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**COMPUTER SOFTWARE**

ACE DETECTIVE  
ACE EXPLORER  
ACE INQUIRER  
ACE REPORTER  
ACE REPORTER DELUXE  
ACE PROGRAMMER  
AUTHORI AUTHORI  
BAKE & TASTE (MCGA/VGA)  
BEING GIFTED: THE GIFT  
CAMPAIGN MATH  
CAPITALIZATION & PUNCTUATION  
CAT 'N MOUSE  
COTTON TALES  
COTTON'S FIRST FILES  
CROZZZWORDS  
DYNQ-QUEST  
EASY STREET  
ENGLISH COMPOSITION  
ENGLISH LITERATURE  
ESSAY EASE  
EXPOSITORY WRITING  
FRACTION-OIDS  
GENERAL BUSINESS  
GENERAL MATH  
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SR. HIGH WRITING SERIES  
SENTENCES AND PARAGRAPHS  
STORY SKETCHER (MCGA/VGA)  
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VOCABULARY TUTOR  
WORDZZSEARCH  
WORLD HISTORY  
WRITING DESCRIPTIVELY  
WRITING TO EXPLAIN  
WRITING FOR FUN  
WRITING LETTERS  
THE WRITING PROCESS  
  
TAPES  
KID FUN  
STAR-U-ARE  
STAR SONGS  
  
OTHERS  
GEO-SPHERE  
KID-LEIDOSCOPE

Critical Reading/Drawing Conclusions  
Reading/Sequencing  
Reading for Fact or Opinion  
Reading for Detail/Main Idea  
Computer Game and Newspapers for Reading and Writing  
Basic Programming Skills  
Playwriting/Creative Writing  
Simulation/Following Directions  
Developing the Potential of the Gifted  
Political Science & Fractions  
Grammar Skills  
Word Associations/Relationships  
Introduction to Word Processing  
Introduction to Organizing/Categorizing  
Crossword Puzzles  
Simulated Science Adventure  
Reading & Math Readiness  
Grammar and Creative Writing  
Analytical Reading and Writing  
Writing & Illustrating Essays  
Organization and Clarity in Writing  
Fraction Facts  
Disk and Worksheets for Business  
Reinforces Math Skills  
Vocabulary & Reading Skills  
Business Thinking Skills  
Writing Skills  
Simulated Biology Experiments  
Simulated Chemistry Experiments  
Counting/Addition/Subtraction  
Word Processor, Database, Spreadsheet  
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Study Skills/Organizing & Planning  
Creative Drawing & Writing  
Poetry Writing  
Verbs and Words  
Multiplication & Division  
Writing Skills  
Grammar Skills  
Short Story Writing  
Word Processing Skills/Program  
Historical Analysis  
Interactive Vocabulary Skills  
Hidden Word Puzzles  
Historical Analysis  
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Children's Songs for Creativity & Self-esteem  
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*Mindplay*

Methods & Solutions, Inc. Tucson, AZ

300022

# Ace Detective

Critical Reading  
Drawing Conclusions  
Creative Writing

Grades 2 - 8

## Teacher's Guide

The More You Play -  
The More You Learn

*Mindplay* \*

## Game Objectives

**Ace Detective** is a mystery-solving simulation. Players examine each suspect for **motive, opportunity and means**, and then place the "evidence" into the computer notepad. When the player has gathered all the evidence, he or she goes before the judge to ask for a search warrant. If the suspect and the evidence have been correctly entered before time runs out, the player will get the warrant plus a copy of the suspect's mug shot.

**Ace Detective** also provides a framework for creative writing. Students can create original detective mystery games by writing their own police reports and creating witnesses, leads and a library of mug shots. These mysteries can then be solved by other students.

## Educational Objectives

**Ace Detective** requires students to look for facts and clues, examine them and then draw conclusions based on the evidence. Its goal is to provide practice with critical reading, drawing conclusions and creative writing. The following is a list of skills students use while playing **Ace Detective**.

**Critical Reading** -- Students compare and evaluate two or more sources of information. They determine which witness is being truthful by examining personal backgrounds and checking alibis.

**Sequencing** -- Students have to follow the sequence of events.

**Organizing and Notetaking** -- Players find facts and clues and organize them into categories. Facts and clues are grouped first by suspect and then students fill in motive, opportunity and means information in their computer notepad.

**Skimming and Scanning** -- Players must read quickly for specific information, since they are racing against the clock in their search for leads and clues.

**Rereading** -- Students often miss vital clues, and have to go back and read more carefully for specific information.

**Drawing Conclusions** -- Students use the information they find to determine which suspect had the motive, opportunity and means to commit the crime, and who is therefore the most likely suspect in each mystery story.

When students write their own mysteries they will need to think ahead and develop alternate possibilities for their stories. In addition, they must pay attention to the sequence of events and think in terms of cause and effect relationships.

**Ace Detective** is a useful tool with which to practice both the scientific method and the inquiry process. It requires students to establish a hypothesis, and by using inference, deductive reasoning, the elimination process and analysis, students arrive at a conclusion which is then tested by the judge. If the answer is incorrect, the student goes back to the very beginning or uses the trial and error process to find the solution.

## Directions

### Playing

Step-by-step playing directions are available in the accompanying User's Guide. Every student, however, will play differently. Some will go to their notes each time they uncover information. Others will discover it's faster to go to the notepad after they have collected *all* the information.

Each level of play becomes increasingly more difficult. On the **Rookie Level**, there is only one suspect for whom students need to find the motive, opportunity and means. On the **Detective Level**, students must find the one suspect out of as many as three suspects who have motive, opportunity and means. On the **Ace Detective Level**, there may be as many as four suspects, and some of the leads to additional witnesses and clues will be well-hidden in the story.

## Entering Answers

The User's Guide and the screen instructions advise students to enter answers using up to three words. For example, in one story students are told that the thief used a crowbar to break in.

According to the instructions, the student's answer to the **means** question should be, "used a crowbar." In this way the student would be answering the question, "What did the thief use to do it?" However, the program will also accept simpler one-word answers. In the above example, for instance, "crowbar" would be sufficient.

By instructing students to enter phrases (up to three words each), they are encouraged to ask themselves:

**WHY** did the culprit do it? (**motive**)

**WHERE** was the suspect at the time of the crime? (**opportunity**)

**WHAT** was used to commit the crime? (**means**)

## Challenge Upgrade

Challenge Upgrade™ lets you select the time, playing level, text speed, and story and sound options. In addition, it contains the Performance Summaries and Create Story features. Complete instructions for using Challenge Upgrade™ features are available in the User's Guide.

## Answer Key

### Rookie Level

Story	Motive	Opportunity	Means
1	prize bees	Swan Farm	bee-carrier
2	free Zippo	Seabay Aquarium	boat
3	\$3500	Kennedy Forest	truck
4	\$300	Big Egg Farm	hammer
5	\$8000	Twin Gallery	explosive
6	\$47000	Rigley Museum	brick
7	hates bells	St. Paul's	ax
8	angry	Maple Street	rock
9	learn	Seaword Library	cartons
10	out	Engle Street	eggs
11	lazy	Fisherman's Pond	hose
12	mummy	Children's Museum	truck
13	\$5000	Araby City	camels
14	jealous	Monticello Hall	hamper
15	fired	Control Center	controls
16	car	Giant Stadium	wagon
17	Solivia out	United Nations	knife
18	attention	Jefferson High	pulled
19	\$50	East Drive	screwdriver
20	win	Windy College	pliers

**Detective Level**

Story	Motive	Opportunity	Means
1	feed cats	Winston Parkway	key
2	fired	Roose Tunnel	onions
3	unhealthy	Bigtree Reservation	hammer
4	\$1000000	Studio B	weight
5	\$650	Barker's Bank	gun
6	dogs	Polly's Shelter	crowbar
7	believes Martians landed	Rayburn's Diner	phone
8	\$65000	Washington Center	bag
9	\$50000	Bryant Hotel	combination
10	angry	Chillada Estate	key
11	getting even	Gumby Co.	dumping garbage
12	food	Turtleneck Zoo	truck
13	\$50000	City Hall	pay-offs
14	\$2100	Baytown Auction	trunk
15	insurance	Westbury Theater	drug
16	pass	Main Office	screwdriver
17	\$5000	Larsony Co.	explosive
18	money	18 Maple	truck
19	\$1000000	Flight 202	gun
20	excitement	Macy's	duffle bag

**Ace Detective Level**

Story	Motive	Opportunity	Means
1	angry	City Center	keys
2	win	District 11	drill
3	Tottenman	Pringle's	crowbar
4	Bible	Nostrada	suitcase
5	noise	Chester Street	dynamite
6	dollars	Independence Hall	dog
7	\$88000	Passbook	forging
8	free Carl	Webb Base	camera
9	drank	Broadway	car
10	\$1000000	Movieland	van
11	emerald	Main Street	monkey
12	tickets	Abby University	computer
13	close Greenfield	Greenfield	override
14	prove himself	Fairbanks Gym	bat
15	disliked	Ford Museum	pen
16	treasure	Parney Harbor	hoist
17	drugs	Precinct 6	key
18	insurance	Fornia's Furniturama	gasoline
19	strawberry	Urun's	shovel
20	money	Sam's Prints	printing equipment

## Creating Stories

The on-screen prompts will guide the student through creating and editing a mystery. Additional instructions are available in the User's Guide.

Writing stories that work is not easy, but is very rewarding -- it's similar to doing a puzzle backwards. As the student enters police reports, testimonies of the witnesses, telephone responses and mug shots, he or she must think ahead *and* backwards.

The following guidelines may help students stay on track.

1. Remember to include all the facts and evidence needed to draw the desired conclusion.
2. Give the player clues, such as questionable alibis.
3. Make clues seem unimportant.
4. Make sure the player will be able to find leads to the next clue. For example, if the player needs to find a telephone witness, there must be a clue leading to that witness in the police report, at the scene, or in mug shots.
5. Use the proper names for the scene of the crime. For example, Harper House, Port Hardy.
6. Keep in mind that only the court will decide if the suspect is actually guilty. The player only wants a search warrant from the judge.

Naming the suspects in the Mug Shot Library can be fun and can inspire creativity. The library contains sixty pictures. For more interesting characters, students can use names that rhyme or in some way reflect the graphics. Remember, these mug shots can be printed out by the sleuth who solves the mystery.

## Additional Activities

1. Practice drawing conclusions by writing and solving riddles. Ask each student to write one riddle with the solution on the back of the paper. Then read each one to the class to see if they can solve the riddle.

Example: I work in a white house.  
I have a four year contract.  
Who am I?
2. Read a story. Ask students to finish it with different endings. Then read the author's ending. Discuss the reasons students selected their particular endings.
3. Begin with a *Mindplay Police Report* from the Rookie Level. Rewrite the remainder of the mystery to contain two or more suspects.
4. Work on a new story with your class. First discuss the story line, which is usually set forth in the police report. Choose the witnesses at the scene of the crime. Decide where their clues will lead the player; who will be used for mug shots; who will be telephone witnesses. Decide together on the most likely suspect. Check to see that the motive, opportunity and means are included in the story.

Once the story is completed, ask the class the following questions:

What did we do to help the player find the correct suspect? Did we use "loaded" words in the mug shots? Did we describe suspects in a way that implied guilt or innocence?

What evidence did we present to the player? Is there the slightest possibility someone else committed the crime? If you were the judge, is there any additional evidence you would like to see?

Did we "set up" any witnesses by having them say something that would later prove to be a lie? Did you ever see this done in television mysteries?

Was the time sequence important to our story? What made a particular piece of information in our story a "fact" rather than an opinion? (Was it logical and reasonable; did it come from a believable source; were there no contradictions; could it be checked and proven?)

You might also want to discuss some ethical questions:

- What other motives do you think a criminal could have for committing this crime?
- Can you think of a case where the motive would make you believe the criminal should not be punished?
- Can you see the crime from each suspect's point of view? Would it be fair to send the suspect to prison without getting any additional evidence or without a trial?

## Story Guide

	Rookie	Detective	Ace Detective
1	Prize Bees	Milk Stolen	Earl's Rolls
2	Missing Whale	Onion Trouble	Ballot Box
3	Tree Stolen	Clay Pots	Stuffed Bear
4	Chicken	Cheating Scandal	Presents Taken
5	Star-of-China	Barker's Bank	Handball Court
6	Baseball Card	Dogs Missing	Declaration of Ind.
7	Church Bell	Martians Landed	Funds Embezzled
8	Broken Windows	Violin Taken	Spy Story
9	Encyclopedia	Silverware	Hit and Run
10	Eggs Hit Home	Chillada Estate	Lassie Taken
11	Pond Dumping	Stink in Lobby	Emerald Stolen
12	Mummy	Peanuts Vanish	Computer Hacker
13	Pottery Taken	Taxi Scandal	Nuclear Plant
14	Miss Monticello	Roses Stolen	Basketball Star
15	Train Rerouted	Voice Stolen	Monet Painting
16	Yearbooks Gone	Finals Taken	Treasure Ship
17	Solivian Flag	Chips Gone	Missing Drugs
18	False Alarm	House Emptied	Suspicious Fire
19	Radio Stolen	Hijacking	Strawberry Plants
20	Mascot Missing	Shoplifting	Counterfeit Money