

“Meet Me on Baker Street”

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Thank you for giving me the opportunity to apply for the Jan Stauber Grant to Introduce Young People to Sherlock Holmes. I am a gifted teacher in Cleveland, Ohio working with students in 3rd-8th grade who are advanced readers. I enjoy sharing literature, writing, and problem solving with my students in a way that stretches their thinking, opens opportunities to explore new ideas, and deepens their love of learning and reading. When I saw the Jan Stauber Grant, I knew our goals aligned.

For my grant I designed opportunities that introduced students to the genre of mystery, gave them opportunities to read and explore Sherlock Holmes, and created a community of young Sherlockians. This year presented some unique challenges with Distance Learning and changes with students schedules, but I've had success with my goals and will have opportunities to continue in the future.

Step One: Introduce students to Mystery and traditional Sherlock stories.

Through grant funds, I was able to purchase both Sherlock Holmes original books and Sherlock stories adapted for younger audiences. Because we were not in our building, I met with students on Zoom. I was able to use grant funds to send Sherlock books to students directly from Amazon. This allowed me to have quick, safe delivery of books and cut down on costs. For my older students I ordered Puffin Classic Cases of Sherlock Holmes. For my younger students I ordered Stepping Stones adapted Mysteries of Sherlock Holmes.

My students' favorite cases were “The Speckled Band” and “The Blue Carbuncle”. I think they loved the murder mystery of “The Speckled Band” and “The Blue Carbuncle” was like a treasure hunt to them! Overall, the reception of Sherlock was fantastic. The students LOVED getting books sent to their homes. Distance learning can feel isolating, and sharing the experiences of a book helped students connect. I was surprised how quickly the students became engaged in the genre of mystery. They loved making guesses, trying to solve the mysteries, and sharing their theories.

Step Two: Explore diverse Sherlock stories.

After learning about Sherlock and reading a few of Sherlock's cases, I selected a second book or graphic novel to send to each student. This would be their independent reading book for the 3rd quarter. Again the students loved getting books sent to them in the mail, and because of their experiences with Sherlock and the introduction to the mystery genre, they were even more eager to dive into these books. I was able to pair each student with a book that would interest them. Some students were paired with dark graphic novels of The Hound of the Baskervilles, animal lovers were sent The Great Mouse Detective, and the class comedians were sent Sherlock Sam (including a student named Sam who was absolutely beaming when he showed off his book during the next Zoom class). The students each read their book and shared the stories with the class during our scheduled book club time.

I wanted to mention that getting these books into the hands of students was one of the best parts of this grant. Over the last year, our schools, classrooms, and libraries had all been closed. This limited access to books for students. Many students did not have quality reading materials at home. Some students shared their books with siblings. One of my students read her Sherlock book to her little sister.

Step 3: Fun with Mysteries and building our Sherlock community

After participating in reading Sherlock stories together and sharing our diverse Sherlock books, I was able to send each student a "Mystery Prize Pack" which included a pair of disguise glasses, a mini magnifying glass, mystery flavor airheads, a small notepad, and a disappearing ink pen. The students thought these "Mystery Prize Packs" were so cool! It really helped them to celebrate our unit on Sherlock.

This Spring, just as we were set to start on writing our own mysteries to share with others, our state mandated that we had to reopen our schools. I was excited to continue our mystery writing, but unfortunately, due to service hybrid learners and needing to comply with social distancing, our district needed additional teachers for classrooms and I was placed on an emergency assignment teaching in a 2nd and 3rd grade classroom. I had already purchased

materials for writing our own mysteries including paper and report covers. In addition, we were unable to make our mystery t-shirts, but I did purchase the shirts and vinyl material and plan to make these with the students after they write their own mystery stories.

Step 4: A new plan for Sherlock

Like many of us during this pandemic, it was time to pivot. I had a new teaching assignment and would no longer meet with my gifted learners. Fortunately, once my students enter the gifted program I keep those students for multiple years. This means that I will have the opportunity to continue the Sherlock unit with these students in the fall. I was able to purchase copies of our Sherlock books for our classroom. Students will have the opportunity to continue their Sherlock reading when we return to the school. Additionally, we will start the year with our mystery writing project.

Finally, because I had a new set of 2nd/3rd graders I used the remaining funds from the grant to purchase Sherlock books appropriate for the younger students including Hamster Holmes and Sherlock Sam. I was able to use these books both during small group reading and also for independent reading choices. The books were very popular with my new young readers! I will add these books into my classroom library with the other books that were purchased for the grant.

Goals Achieved:

- Introduced students to Sherlock Holmes.
- Introduced students to the mystery genre.
- Shared Reading of 5 Sherlock tales with students including Red-Headed League, The Speckled Band, and The Blue Carbuncle.
- Matched readers with a Sherlock inspired book for independent reading.
- Assessed students on Sherlock stories (all achieved at least 8/10 on the quiz)
- Sent Mystery Prize Packs to students.
- Introduced Sherlock stories to 2nd and 3rd grade readers. (Bonus!)
- Purchased various Sherlock and Sherlock inspired books for classroom library.
- Plan to continue the Sherlock unit into next school year with the Mystery Writing Unit.

Impact:

- Before introducing Sherlock to the students none of my students were familiar with Sherlock Holmes or any of his stories. Now students are not only familiar but they are fans of Sherlock and Watson!
- Before the Mystery Unit, students did not have much experience with mysteries. Last year 1 of the 5 books we read in class together was a mystery, but we didn't focus on the genre. This year we were able to look at the elements of the genre and why Sherlock tales make such excellent mysteries. This unit definitely has increased interest in mysteries.
- Throughout this last year, connecting with students and access to materials has been a major issue. Being able to have shared reading has been an amazing way to connect with students. As I mentioned earlier because of libraries and schools being closed students lacked access to materials. Sending books and the mystery prize pack to students was a highlight of this grant. The students felt so special to receive a package! Everyone loves mail and for these students during the pandemic, it was extra special. It not only helped us connect, it increased interest in Sherlock and other mysteries.

I would like to again say thank you to the Beacon Society for offering my classroom the Jan Stauber Grant. This grant was such a bright spot with my students this year. Sharing reading brought my classes together, and this year we needed this more than ever. Because our classes were taught remotely, I do not have photos, but I have included some samples of our learning materials, activities, and assessments. It would be my pleasure to share this grant opportunity with other teachers who might be interested.

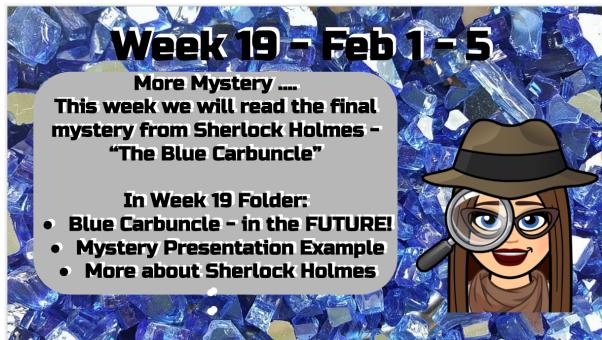
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These are some of the lessons loaded for students in our remote learning platform:

The image contains two side-by-side screenshots of a digital learning environment. Both screenshots show a sidebar on the left with various course options like Materials, Updates, Gradebook, and Mastery. The top screenshot displays a PDF titled "mystery word list.pdf" with a title "The Detective's Dictionary". It includes definitions for words such as alibi, due, crime, detective, evidence, mystery, red herring, sleuth, suspect, victim, and witness, along with a cartoon illustration of a detective. The bottom screenshot shows a PDF titled "ingredients for a mystery.pdf" with a title "Ingredients for a Mystery". It includes sections for Characters, Setting, Plot, Clues, and Red Herrings, each with a list of items to check off. Both screenshots are dated 6/1/2021 at 11:23 AM.

These are the folder announcements for some of the weeks as we worked through the Sherlock and mystery lessons:

The image shows two promotional banners for folder announcements. The left banner, titled "Week 16 - Jan 11-15", features a cartoon girl reading a book and a large green checkmark. It lists "Check out the Week 16 Folder:" followed by two bullet points: "Mystery Book Intro" and "Who is Sherlock Holmes?". Below this, it says "We are going to try using Zoom this year - so join my zoom link!". The right banner, titled "Week 18 - Jan 25-29", features a cartoon character floating in space. It lists "Check out the Week 18 Folder:" followed by three bullet points: "More Mystery Activities", "Who was Sherlock Holmes?", and "Mystery Book Challenge". At the bottom, it says "Don't forget to Join our meeting! *Now on Zoom!".



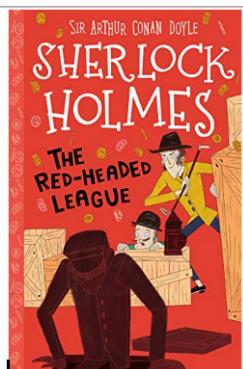
Here is the quiz we took after our mystery unit.
All students were able to achieve 80% or above on the quiz:

We also practiced deductive reasoning after finding examples in our Sherlock tales:

-Excerpt from a conversation between Sherlock Holmes and Jabez Wilson in Sir Arthur Conan Doyle's "The Red-headed League"

"How did you know, for example, that I did manual labour? It's as true as gospel, for I began as a ship's carpenter."

"Your hands, my dear sir. Your right hand is quite a size larger than your left. You have worked with it, and the muscles are more developed."



Use deductive reasoning like Sherlock Holmes does to draw a conclusion about the individual's profession, hobby, lifestyle, or recent behavior.

1. Sloan has a diamond ring on her left ring finger.
2. Craig has grease under his fingernails. He always comments on the sounds and sights of cars.
3. Sandy has brown stains on her front teeth and the tips of her second and third fingers. She sometimes coughs.
4. William has flour residue and red spots on his shirtsleeves.
5. Roger has a black eye and bruised knuckles.
6. Sarah has a milk stain on the shoulder of her shirt.
7. Nico has wet hair and his skin is tan on his arms and face. He has a small bag that is leaking water and a towel draped over his shoulder.
8. Martha has grass stains on the knees of her pants and dirt under her fingernails.

Summary of how grant funds were spent:

Date	Cost	Material	Notes
1-9-21	174.73	Books sent directly to students	
4-6-21	138.69	Books for classroom library	
		Books Total	
1-9-21	9.65	Mystery Airheads	
1-9-21	11.95	Spy Glasses	
1-9-21	17.99	Magnifying Glass, Mini Detective Notebooks, and Secret Ink Disappearing Ink Pens	
1-9-21	7.19	Mailers for student home deliveries	
1-11-21	126.83	Shirts	
1-11-21	32.15	HTV Vinyl for shirts	
4-6-21	15.66	Report Covers	
4-6-21	10.00	Paper	
		Supplies Total	
		Total	
		Grant awarded in the amount of	537.65