



# CLASSROOM GUIDE

**Build reading comprehension skills as you bring the excitement of The 39 Clues into your classroom!**

**In September 2008 a survey\* revealed that 74% of children aged 8-12 would be more likely to read a book with an interactive element.**

Jonathan Douglas, Director of the National Literacy Trust says:

*"It has never been so important for teachers and parents to celebrate children's reading online, through texting, newspapers and comics as well as through curling up with favourite books. The wider the variety of formats in which children read, the richer is their experience of reading."*

The 39 Clues is a groundbreaking, multi-dimensional new series aimed at children aged 8-12.

The most advanced multimedia reading project for children of its kind; The 39 Clues offers an interactive experience that is sure to encourage reluctant readers and gamers to books.

In the process, children will visit every continent and travel through five hundred years of history!

One of the aims of the ICT strand of the National Literacy Strategy is to get children engaging and responding to online texts, specifically through an ongoing online event.

The website, [www.the39clues.com](http://www.the39clues.com), is regularly updated with new puzzles, clues and content and provides an excellent way for children to develop their web skills – using email, managing information, researching online – within a safe but exciting environment.

**"Groundbreaking"**  
*The Times*

**"A unique new mystery series for children with a real prize at the end"**  
*Books Quarterly, Waterstone's*

**"Quintessentially noughties multimedia confection...It's pacy, ingenious stuff"**  
*Financial Times*

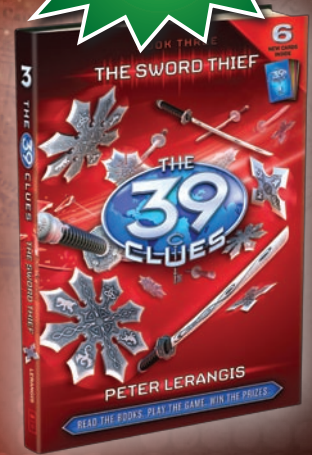
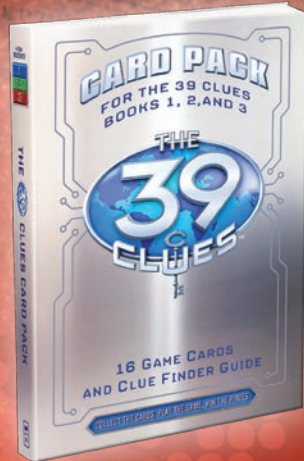
**[www.the39clues.com](http://www.the39clues.com)**

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\* Park Lane Research conducted the survey with a sample of 300 people (150 children aged 8-12 and 150 parents of children aged 8-12) in August 2007.

Publishing  
March 2009



- ✔ **WRITING**
- ✔ **CREATIVE EXPRESSION**
- ✔ **CRITICAL THINKING SKILLS**
- ✔ **DEDUCTIVE REASONING**
- ✔ **NUMERACY**
- ✔ **HISTORICAL THINKING**

### Read the story

Follow the adrenaline-charged adventures of Amy and Dan Cahill – members of the world's most powerful family – as they hunt for the 39 Clues. The gripping ten-book series is part of an online gaming experience but can be read alone.

### Collect the cards

Each book contains six free collectable game cards which provide vital hints to solve the 39 Clues. They can be used online to play games and win prizes.

### Play the game

Log on to [www.the39clues.com](http://www.the39clues.com) to enter a fascinating online world with puzzles to solve, clues to find and tons of compelling content to explore – from archive material and blogs, to maps and videos.

### Win the prizes

Compete for hundreds of prizes, totalling over £50,000!\*  
Who will be the first to gather the 39 Clues?

## How The Story Begins...

Minutes before she dies, Grace Cahill changes her will. Her descendants have to choose. They can either receive a million dollars and walk away. Or they can receive a clue – the first of 39 Clues hidden around the world that will reveal the secret of the family's power.

Now the race is on. Young Amy and Dan must outwit other teams of relatives in the hunt for the clues – while sharp-eyed readers follow along!

The first spellbinding instalment is the creation of Rick Riordan, a Red House Children's Book Award Winner and author of the best-selling Percy Jackson series. He was also a teacher for fifteen years and has outlined the whole 39 Clues series. He makes learning fun and exciting.



[www.the39clues.com](http://www.the39clues.com)

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\*NO PURCHASE NECESSARY. You must be between 6 and 14 years old as of 31/12/08 and a legal resident of the UK and IRL to enter. For details on how to enter and complete rules go to [www.the39clues.com](http://www.the39clues.com). Void where prohibited. Entry deadline for Book One and Mission 1 random drawings is 1/1/09, 4.59 GMT, and for Grand Prize is 1/1/11, 4.59 GMT. Entry deadlines for random drawings relating to other books will be available at [www.the39clues.com](http://www.the39clues.com) after those books are published.

# ACTIVITIES & DISCUSSION

**Use *The 39 Clues: The Maze of Bones* by Rick Riordan to model reading comprehension strategies and engage in writing activities!**

## Step 1: Begin the Hunt!

Go to [www.scholastic.co.uk/zone/book\\_39clues.htm](http://www.scholastic.co.uk/zone/book_39clues.htm). Here, you can show an exciting video clip to your pupils – Rick Riordan discussing *The 39 Clues*.

Or you could invite a mystery reader – maybe a parent or the headmaster into the classroom to read the first two chapters of *Maze of Bones* aloud.

## Step 2: Create an Investigation Journal

Have pupils create their own Investigation Journal, using a notebook or binder, to keep track of ideas and clues, write responses to discussion questions, ponder vocabulary words, and make connections to aid comprehension. Pupils can personalize the cover of their journal with pictures of famous people and places they would like to visit.

## Step 3: Read Chapters 1 & 2

**Activate prior knowledge to make connections to the text**

Discuss the following questions as a group, and/or have pupils write their thoughts in their journals.

1. What does power mean to you? What could make you the most powerful person in the world?
2. If you could be related to one famous person, who would it be?
3. One million dollars or a clue – which would you choose?

## Step 4: Read Chapters 3 & 4

**Making inferences to build comprehension**

Good readers draw conclusions based upon their own background knowledge and clues in the text. Discuss these questions or have pupils write answers in their journals.

1. Mr. McIntyre told the heirs that the prize would make the winners the most powerful beings on earth. I wonder what the prize could be.
2. I wonder why there are exactly 39 Clues.
3. Amy and Dan were given a warning: beware of the Madrigals. I wonder what the Madrigals are and why they must beware of them.

## Step 5: Read Chapters 5–7

**Synthesize – combine what you've read with your own existing ideas to form new ideas.**

Compare and contrast the teams competing to win the 39 Clues: Amy and Dan, the Kabras, the Starlings, Jonah Wizard, the Holts, Alistair Oh, and Irina Spasky. What advantages does each of them have? What are their weaknesses?

## Step 6: Read Chapters 8–10

**Ask questions – before, during, and after reading – to better understand the author and the meaning of the text.**

Encourage your pupils to ask questions like:

1. What do I think will happen to Dan and Amy? Will the Lucians eliminate them?
2. What have I learned about Ben Franklin? What did he invent? What else do I want to know about him?
3. What predictions can I make? Do I think they will find the answer to the clue in Philadelphia?

Suggest your pupils make predictions about the book's ending – then later, see who guessed correctly!

## Step 7: Read Chapters 11–14

**Visualize – create pictures in your mind while you read.**

Ask your pupils what they see, smell, feel, and taste while reading.

1. What did Amy look like after the flight to Paris?
2. What did it sound like to be mobbed by paparazzi?
3. What do you think Jonah Wizard's fashion line looks like?
4. Dan dreams about crème glâce. What do you think it is, and what does it taste like?

In their journals, suggest pupils draw their most vivid scene/ character/setting from these chapters, then compare their ideas with a partner to see the differences and similarities.

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# ACTIVITIES & DISCUSSION

## Step 8: Read Chapters 15–17

### *Finding the main idea*

Looking for the big idea in a book helps readers determine importance while they are reading. In textbooks, the main ideas are often announced in boldface words and titles, but in literature, pupils may need to hunt for clues to find the main themes of the book.

One theme of this book is talent. The historical relatives of the Cahills are talented. The team members are talented. Dan and Amy don't think they are talented, yet everyone is out to get them. What are their talents, and how are their talents linked to the other theme of the book – power?

## Step 9: Read Chapters 18–20

### *Putting the clues together – reading comprehension*

Your class is now armed with some powerful information to solve the 39 Clues. They've learned what good readers do to comprehend a story. Now review with your class their investigation journals. What predictions were accurate? What questions can they now answer? What new thoughts do they have?

## OTHER ACTIVITIES

### **I Wish I'd Thought of That!**

Benjamin Franklin was naturally curious and liked to learn how things work. Introduce pupils to these fun facts about Franklin:

- He got tired of switching between two pairs of glasses – one for reading and one for distance. So he cut each pair in half to create the bifocal lens.
- He wanted to swim faster so he created swim fins.
- He wanted to reach a high shelf so he invented a long reach device.

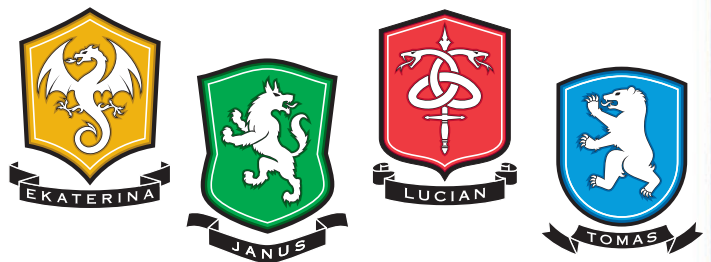
Ask pupils what they wish was easier in their lives. Then have them create an idea for their own invention and sketch their design.

## Multi-Author Stories – A Fun Writing Activity

Each book in the 39 Clues series is written by a different author. Have pupils explore this process through cooperative writing.

First, have a class discussion to outline an idea for a story. Then have each pupil write their opening paragraph, then pass their paper to the next person to write the next paragraph. Continue until the work is complete. To make the exercise more unpredictable, after each paragraph papers can be shuffled and passed randomly to the next author. Finally, share/compare/discuss all the stories. Are they similar or very different? Why?

## Understand Symbols and Crests – then Design Your Own Crest



The four branches of the Cahill family use symbols to represent themselves. What do these symbols mean?

Have pupils find out which branch of the Cahill family they are in when they log on to [www.the39clues.com](http://www.the39clues.com).

Share familiar symbols such as the McDonald's arch, the Nike swoosh, the Olympic rings, etc. Why do people and corporations use symbols?

On the back cover of their journals, encourage pupils to design their own crest using symbols that they feel represent them.

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# WORKSHEET A

NAME: \_\_\_\_\_

## CRACK THE CODE

Benjamin Franklin wrote and printed the first *Poor Richard's Almanack* in 1732. People loved the book because of its useful weather predictions, information, puzzles, and clever sayings. Crack the code to reveal some of the sayings people still use today! Could he have been sending messages to his fellow Lucians?

### Reverse the Alphabet

In this code, each letter in the code stands for a different letter.

A stands for Z, B stands for Y...

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Z	Y	X	W	V	U	T	S	R	Q	P	O	N	M	L	K	J	I	H	G	F	E	D	C	B	A

Zm zkkov z wzb pvvkh gsv wlxgli zdzb.

ANSWER: \_\_\_\_\_

### Numbers for Letters

In this code, each number stands for a different letter.

1 stands for A, 2 stands for B...

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z

12-15-19-20 20-9-13-5 9-19 14-5-22-5-18 6-15-21-14-4

ANSWER: \_\_\_\_\_

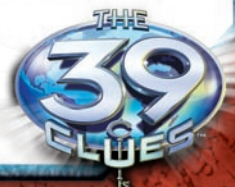
Now that you've mastered decoding, make up your own code for the following saying and have a friend try to decode it:

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z

Never put off till tomorrow what you can do today.

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Answer A: An apple a day keeps the doctor away.  
Answer B: Lost time is never found.

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# WORKSHEET B

NAME: \_\_\_\_\_

## FRANKLIN MAGIC SQUARE

Did you know that Benjamin Franklin invented Sudoku? Well, he didn't really – but a couple of hundred years ago he did create fun number puzzles. See if you can figure out this Franklin Magic Square. Insert the correct number in each empty box so that every row and column adds up to 260.

52	61	4	13		29	36	45
14	3		51	46	35	30	19
53	60	5	12	21	28	37	
11		59	54	43	38	27	22
55	58		10	23	26	39	42
9	8	57	56	41		25	24
50	63	2	15		31	34	47
16	1	64	49	48	33		17

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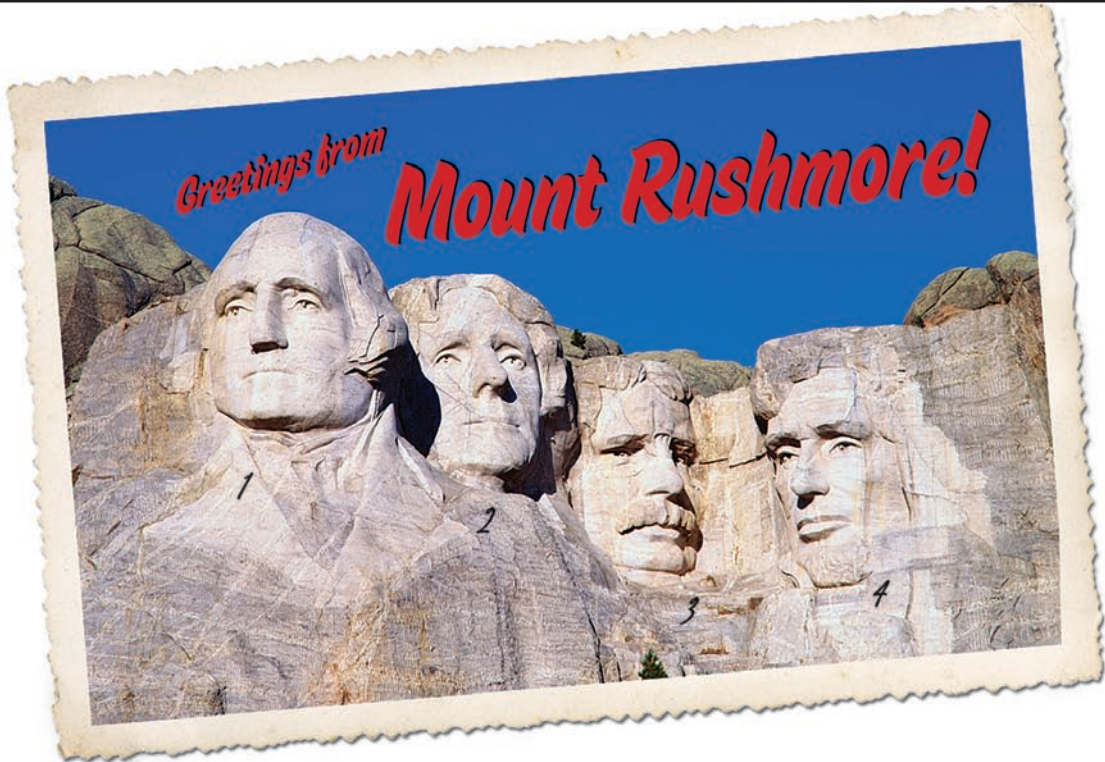
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M

# WORKSHEET C

NAME: \_\_\_\_\_



DEAR HOPE,

TODAY I WENT TO SEE MOUNT RUSHMORE, A MONUMENT TO FOUR CAHILL PRESIDENTS! LET'S SEE IF YOU CAN WORK OUT WHICH PRESIDENT BELONGED TO WHICH BRANCH. HERE ARE SOME HINTS:

1. THE TOMAS AND EKATERINA PRESIDENTS ARE ON THE ENDS.
2. JEFFERSON IS TWO SPOTS TO THE LEFT OF LINCOLN.
3. THE LUCIAN PRESIDENT IS TO THE RIGHT OF JEFFERSON.
4. WASHINGTON IS IN THE FIRST SPOT.
5. THE JANUS PRESIDENT IS NEXT TO ROOSEVELT.
6. LINCOLN WAS NOT A TOMAS.

LOVE, **MUM**

P.S. USE THIS CHART IF YOU GET STUCK!

Put a tick in the four correct boxes.

	EKATERINA	JANUS	LUCIAN	TOMAS
JEFFERSON	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LINCOLN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ROOSEVELT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WASHINGTON	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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