Lesson Plan: Day \_1\_

**Specific Objectives:**

* Introduce the topic of mystery in the middle school classroom
* Introduce the book *The 39* Clues by Rick Riordan to the classroom
* Building team skills
* Building communication skills

**Materials:**

* Book
* The presentation of the mystery genre for the students to learn

**Anticipatory Set:**

* Have the students write sown everything that they know of about the mystery genre, and have them list some of the mystery books that they have read before

**Step-by-Step Procedures:**

* Have the students to fill out their anticipatory set, and have the students discuss with one another what they wrote down.
* After students discuss their anticipatory set with each other, introduce the class to the mystery genre, introduce *The 39 Clues*, and give a brief synopsis and say why it is considered a mystery book.
* Let the student break up into small groups, and give each group a team who are part of the contest that they will be reading about, and tell them that they are responsible for creating a character map for that team.
* Pass out the books, and begin to discuss the test that they will be taking at the end of the book.
* For the last fifteen minutes of class have the students begin reading silently to try to limit the amount of time for their homework

**Plan for Independent Practice:**

* For homework have the students read chapters one through four, and write down information about the team they were assigned for their character map.

Lesson Plan: Day \_2\_

**Specific Objectives:**

* Introduce all the teams in the contest
* Building team skills
* Building communication skills

**Materials:**

* Book
* Whiteboard
* Markers

**Anticipatory Set:**

* Have the students write down everything they learned about for their assigned Team in the book
* Have the student also list what they learned about clue 1, and what do they think the clue means

**Step-by-Step Procedures:**

* Have the students to fill out their anticipatory set
* Let the student break up into their small groups, and discuss what everyone in their group wrote down about the character map they were assigned.
* After that Have the group pick one member who will go up to the whiteboard, and write down everything their group discussed during their group time.
* From that, the students from the other groups are to take notes of all of the character maps it will come in handy for studying for the final test.
* Introduce Clue Number one, and discuss what they students wrote down about clue number 1.
* For the last fifteen minutes of class have the students begin reading silently to try to limit the amount of time for their homework

**Plan for Independent Practice:**

* For homework have the students read chapters five through eight, and write down information about the team they were assigned for their character map.

Lesson Plan: Day \_3\_

**Specific Objectives:**

* Introduce Ben Franklin
* Building team skills
* Building communication skills

**Materials:**

* Book
* Whiteboard
* Markers
* Students should have their character map notes
* Need Presentation on Benjamin Franklin

**Anticipatory Set:**

* Have the students write down everything they know about Ben Franklin, it can be what they learned from the book or it could be anything they know in general.

**Step-by-Step Procedures:**

* Have the students to fill out their anticipatory set
* Let the student break up into their small groups, and discuss what everyone in their group wrote down about the character map they were assigned.
* After that Have the group pick one member who will go up to the whiteboard, and write down everything their group discussed during their group time.
* From that, the students from the other groups are to take notes of all of the character maps it will come in handy for studying for the final test.
* Talk to the students about Ben Franklin, and write down what the students say about Franklin on the whiteboard.
* Give a brief presentation on the accomplishments of Benjamin Franklin in the United States.
* For the last fifteen minutes of class have the students begin reading silently to try to limit the amount of time for their homework

**Plan for Independent Practice:**

* For homework have the students read chapters nine through twelve, and write down information about the team they were assigned for their character map.

Lesson Plan: Day \_4\_

**Specific Objectives:**

* Introduce Paris, and Ben franklins accomplishments in Paris
* Building team skills
* Building communication skills

**Materials:**

* Book
* Whiteboard
* Markers
* Students need their character map notes
* Have presentation about Paris, and Ben Franklin in Paris ready

**Anticipatory Set:**

* Have the students write down possible ideas for what they think the clue within a clue is about, and where is it going to lead them.

**Step-by-Step Procedures:**

* Have the students to fill out their anticipatory set
* Let the student break up into their small groups, and discuss what everyone in their group wrote down about the character map they were assigned.
* After that Have the group pick one member who will go up to the whiteboard, and write down everything their group discussed during their group time.
* From that, the students from the other groups are to take notes of all of the character maps it will come in handy for studying for the final test.
* Introduce the clue within a clue, and discuss what the student wrote down in their anticipatory set. Write the possibilities of the clue on the whiteboard so the students can visually see the clue mapped out for them.
* Give a brief presentation on Paris and the accomplishments of Benjamin Franklin while he was in Paris.
* For the last fifteen minutes of class have the students begin reading silently to try to limit the amount of time for their homework

**Plan for Independent Practice:**

* For homework have the students read chapters thirteen through sixteen, and write down information about the team they were assigned for their character map.

Lesson Plan: Day \_5\_

**Specific Objectives:**

* Building team skills
* Building communication skills

**Materials:**

* Book
* Whiteboard
* Markers
* Make sure that students have their character map notes
* Have a Presentation on Paris and the Catacombs

**Anticipatory Set:**

* Have the students write down their best guess of what the catacombs are.

**Step-by-Step Procedures:**

* Have the students to fill out their anticipatory set
* Let the student break up into their small groups, and discuss what everyone in their group wrote down about the character map they were assigned.
* After that Have the group pick one member who will go up to the whiteboard, and write down everything their group discussed during their group time.
* From that the students from the other groups are to take notes of all of the character maps it will come in handy for studying for the final test.
* Give a brief presentation on the Catacombs
* Discuss what Amy and Dan found in the Catacombs (the magic box) and explain what that is so the students understand.
* For the last fifteen minutes of class have the students begin reading silently to try to limit the amount of time for their homework

**Plan for Independent Practice:**

* For homework have the students finish the book and write down information about the team they were assigned for their character map.

Lesson Plan: Day \_6\_

**Specific Objectives:**

* Building team skills
* Building communication skills

**Materials:**

* Book
* Whiteboard
* Markers

**Anticipatory Set:**

* Have the students write down how they felt about the ending of the book.

**Step-by-Step Procedures:**

* Have the students to fill out their anticipatory set
* Let the student break up into their small groups, and discuss what everyone in their group wrote down about the character map they were assigned.
* After that have the group pick one member who will go up to the whiteboard, and write down everything their group discussed during their group time.
* From that, the students from the other groups are to take notes of all of the character maps it will come in handy for studying for the final test.
* Go over the final character maps for all of the teams, and see who is still in the contest and who is out.
* Talk about the major themes and symbols of the novel.
* Discuss the anticipatory set, how did the students feel about the ending of the novel.
* Discuss the second clue, and what do the students think about it
  + Introduce the second book of the series if any student wants to continue on reading the series of books.
* Play a review game for the test that they will have the following day

**Plan for Independent Practice:**

* Study the character maps, review the main points and themes that we talked about in class for the test tomorrow.

Lesson Plan: Day \_7\_

**Specific Objectives:**

* Build test taking confidence

**Materials:**

* Students need paper and pencil for their test

**Anticipatory Set:**

* Have the students write down any final questions they want answered before the test is given out

**Step-by-Step Procedures:**

* Have the students fill out the anticipatory set
* Answer any final questions that students have about the test
* Have the Students take the test
  + The test will consist of crosswords, word searches, and a ‘magic box’ filled with letters, and the questions will be based on what they learned in the book, and see if they can solve all of these puzzles as the test.
* Have the students turn in their books

**Plan for Independent Practice:**

* N/A