

## **Lesson Plan:** Who says I can't be Sherlock Holmes?

**Area:** Observation and Memory

**Age Group:** 4<sup>th</sup>-5<sup>th</sup>

### **Supplies Needed:**

- A classroom with various materials
- One standard deck of cards
- Sherlock Holmes outfit?

### **Introduction:**

- Detectives are good observers.
- We're going to create a "crime scene" in our classroom! We want you to tell us what's out of place. So let's all be Sherlock Holmes and find clues 😊

### **Demonstration:**

- Show a brief example of what the students are going to do.
- Mentor A (the "detective") leaves the room.
- Mentor B (the "thief") messes things up in the room like putting the pencil sharpener in a different place, erasing or writing something on the white/board, changing the time on the clock, "stealing" a book, etc. Act it out in a funny way to make the kids laugh and etc.
- Mentor A re-enters the room with a magnifying glass. Write all the objects that are missing or out of place on the board. Ask help from the kids.

### **Directions:**

- Put all of the cards face down in the middle of the classroom.
- Tell the students to sit around the cards in a circle. Explain the game of concentration – one player turns over a card and chooses to turn over another card sequentially. The player picks up both cards if they are a matched pair. The objective of the game is to pick up as many cards as possible until all cards have been collected
- Taking turns, let each student turn over 2 cards. They can all observe what the other students are turning over.
- At the end of the game, see who has how many cards.

### **Follow-up:**

- How good is our memory?
- Short term memory vs. long term memory
- Repetition and practices enhances long term memory – "practice makes perfect."
- Motor skills such as running and jumping are learned by repetition.
- A person's memory degrades with age.
- Give everyone a peppermint: supposed to help students concentrate.