CASE CLOSED

5 DAYS OF THEMED SCHOOL-AGE SUMMER CAMP LESSONS

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CASE CLOSED

Join the detective squad! Collect evidence with tweezers and gloves, dust and lift fingerprints, and piece together clues to solve the mystery—it's detective fun in action! Case Closed is a robust school-age unit steeped in activities that enable students to challenge themselves, experiment, and transform information into meaningful content and skills. While the lesson plan incorporates many different Pennsylvania Learning Standards, it focuses on the key learning areas of "Approaches to Learning through Play" and "Language and Literacy Development". Specifically, students will learn to engage in learning activities that meet the PA Standard Areas of Constructing, Organizing, and Applying Knowledge, as well as Foundational Skills, Writing, and Speaking and Listening.

SCHEDULE

DAY 1

ARRIVAL ACTIVITY	180 MINUTES
READY, SET, LEARN	45 MINUTES
HANDS-ON ACTIVITY – DETECT THE TRUTH	30 MINUTES
BREAK/SNACK TIME	15 MINUTES
LET'S GET MOVING – CAPTURE THE EVIDENCE	45 MINUTES
HANDS-ON ACTIVITY – CSI EVIDENCE ORGANIZATION	30 MINUTES
BREAK/LUNCHTIME	45 MINUTES
HANDS-ON ACTIVITY – FINGERPRINTING	45 MINUTES
SOCIAL-EMOTIONAL LEARNING – CSI SKILLS	45 MINUTES
HANDS-ON ACTIVITY – CSI BADGE	45 MINUTES
WRAP UP/GOODBYES	15 MINUTES
LATE PICK-UP	10 MINUTES

DAY 2

ARRIVAL ACTIVITY	180 MINUTES
READY, SET, LEARN	45 MINUTES
HANDS-ON ACTIVITY – WHAT'S MISSING?	30 MINUTES
BREAK/SNACK TIME	15 MINUTES
LET'S GET MOVING – STUCK IN THE MUD	45 MINUTES
HANDS-ON ACTIVITY – SHOES ON SCENE	30 MINUTES
BREAK/LUNCHTIME	45 MINUTES
HANDS-ON ACTIVITY – REBUILD THE CRIME CHALLENGE	45 MINUTES
SOCIAL-EMOTIONAL LEARNING – SUSPECT INTERVIEW	45 MINUTES
HANDS-ON ACTIVITY – CRIME SCENE SIGNIFIERS	45 MINUTES
WRAP UP/GOODBYES	15 MINUTES
LATE PICK-UP	10 MINUTES

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MATERIALS LIST

- Multimedia player
- Scissors
- Glue sticks
- Liquid glue
- Crayons
- Safety cones
- Zip-close bags
- Child-sized pincers
- Ink pads
- Blank paper
- Cardboard
- Colored pencils
- Markers (especially black)
- Activity trays
- Assorted small objects
- Timer
- Aluminum foil
- Bath/dish towels
- Permanent marker
- Notebook paper
- Notecards
- Camera
- Online slideshow-making program
- Index cards
- Pencils
- Cardstock (including yellow)
- Clear tape
- Gloves
- Magnifying glasses
- Several different decks of cards
- Lotion
- Small bowls
- Soft paintbrushes
- Small mirrors or mugs
- Cocoa powder
- Sidewalk chalk
- Construction paper
- Whiteboard/dry erase markers or chart paper
- Buckets
- Rulers or measuring tapes
- Mystery Bag or Box (any box or bag)
- Physical 'clue' objects like: a red string, cookie crumb, toy shoe, sticky note, mini stuffed animal
- Handwritten vocabulary cards with the words "Clue," "Suspect," "Evidence," "Detective," "Mystery"
- Clue Cards (notecards with images or illustrated story cards showing scenes from a mystery)
- Suspect Role Cards (notecards with brief backstories)
- Small prizes
- Optional: Lanyards
- Optional: Detective hats, props, etc.
- Optional: Laminating supplies
- Optional: Yarn/string

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ACTIVITY/CONCENTRATION

HANDS-ON ACTIVITY: CSI EVIDENCE ORGANIZATION

Crime scene investigators collect evidence, and they have very specific ways to label and store it.

- **STEP 1:** First, explain two types of evidence to the students. Class Evidence can be grouped together. It's a broad type of evidence, such as hair type, eye color, blood type, etc. This type of evidence gives us a clue of what type of person we're looking for. On the other hand, Individual Evidence is evidence that points us to a specific person or thing, such as DNA, dental records, license plates, etc.
- **STEP 2:** Provide each student with a zip-close bag and a pair of pincers. Explain that around the room there are images of different types of evidence (see Types of Evidence activity page provided in Additional Resources). Students will need to explore the area and gather as much evidence into their collection bags as possible, making sure to use the pincers to not contaminate the "evidence."
- **STEP 3:** Make sure that there are enough hidden cut-outs from the Types of Evidence page so that each student can collect 3-5 samples. If necessary, make 2 copies of the Types of Evidence page.
- **STEP 4:** After collecting the evidence, students will empty their collection bags and sort the images by class evidence and individual evidence.

DURATION/SCHEDUTLE

30 minutes – 11:15 to 11:45 a.m.

MATERIALS

- Activity page: Types of Evidence (provided in the Additional Resources)
- Zip-close bags
- Child-sized pincers
- Scissors

GOALS/OBJECTIVES

- Relate knowledge learned from one experience to another
- Use tools with control and skill to perform tasks

STANDARDS

- AL.4 2.A
- 10.5 2.C

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FAVORITE CAKE LOGIC PUZZLE

SOMEONE HAS FOUND THE EMPTY PLATE FROM THE CAKE IN THE KITCHEN SINK. WHO COULD HAVE EATEN IT? FIND OUT EVERYONE'S FAVORITE CAKE COMBINATION USING THE CLUES BELOW.

	MR. WILLIAMS	MR. ANDREWS	MS. ROADS	MS. MEANS	MR. BENI
CHOCOLATE CAKE					
VANILLA CAKE					
STRAWBERRY CAKE					
YELLOW CAKE					
CHOCOLATE FROSTING					
VANILLA FROSTING					
WHIPPED FROSTING					
PEANUT BUTTER FROSTING					

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THE MISSING CAKE IS CHOCOLATE WITH PEANUT BUTTER FROSTING.

MR. ANDREWS LOVES YELLOW CAKE, BUT ONLY IF IT HAS CHOCOLATE FROSTING.

MS. MEANS HATES PEANUT BUTTER FROSTING BUT LOVES STRAWBERRY CAKE.

BOTH MR. WILLIAMS AND MR. BENI LIKE CHOCOLATE CAKE THE BEST.

MS. ROADS WILL ONLY EAT VANILLA CAKE WITH VANILLA FROSTING.

MR. WILLIAMS DOESN'T THINK WHIPPED FROSTING IS SWEET ENOUGH, SO HE ALWAYS MAKES HIS OWN CHOCOLATE BUTTERCREAM FROSTING FOR HIS CAKES.