

SLEUTH

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

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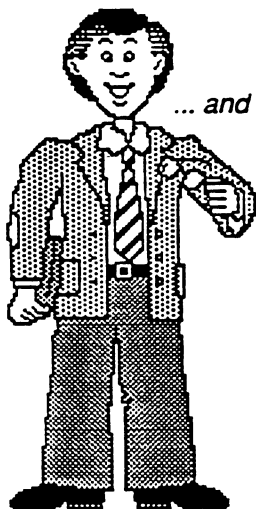
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Hi! I'm Sandy ...



... 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





You use adults on campus to help you, but the simulation is organized so that you will not really be interfering 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 !*

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.

UNDERSTANDING THE CLUES

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

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.

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

*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.*

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

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.)
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.
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.
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.

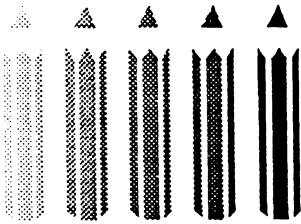
Three or four days before beginning the simulation, do the following in order to schedule your time properly.

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 stu-
dents ...*



*About 30 minutes usually
worked for us, but some days
we used 20 minutes, some 40
minutes ...*

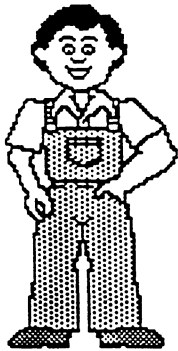
*Don't worry about this
decision at this time. Con-
centrate on Phase 1 now ...*

• First Day

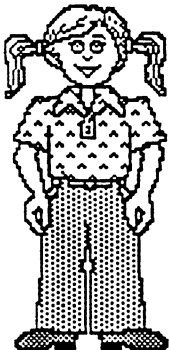
1. Explain the overall idea of the simulation: what a simulation is and why you are using SLEUTH. Emphasize how it will introduce them to some wonderful books, as well as test their abilities to decode messages, to work together, to relate to adults, and to be creative.
2. Distribute Student Guides.
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).



If you're not familiar with these books, you are in for a real treat. Both you and your students will really love them.



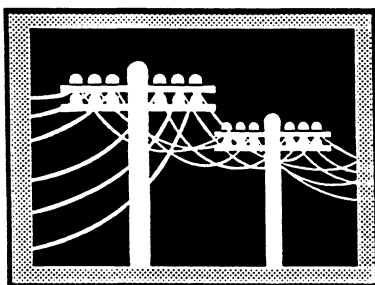
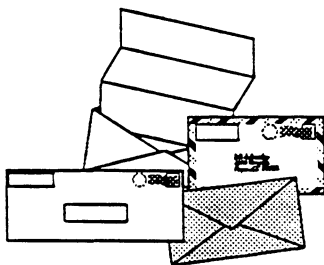
Note: Before you begin SLEUTH, it is imperative that you complete all the INITIAL PREPARATION necessary to play the simulation. Allow yourself two or three days to read thoroughly through the Student Guide and this Teacher Guide. Pay particular attention to the clues in the Student Guide, because they 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



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 !

- 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



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 include the X so that they can relate it to The Westing Game.

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 personalized 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.



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

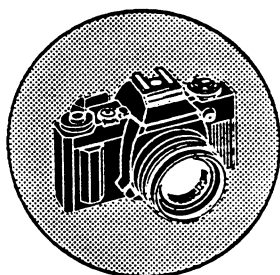
1. Ask the **school secretary** to assist by checking the responses to Clue 2.
2. Give ADULT PARTICIPANT SHEET FOR CLUE 2 to the school secretary.

Clue 3

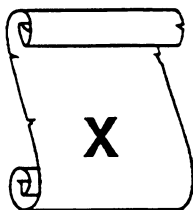
1. Write "The Long Winter" on a piece of paper.
2. Secretly, when no one is around, tape the paper under *your* classroom chair.
3. Ask an adult to assist with Clue 3. Give him/her ADULT PARTICIPANT SHEET FOR CLUE 3.
4. Explain if the students have on winter attire (coat, hat, gloves, and scarf) and 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*.



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.

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

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

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 !



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

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

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.