

THE 39 CLUES CAHILLS VESPERS

TEACHING GUIDE TO BOOK THREE

THE DEAD OF NIGHT BY PETER LERANGIS

ABOUT THE BOOK

The Vespers have crossed a line. Amy and Dan were devastated when the Vespers kidnapped seven Cahills around the world, holding them hostage until Amy and Dan delivered an impossible ransom. But at least the hostages were Cahills—members of the world's most powerful family, trained to face all odds.

Now the Vespers have gone too far.

They've kidnapped Atticus, an innocent eleven-year-old boy and Dan's only friend. Dan and Amy are in the struggle of their lives. Because if they can't outwit the Vespers, the unthinkable will happen . . . Atticus will die.

ABOUT THE AUTHOR

As an award-winning author with a degree in biochemistry from Harvard, Lerangis has a mix of skills that make him a formidable Clue hunter and Janus Branch member. He was most recently spotted in New York City, where he is rumored to live with his wife and two sons.

EXPLORE THE 39 CLUES WORLD USING COMMON CORE STANDARDS

Discover exotic locations with famous explorers like Marco Polo, admire amazing artists and their work, and follow Dan and Amy as they conquer challenges like they have never had to face before! The Educator Guides for The 39 Clues Cahill vs. Vespers series are created to help educators take a journey around the world with their students.

Using Common Core Standards, each lesson is designed to help your students master a specific English Language Arts standard. Each skill helps teachers ensure that their students have the knowledge they need to be successful by providing clear goals for student learning. In addition, the Educator Guide provides tiered lessons with various levels of cognitive complexity for differentiation in the classroom.

www.the39clues.com

Educator's Guide by
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ENGLISH LANGUAGE ARTS ANCHOR STANDARD #1

Students will be able to read carefully to determine the explicit meaning of the text and to make logical inferences from it. They will also be able to cite specific textual evidence when writing or speaking in order to support conclusions drawn from the text.

Amy and Dan find evidence and then use their inference skills to protect them from danger, to find the solution to impossible tasks, and to ultimately help them save their family from the Vespers. Use these exercises to help your students learn to think like a Cahill by developing their ability to identify key ideas while uncovering details using fact-finding and inference skills.

RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Learning Goal: In this exercise, students will use *The Dead of Night* to answer questions about the text and support answers by locating evidence in the text. This is an active reading comprehension strategy that can be applied to a variety of texts across content areas. Because students are developing this skill, chapter numbers are given to help them focus their efforts. Students will work individually or in pairs to complete the **Text-Based Challenge Questions Worksheet**.

RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Learning Goal: Students at this level have mastered the ability to use the text to find answers. Now they are challenged to use details and examples to make an inference about the text. The **Text Inference Chart Worksheet** can be done individually or in pairs.

RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from a text.

Learning Goal: This fifth grade standard expects students to be able to explain a text's meaning using quotes to support their inferences. Students will work individually to complete the **Quote Discovery Challenge Worksheet**.

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RL.3.1

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TEXT-BASED CHALLENGE QUESTIONS

Chapter	Challenge Question	Answer	Found on page
2	What did the text to Dan from AJT say?		
2	Who does Dan hope AJT is?		
5	Which course in Culinary School helped Nellie hatch an escape plan?		
6	How did Atticus escape Cheyenne and Casper?		
10	Why did McIntyre twist his body in a weird way?		
14	Who is Agent Luna Amato, really?		
20	Why did Nellie hold a lizard in the picture?		
29	Where do Amy and Dan need to go next and what do they need to find?		

RL.4.1

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TEXT INFERENCE CHART

Chapter	Detail/Example	Inference
4	Nellie took an art class that taught her to think of the spaces that can't be seen. "Regan tried the dumbwaiter, but not the shaft."	I think Nellie is trying to tell them...
10	"Dan felt his spirits lift. Amy rattled off history and put him to sleep, but Atticus made it sound interesting."	I think Atticus' description of the Silk Road is more interesting to Dan because...
13	"Despite her plainness, ruffled clothes, and thick accent, Luna Amato reminded him—just a bit—of Grace Cahill."	I think the details about Luna that remind Dan of Grace are...
18	"In this life," Amy said, "there are very few coincidences."	I think Amy doesn't believe in coincidences because...

RL.5.1

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QUOTE DISCOVERY CHALLENGE

Question	Answer	Quotes that prove your answer/inference
Why does Dan think that Arthur Trent is still alive?		
Why does Dan want to make The 39 Clues serum?		
How did Ian know that his mother was aware of the Vespers?		
How does Sinead feel about Evan?		
Compare how Jake feels about the Cahills in the beginning of the book to how he feels by the end.		