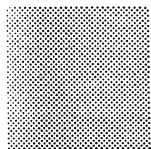
Directions: These sheets have been provided to help your adult participants know what they are to do. Duplicate one set of these "sheets," cut them apart at the broken lines, and write the appropriate names in the spaces provided. Then give each participating adult his/her clue sheet.

- -

Adult participating in SLEUTH: _____

ADULT PARTICIPANT SHEET FOR CLUE 2

When a student (or students) comes to you, please look for a web with all the following words written on it:

- some pig
- terrific
- radiant
- humble

The web may be drawn ... or it may be made out of yarn ... or it may be...? Use your own best judgment to determine if the student(s) has satisfactorily completed the project.

If you feel the response is correct, please sign the group leader's Student Guide on the appropriate line. Thank you.

- -

Adult participating in SLEUTH: _____

ADULT PARTICIPANT SHEET FOR CLUE 3

Students must have on winter attire (coat, hat, gloves, and scarf) and have a snowball (or facsimile) with the number 21 attached to it.

If the students are dressed properly and have the snowball with correct number attached, please sign the student leader's booklet. Thank you.

- -

Adult participating in SLEUTH: _____

ADULT PARTICIPANT SHEET
FOR CLUE 4 (Part 1)

When the students present to you an index card with the signatures of five teachers, please tell them the name of the book is *Danny Champion of the World.*

Then sign the student leader's Student Guide on the appropriate line. Thank you.

Adult participating in SLEUTH: _____

ADULT PARTICIPATION SHEET
FOR CLUE 4 (Part 2)

Students must wear cones over their noses. There must be a raisin inside the cone.

If they have done this correctly, please sign the student leader's Student Guide on the appropriate line. Thank you.

Adult participating in SLEUTH: _____

ADULT PARTICIPATION SHEET FOR CLUE 6

Students must present to you a can or a facsimile of a can with the words "K.C. Baking Powder" on the outside. Inside the can must be the words "Old Dan and Little Ann."

If you feel the presentation is correct, please sign the student leader's Student Guide on the appropriate line. Thank you.

Adult participating in SLEUTH: _____

ADULT PARTICIPATION SHEET FOR CLUE 7

Students will present to you a key on a ribbon. The key must be placed around your neck as the student recites, "This key I now present to thee. Please sign my booklet if you please."

If you feel the response is correct, please sign the student leader's Student Guide on the appropriate line. Thank you.

Adult participating in SLEUTH: _____

ADULT PARTICIPATION SHEET FOR CLUE 8

The students will ask, "Have you heard any good riddles lately?" Your response is, "How is a raven like a writing desk?" They must respond, "I haven't the slightest idea."

If the response is correct, please sign the student leader's Student Guide on the appropriate line. Thank you.

Adult participating in SLEUTH: _____

ADULT PARTICIPANT SHEET FOR CLUE 9

Students must present to you a "cauldron" with a poem on the back. The poem must use at least two of these words: ducklings, chicks, duck, chickens, sparrow, robin.

If you feel the response is correct, please sign the student leader's Student Guide on the appropriate line. Thank you.


Adult participating in SLEUTH: _____

ADULT PARTICIPANT SHEET FOR CLUE 10

Students must recite to you the *entire* memorized poem "Sick" by Shel Silverstein. They need to make correct actions and gestures as they recite the poem. The poem must be memorized but may be performed/recited by several group members.

If you feel the task is done correctly, please sign the student leader's Student Guide on the appropriate line. Thank you.

- -

SCROLL MAP FOR CLUE 5
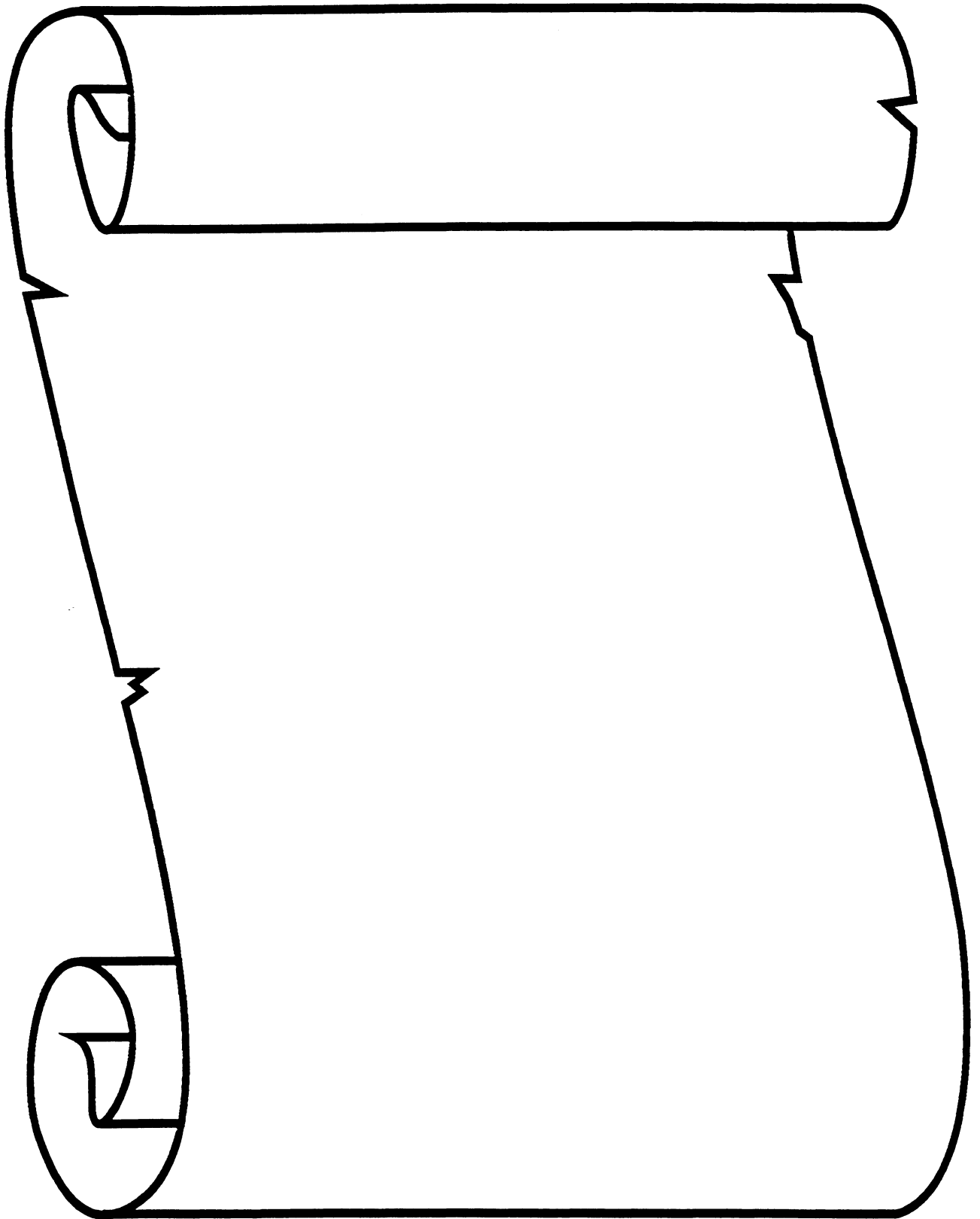
Directions: Make a skeleton map of your classroom on a duplicated copy of this page. Mark an **X** where you have put the title *Westing Game*. Finally, cut off these directions on your new SCROLL MAP FOR CLUE 5 and then duplicate a class set for your students.

Phase 2:
GUIDELINES FOR FORMING CLUES

Use these GUIDELINES if your class does Phase 2. Recognize the following ideas are just suggestions. You may want to invent a brand new clue code and astound and stump the rest of the class. Be creative!

UPPER PORTION OF THE CLUE Your **objective** is to make a code for the title of the book. (Remember: the reader of the clue must be able to end up with the title of the book by breaking a fairly easy "code.")

CODE IDEAS
- Look at the letters in your book's title. Now try substituting numbers, Morse Code, braille, hieroglyphics, invisible ink, or something else to create a code for the letters of the book title.
- Write a clue backwards or upside-down, inserting nonsense letters at regular intervals.
- Make a map, hiding the title marked with an **X** somewhere in the map.
- Collect five crazy items and trade them to someone for the title of the book.
- Videotape a book segment to give the reader clues about the title.
- Hide the book's title somewhere and give the reader clues as to where to find the hidden title.

CODE ANSWER Make an Answer Guide for your clue. Persons will want to know how you formed the clue after they have "cracked" your clue. Your group may come up with something new and innovative. Impress your teacher and fellow classmates by creating a new code system.

LOWER PORTION OF THE CLUE The lower portion of your clue must ask the reader to research or scan a part or parts of the book you have selected. Then your reader will have to make an end product just as you did in Phase 1. Here are some suggestions for end products:

- Make an item from the book. Make it as exact as possible. To complete the clue you may request that the item be displayed to the teacher, principal, etc.
- Recite, perhaps from memory, a portion of the book or poem to the class, teacher, custodian, or other adult at your school.
- Create a riddle or code that will need a response to complete the clue. The response could then come from the school secretary, librarian, or ?
- Find a key word ... or a person's name ... or a certain place from the book. Give the word, name, or place to a classmate or teacher.
- Mail the clue's answer to your teacher's name and address at your school.
- Dress up as a character from the book and deliver the answer to the counselor or vice principal or?
- Dress up as characters from the book and act out a scene from the book.
- Create a poem or song about a certain part of the book.
- Video or audio tape your answer to the clue.
- Compose music/lyrics for the answer to the clue.

Important: If you plan to use another person such as the school secretary or principal to help you complete the clue, *be sure you ask this person for help well in advance.* If the person says yes, give the person all the information needed for a reader to complete the clue correctly.

Your group is capable of dreaming up unique end products. Strive to amaze the class by creating something that has never been suggested before. *Good luck ... and have fun!*
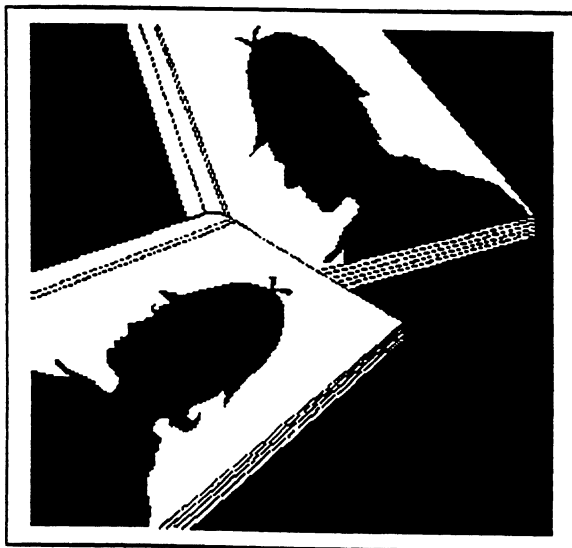
Certificate of Merit
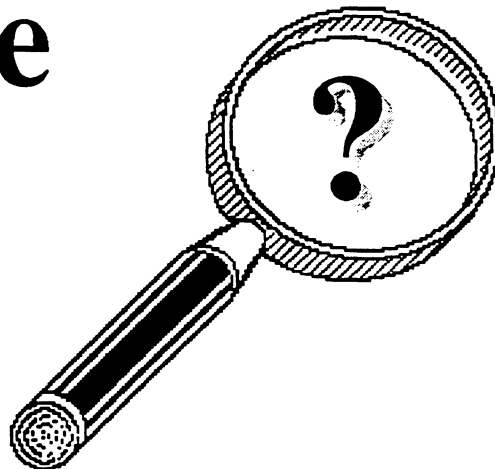
On this _____ day of

_____ 19 ____

I hereby honor

_____

for meritorious service
as a sleuth
in the simulation

S L E U T H

_____
Teacher signature

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To help illustrate to others the experiential activities involved and to promote the use of simulations, we like to get photographs and videos of classes participating in the simulation. Please send photos of students actively engaged so we can publish them in our promotional material. Be aware that we can only use images of students for whom a release form has been submitted.

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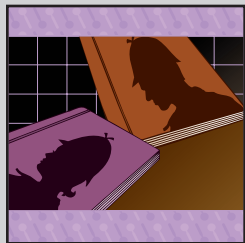
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SLEUTH

A simulation to motivate reading interest through investigation, decoding, and critical thinking

INTRODUCTION

SLEUTH is a treasure hunt simulation game. You will join a group of your classmates and together you will search through some fine books in a treasure hunt. You and your friends will search for **hidden clues** and work to solve **coded messages.**

This next suggestion is very important: *While working together, you must all work secretly.* You must work in secret because you will be competing against both time and other groups. Remember that your classmates in other groups will also be trying to solve all the clues in this Student Guide.

While playing SLEUTH, you will solve clues and create products. (The word "product" as used here simply means something you write … or something you create with your hands … or some activity you do…) These products will enable you to progress through the ranks from **Searcher** to **Sleuth.**

In SLEUTH each clue is divided into two parts. Part 1, the **upper portion** of the clue, is a secret code containing either the book's title or the book's author. Study this upper portion very carefully. When you have decoded its clue, you will have figured out the book's title or author. Of course, if you or someone else in your group has already read the book, solving this first part of the clue will be very easy. But if no one has read the book, you will have to work harder.

Part 2, the **lower portion** of the clue, requires you to do one or two things: 1) a "hands-on" activity; or 2) some writing that is related to *the book*. In order to complete this activity or piece of writing, you will have to scan or reread parts of the book or you will have to do some research outside the book. What you have to do will not seem like work. You will find yourself caught up in the search and the competition.

After your group has followed the directions on the clue's second part (the lower half of the clue page), the fun really begins. You will present what you have created to one or more appointed adults. These adults will accept your "product" and sign the group leader's Student Guide. But note this: **Your group's product must meet the quality standards the clue has established.**

All members of your group will continue working on both parts of all the clues until you have solved all ten. As you complete the clues, you will move to higher and higher levels and wear different badges until you attain the highest rank—**S L E U T H !**
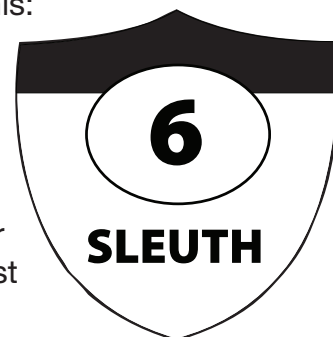
6

SLEUTH

interact
Learn Through Experience

RULES OF SLEUTH

SLEUTH will take you on a search through the wonderful world of books. You are going to be working with clues. Each clue is divided into two parts. The **upper portion** at the top reveals the name of the book or the author. The **lower portion** of the clue asks you something about the book and directs you to do something with the information.

Since you are going on a *secret* treasure hunt, you must guard your clues well. *Share ideas only with team members of your group.*

Now this simulation game has rules. Strive to obey all rules at all times.

1. **Always ask permission** before leaving the room.

2. **Always tell the teacher** where you are going. (Whisper if anyone is around.)

3. **Use only your eyes** when you search the class. It is not necessary to pick up or to rummage through anything. Strive to avoid disturbing others while you are searching.

4. **Always be polite** when requesting a clue from or delivering something to anyone. Use words such as please, excuse me, thank you.

5. **Whenever you want to request information from someone,** be sure your teacher has said it is an appropriate time to speak with a clueholder.

6. **Always walk while you are out of the classroom.** You are never to run in the halls during SLEUTH. Your goal is to be quiet. (Avoid yelling or talking with a loud voice.)

7. **Verify the completion** of each clue by having the correct adult sign your group leader's Student Guide.

8. **You may have to bring items from home** to complete some clues.

9. **Be secretive.** Do not let another group hear your discussions or see the progress you are making on your projects.

Persons all around you are trying to find out how you are solving your CLUES …
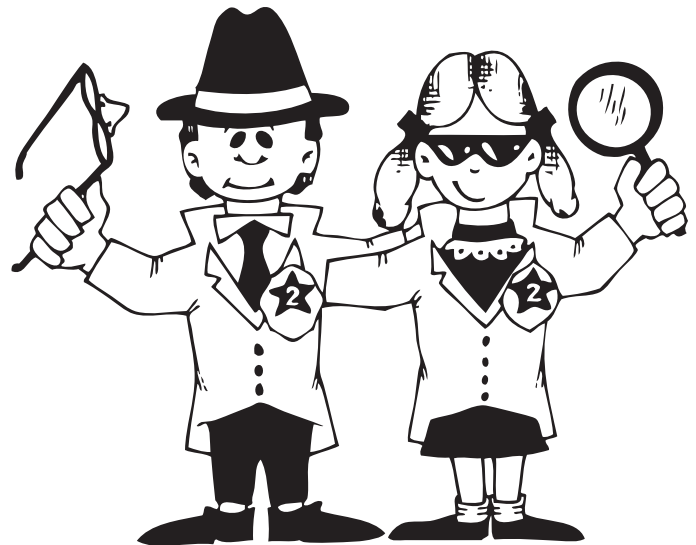**Don't forget to keep your team's secrets.**

CHARACTERS

◯ Level 1: Searchers

… Inquisitive persons who often ask "Why?" … can be easily confused and often arrive late for lunch …

◯ Level 2: Investigators

… More robust individuals who occasionally find bargains … generally popular with their colleagues … often are seen wearing disguises …

◯ Level 3: Decoders

… Cagey, resourceful characters who are called upon to decipher difficult codes and recognize each other by a secret hand-shake … also excellent cooks who can speak several different languages …
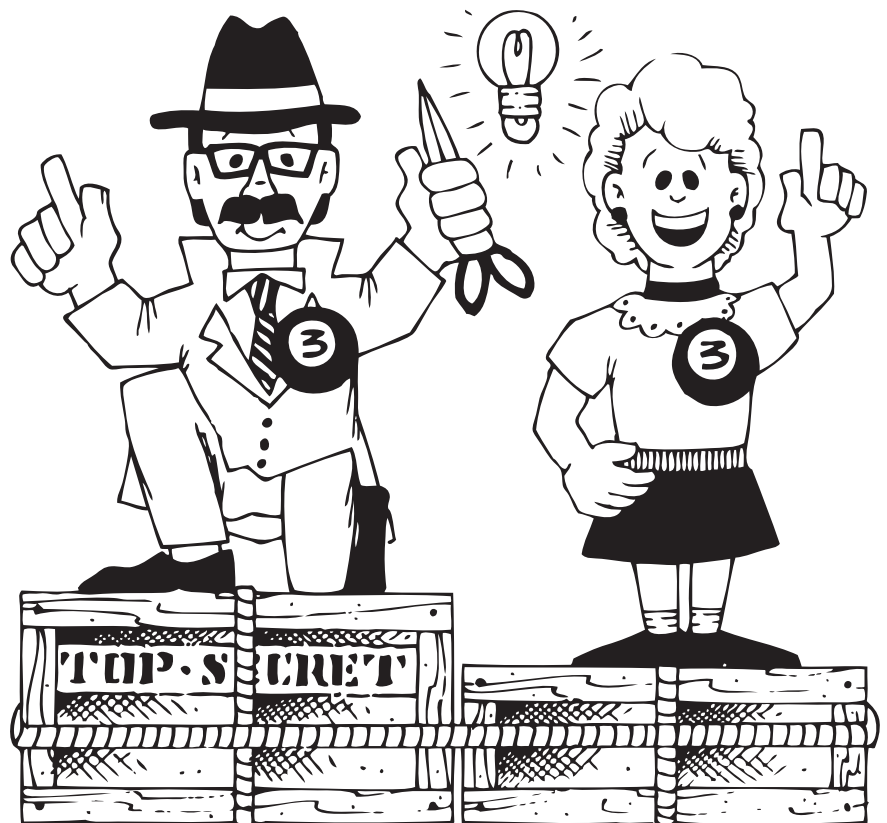
CHARACTERS

Level 4: Detectives

… Brainy individuals able to attribute rational answers to strange events … have great powers of observation and often notice small clues overlooked by others … enjoy solving puzzles … are keen strategists …
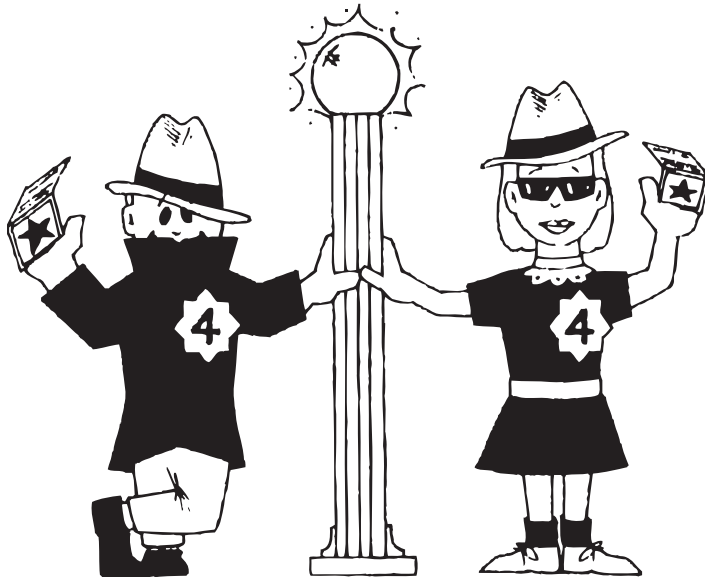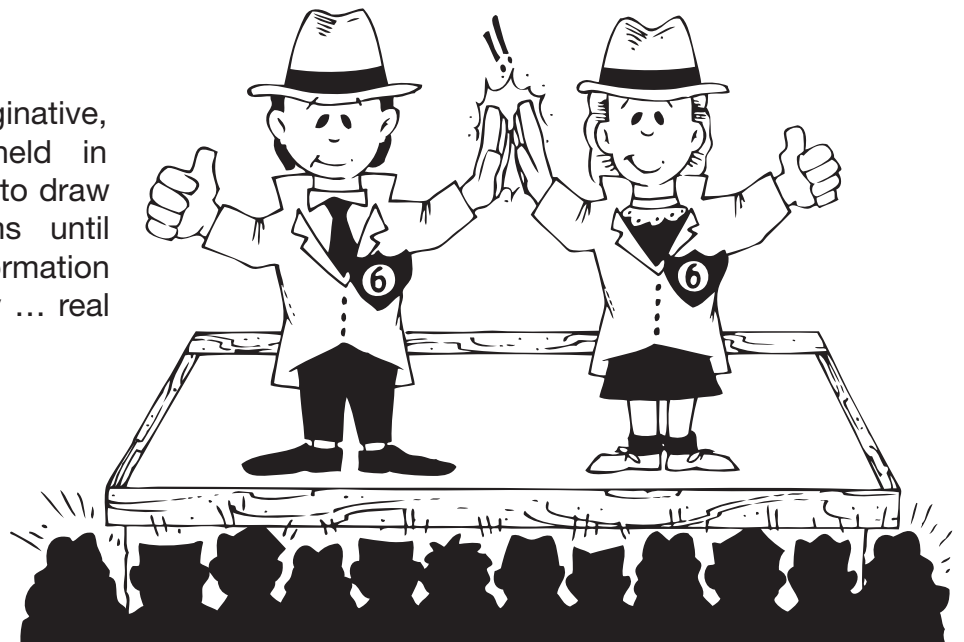
Level 5: Inspectors

… Brave and willing persons who trust their instinct, which is unusually accurate … cheerful disposition and good humor over-shadowed by their keen intellect and problem-solving skills …
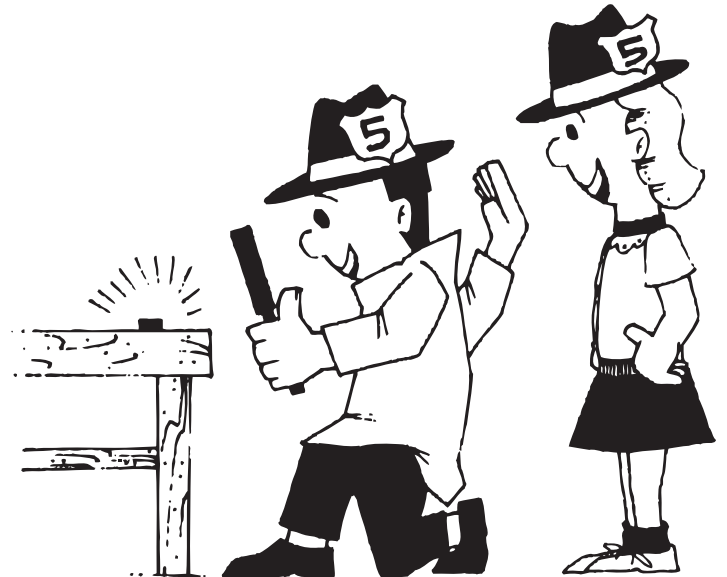
Level 6: Sleuths

… Good-looking, insightful, imaginative, well-mannered folk who are held in esteem by all … tendency to wait to draw conclusions and solve problems until they have all the necessary information … so their reputation is legendary … real brains here …

GROUP PROGRESS CHART

Directions: Color in each badge as you reach that level.

Level ⟵----------------------------------⟶ **Clues Completed**

Level	Badge	Clues Completed
Searcher	**1** SEARCHER	1 clue
Investigator	**2** INVESTIGATOR	2 clues
Decoder	**3** DECODER	4 clues
Detective	**4** DETECTIVE	6 clues
Inspector	**5** INSPECTOR	8 clues
Sleuth	**6** SLEUTH	10 clues

Group Name: _____

Members:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

CLUE 1

Part 1

Look near the bottom …

X

Book Title: _____

Part 2

• In an even-number chapter you will find Aunt Polly's nephew's cure for warts.

• Write this hyphenated one-word answer on an index card.

• Quietly present this index card to your teacher and give a smile and wink at the same time.

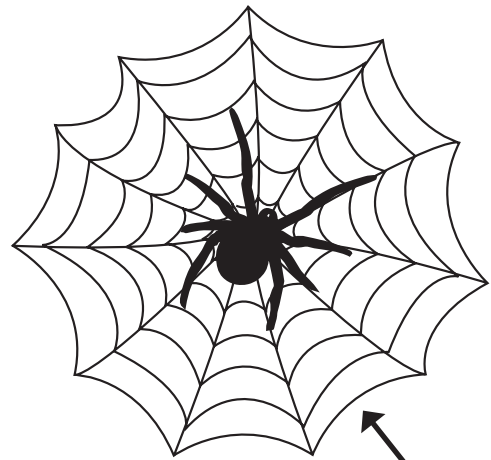• When you have completed this clue, ask your teacher to sign below.

Date: _____

Teacher's Signature: _____

Part 1

"What's in it for me?" the rat exclaims,
In this wonderful book of spider fame;
The web's the clue and written big,
Can be found the famous words
"Some Pig."

Book Title: _____

Charlotte

- -

Part 2

- Be creative.

- Make a web and write all the words the spider wrote within the web.

- The school secretary is anxiously awaiting the arrival of your webbed creation.

- If your creation is correct, the secretary will sign your clue below.

Date: _____

Adult's Signature: _____

Part 1

YaWaEuLcEhTeViGlLuOyRoEvItErCe
SeBdEiPuCcOsTiElIhWtOnTuB;rEh
CaEtEhTfOrIaHcEhThTaEnEbKoOlKe
EsUoyKOoBeHtFoElTiTeHtRoF.

Book Title: _____

Part 2

• When the Indian forecast his blizzard warning, how many years had it been since the last seven-month-long blizzard?

• Write this number on an index card.

• Your group is required to "bundle up" in appropriate "blizzard" attire: coat, gloves, scarf, and hat.

• You will need to build, make, or create a "snow ball" and then attach your index card to your "snowball."

• Show your end product to the adult. If your product is correct, the adult will sign below.

Date: _____

Adult's Signature: _____

CLUE 4

Part 1

Be very careful!

20,15,7,5,20,20,8,5,20,9,20,12,5,15,6,20,8,
5,2,15,15,11,25,15,21,13,21,19,20,3,15,12,
12,5,3,20,20,8,5,19,9,7,14,1,20,21,18,5,19,
15,6,6,9,22,5,20,5,1,3,8,5,18,19,15,14,1,
14,9,14,4,5,24,3,1,18,4,23,9,20,8,15,21,20,
4,9,19,20,21,18,2,9,14,7,20,8,5,13,9,14,20,
8,5,9,18,3,12,1,19,19,20,18,1,4,5,20,8,5,19,5,6,9,
22,5,19,9,7,14,1,20,21,18,5,19,20,15,_____
_____6,15,18,20,8,5,20,9,20,12,5,15,6,20,8,
5,2,15,15,11,25,15,21,19,5,5,11.

Book Title: _____

Part 2

18,13,7,19,18,8,25,12,12,16,2,12,6,4,18,15,15,
13,22,22,23,7,12,9,22,26,23,7,19,22,24,19,26,
11,7,22,9,12,13,8,22,24,9,22,7,14,22,7,19,12,
23,8,7,19,22,8,22,24,12,13,23,8,22,24,9,22,7,14,22,7,19,
12,23,7,19,22,25,12,2,',8,20,9,26,13,23,21,26,7,19,22,9,
6,8,22,23,8,6,9,22,8,12,6,13,23,8,15,18,16,22,26,7,22,9,
9,18,21,18,24,18,23,22,26,18,7,8,12,6,13,23,8,8,12,20,
12,12,23,18,13,21,26,24,7,7,19,26,7,2,12,6,8,19,12,6,15,
23,14,26,16,22,26,16,18,23,-,8,18,1,22,23,24,12,11,2,12,
21,7,19,18,8,8,13,26,9,22,(,18,13,24,15,6,23,18,13,20,7,
19,22,25,26,18,7,),26,13,23,14,12,23,22,15,18,7,21,
12,9,_____

★ *Once you have completed this task, ask the adult to sign below.*

Date: _____

Adult's Signature: _____

CLUE 5

Part 1

The spot's familiar, I dare say; it's where you spend most of your day;

Be very quite while you look, for the name of this special book.

There area choices and clues galore, pinned to ceiling, wall and floor.

Picking the right one is a must, or else this clue's a total bust.

So look ye for a sort of sign, to find the book I have in mind.

Sleuths . . .

Your teacher will give you an important clue on a scroll!

Book Title: _____

Part 2
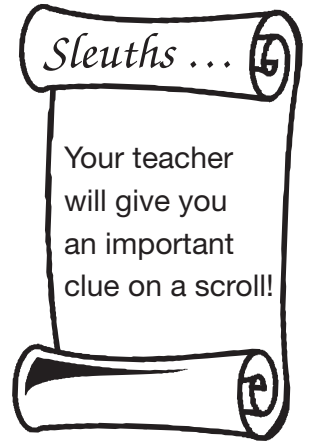
• As president of a large corporation, his name was Sandy, Barney, Samuel, and Julian. He organized a detective game to find his successor.

• Among the occupants of the Sunset Towers were mothers and fathers and children, a dressmaker, a secretary, an inventor, a doctor, and a judge. Oh, yes, and one was a bookie, one was a burglar, one was a bomber, and one was a mistake. But the one you're looking for was the winner of the game.

• The winner's nickname should remind you of an animal.

• Draw a picture of the animal which the nickname reminds you of.

• Place your name on your drawing.

• Mail your drawing to your teacher at the school address.

• One letter should be sent—*only one*. It must go through the U.S. mail. Use no shortcuts. When your teacher receives your group's single letter, he/she will sign below.

Be sure you mail your drawing to your teacher at the school address.

Date: _____

Adult's Signature: _____

Part 1

Chapter 2 of the book begins: "I suppose there's a time in practically every young boy's life _hen _e's aff_cted by the wonde_ful dis_ase of puppy love. I don't mean ____ kind a boy has fo_ th_ pretty girl that lives _own the road. I mean the real kind, the kind that has _our small f_et and wiggly tail, and sha_p little teeth that ca_ _naw on a boy's finge_; the kind a b_y can romp and play _ith, even eat and _leep with."

Book Title: _____

Part 2

- Place the name of the two dogs in a replica of the *K.C. Baking Powder* can that was used as a bank.

- You can find the can's description in chapter 3 of this fine book. Give this item to _____.

★ *Once you have completed this task, ask the adult to sign below.*

Date: _____

Adult's Signature: _____

CLUE 7

Part 1

Open the door with the key in hand; change your room to an exotic land.
Your room becomes an open door, where characters from the past explore,
People from times of now and then, come together from times past when,
War was terrifying, peace was loved, Indians from their land were shoved.
Cowboys and Indians, look around, in your classroom there will be found,
Taped to a special cupboard shelf, you shall find the title yourself.
Search the shelf with only eyes; you won't need hands to see the prize.

Book Title: _____

Part 2

• Early in the book a young boy needs an item that will lock and unlock his brother's gift.

• Someone in his family comes to his rescue and gives him the item.

• The item and all its details are well described in an early chapter of the book. Replicate this item and its details as closely as you can.

• One of the details will allow you to display the item around your neck.

• Inconspicuously transport the item to _____.

• When you arrive, take the item off your neck and place it around _____'s neck.

• As you do, recite, "This key I now present to thee; please sign my booklet if you please."

• If all goes as expected, the adult should sign your booklet.

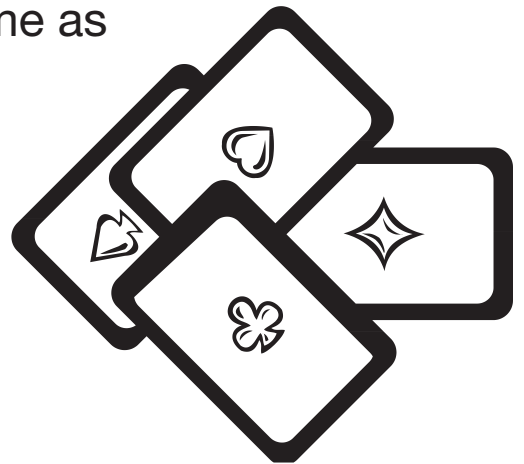Date: _____

Adult's Signature: _____

12

CLUE 8

It all begins when Ecila follows a white rabbit, wearing a waistcoat and watch, down a rabbit hole. There the most extraordinary things keep happening. In Dnalrednow she enters a world populated by the Mad Hatter, the March Hare, the Queen of Hearts and dozens of other amusing characters whose nonsense make a good deal of sense some of the time.

Book Title: _____

• To get the next clue, you must ask _____ _____ if she has heard any good riddles lately.

• Your answer must be the same as the Mad Hatter's answer.

• If your answer is correct, have the adult sign below.

Date: _____

Adult's Signature: _____

For the title that you seek,
Use your brain and take a peek.

Part 1

1. Book #2, chapter 12, last paragraph of the chapter, first letter of the 17th word.

2. Book #6, chapter 11, 13th paragraph, last letter of the 36th word.

3. Book #7, chapter 13, vowel that appears most frequently in the chapter title.

4. Book #7, chapter 8, first letter of the chapter title.

5. Book #8, chapter 8, third letter of the 68th word in the first paragraph.

6. Book #2, first letter in the name of the main character.

7. Book #5, chapter 3, first two vowels of a person's last name found in the second paragraph.

8. Book #1, chapter 1, the first letter of the first doubled consonant.

9. Book #4, chapter 8, paragraph 1, the reversal of the sixth letter of the third word.

10. Book #6, the consonant that appears most frequently in the title of this book.

11. Book #8, chapter 21, ninth paragraph, second letter of the fourth word in the first sentence.

12. No book, fourteenth letter of the alphabet.

Part 2

• Draw a picture of the book's title.

• In poetic form, make up a magic "brew" (poem) and write it on the back of your picture.

• The poem must have at least two of the pet names the enchantress calls the companions in chapters 11 and 12.

• Recite the poetic "brew" to _____ _____ and give the adult your picture. Was the "brew" good?

• If your poem passed, ask the adult to sign this clue.

Date: _____

Adult's Signature: _____

Part 1

JOTUFBE PG B CPPL ZPV BSF BGUFS B QPFN. UIF BVUIPS JT TIFM TJMWFSTUFJO B DMVF UP UIF <u>DPNOMFUF</u> QPFN JT ...

Measles, sprain, leg, and gash … spine and hip, tonsils, rash …
Belly button, purple bumps … instamatic flu and mumps.

Book Title: _____

Part 2

• Recite the **complete** memorized poem to the school nurse. (Take the poem with you for the nurse.)

• As you recite this **complete poem**, be sure that you use correct *body language*. But you ask, how do I use body language? (Body language refers to what your body is saying as you speak or don't speak.) Talk over examples of body language with your group members before you go to the nurse's office. Then when you do go to see her, be sure your facial expressions, the way you hold your body, and the way you move your body all "speak" the way you want them to. As a result, all of you—including your school nurse—will have an *interesting* time!)

• Ask the school nurse to sign below after you are correctly "checked out."

Date: _____

Adult's Signature: _____

STUDENT EVALUATION

Your name: _____

Directions: Fill out this page after your class finishes playing SLEUTH.

Did playing SLEUTH ……

1. Expose you to books you had never read? **YES / NO**

2. Make you want to read a book that you had to research? **YES / NO**

3. Improve your ability to decode clues? **YES / NO**

4. Improve your ability to create codes and clues? **YES / NO**

5. Improve your ability to find information by scanning a book? **YES / NO**

6. Help you work productively with a group of classmates? **YES / NO**

What was your favorite part of SLEUTH? _____
_____

What did you feel were SLEUTH's strengths? _____
_____

What did you feel were SLEUTH's weaknesses? _____
_____

How would you describe SLEUTH to someone who had never played it? _____
_____
_____

Should next year's students in this class play SLEUTH? Why or why not? _____
_____
_____