

# The Bracelet Mystery







# The Bracelet Mystery



Alan M. Hofmeister

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Alan Hofmeister, author

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# Chapter 1:

## Queen Kim's Bracelet

A golden bracelet, its sides covered with strange markings, rested in a glass case. Next to it stood a mummy case.

The museum guide pointed to the glass case. "This bracelet was found in a pyramid," she said. "It once belonged to Queen Kim. Our museum is very lucky to have it."

The guide continued to talk about the bracelet. A crowd of people had followed her around for an hour. In the back of the crowd, Eddie put up his hand to ask a question.

"Yes," said the guide, pointing to a boy wearing a blue baseball hat. "What do you want to know?"

"What do the marks on the bracelet mean?" Eddie asked. "Is it a story?"

"We are not certain," explained the guide. "There are very few people in the world who can read the kind of writing that is on the bracelet. One of them, Dr. Ruth Fine, is coming to the museum tomorrow. She will try to read the inscription. Until then, what it says remains a mystery."

"Could it be a map?" asked Eddie.





"Some people think that's exactly what it is," said the guide. "They think it tells where Queen Kim's jewels are hidden. Whatever it says, we'll know tomorrow, when Dr. Fine gets here."

"Wow!" said Eddie. He turned to Sarah, his sister, who was standing next to him. "Wouldn't you like to know what it says on that bracelet?"

"I certainly would," said Sarah. "Perhaps we can come back tomorrow to see what Dr. Fine has to say about it."

The guide continued to talk about the mummy. She then moved out of the little room that housed the bracelet and the mummy. As she moved down a long hallway, the crowd followed her.

"In this next room we'll look at some beautiful paintings of the sea," she said. "I am certain you'll like them very much."

The guide led everyone into a large, gold room. As she said, the walls were lined with paintings. Some showed waves crashing on rocks; some showed ships sailing through terrible storms; others pictured quiet, rolling seas turned red by the setting sun. The guide moved from painting to painting as she stopped to talk about each one.

She told stories about the people who had painted the pictures, but Sarah and Eddie were not listening. Their minds remained on the mystery of the bracelet.

"I would give anything to know what the inscription on that bracelet says," said Sarah. "I would love to find Queen Kim's jewels!"

"So would I," said Eddie. "If we really tried, do you think we could read that inscription ourselves?"

"I doubt that we could," said Sarah. "The guide said only Dr. Ruth Fine and a few others could read it. Still, it would be fun to try."

"It would be a lot of fun," said Eddie, his eyes lighting up. "Come on. Let's go back there and take a closer look for ourselves."

As the guide talked on, Eddie and Sarah slipped away from the crowd. They hurriedly made their way back down the empty museum hallway. The sounds of their feet echoed as they walked.

"I wonder what kinds of jewels Queen Kim had," said Eddie. "What do you think? Could she have had diamonds?"

"Certainly," said Sarah. "All queens had diamonds! Some diamonds were as big as baseballs."

"Think of it," said Eddie. "Diamonds the size of baseballs. Wow!"

Sarah was so wrapped up in thoughts of giant diamonds that she failed to watch

where she was going. Suddenly, Sarah banged into a tall man wearing a brown hat. She fell down. When she looked up, the man was looking down at her.

“Why don’t you watch where you’re going?” growled the man.

“I’m sorry,” said Sarah. “I didn’t see you.”

The man didn’t answer. He gave Sarah a disgusted look. Then he turned and hurried down the hallway.



Eddie helped Sarah to her feet. "That man certainly was not very nice," he said. "He didn't even try to help you up."

"I think he was in a hurry," said Sarah. "People in a hurry have their minds on other things."

"Maybe," said Eddie, "but still he could have . . ." Suddenly, Eddie stopped. "Sarah, did you just hear something?"

"No, I didn't hear a thing. What do you think you heard?"

"I think I heard someone groan."

Sarah listened carefully. All she could hear was the sound of the man in the brown hat walking quickly away.

"That's funny," said Eddie, shaking his head. "I know I heard something."

Just then, from a nearby room came another soft groan and a cry for help.

"I heard it!" said Sarah. "Where is that cry coming from?"

"It's coming from the room across the hall--the red room," said Eddie.

"Why, that's the room where the bracelet and the mummy are displayed," said Sarah.

"Come on, let's take a look," said Eddie.

# Chapter 2:

## The Man in the Brown Hat

Sarah and Eddie crossed the hallway to investigate the noise. They were terrified! The mummy could be alive--waiting to grab them the instant they set foot in the room!

They looked around. Everything seemed to be in place. The bracelet was still in its case, with the mummy case standing beside it. Suddenly, Sarah saw something move. Eddie also saw it move.

"Look!" she shouted. "There's a man lying on the floor."

Eddie and Sarah raced to the man's side. They helped him get to his feet. When the man got up, he rubbed his head and looked around.

"I'd like to get my hands on the man who hit me," he said. "He gave me a terrible headache."

"Why would anyone want to hit you?" asked Sarah.

"Whoever did it wanted Queen Kim's bracelet," explained the guard. "It's my job to protect it."

"But the bracelet is still in its case," Eddie pointed out.

"The way I see it, he must have heard the two of you across the hall. He got scared before he could smash the case," said the guard. "However, I think he'll return."

"Perhaps the police should investigate," said Sarah. "If he is coming back, we want to be ready for him."

"Yes," said the guard. "I'll stay here and watch the bracelet. You phone the police."

"Okay," said Eddie, running down the hall. "I'll be back as soon as I make the call."

As Sarah and the guard watched Eddie disappear down the hall, Sarah turned to the guard. "Who do you think did this to you?" she asked.

"I have no idea," said the guard. "All I know is that someone came up behind me; I didn't see him, and he knocked me out. It's as great a mystery to me as it is to you." Once again the guard rubbed the back of his head with his hand.

"This has been a very unpleasant day for you," said Sarah.

"Very unpleasant," he said. "In all my years as a guard, no one has ever tried to take anything."

Sarah and the guard talked until Eddie returned with a police officer.

"What seems to be the problem?" asked the police officer.

"Someone tried to steal Queen Kim's bracelet," said the guard. "If it hadn't been for these two, he would have gotten away with it."

"Did anyone see him?" asked the police officer.



"No, no one saw him," said the guard. "I was knocked out from behind, and he left before these kids arrived. He'll be hard to locate."

"Well, we did see one man," said Sarah. "I ran into a man in the hall. He was wearing a brown hat. He was very tall."

"I wonder if we can locate him," said the police officer. "Can you tell me anything more about this man?"

"No, not really," said Sarah. "He seemed to be in a terrible hurry. He told me to watch where I was going. Then he ran off."





At that moment, a woman and a tall man with a red hat appeared.

"Hello, Mrs. Crown," said the guard to the woman. "You heard the news?"

"I certainly did," said Mrs. Crown. "That's why I came down here at once with Albert."

"And who are you?" asked the police officer.

"I am Mrs. Crown," said the woman. "I'm the head of the museum. This man with me is Albert Gray. He runs the bookstore in the museum. Albert has offered to guard the bracelet tonight so you can go home and rest."

"Thank you very much," said the guard to Albert. "The way my head feels, I could use a good rest."

While the police officer talked to Mrs. Crown, Sarah looked closely at Albert. There was something peculiar about him.

"Eddie," she said, poking her brother in the side. "There is something familiar about Albert. I think I have seen him before."

Sarah kept looking at Albert. Finally, she realized who Albert really was. Her mouth dropped open.

"Eddie," she whispered. "Albert is the man who ran into me in the hall. He's wearing a red hat now instead of a brown one. But I am certain he is the same man. Look for yourself!"

"No wonder he wants to guard the bracelet tonight," said Eddie. "He plans to steal it!"

"Exactly," said Sarah. "And we have to stop him."

## Chapter 3: Sarah's Plan

Sarah called the police officer over. She told him about Albert.

"Are you certain it's the same man?" asked the police officer. "I thought you said the man in the hall was wearing a brown hat."



"He's the one all right," said Sarah. "I will never forget his face."

The police officer walked over to Albert and Mrs. Crown. Eddie and Sarah followed. "Albert, Sarah and Eddie said you were outside this room just about the time the guard was hit," said the police officer. "Were you?"

"Certainly not!" shouted Albert. His face became as red as his hat. "I've been working in the bookstore all day."

"I saw you," said Sarah. "I ran into you in the hall."

"Albert is not the kind of person who would steal the bracelet," said Mrs. Crown. "He's been with the museum for years. He's never given us trouble. Albert would never do such a thing."

"You see," said Albert. "Even the head of the museum believes me."

"Whatever you say, Mrs. Crown," said the police officer. "As head of the museum, you must trust Albert very much."

"But . . .," said Eddie.

"Get out of here," said Albert with a scowl. "Don't you think you've caused enough trouble already?"

"But you must listen to us," said Sarah. "He won't guard the bracelet. He'll steal it!"

"You've said enough," said the police officer. "Please keep quiet, or I'll have to ask you to leave."

"All right," said Eddie. "We're leaving. It's clear that no one here cares about the bracelet. Come on, Sarah, let's go."

Sarah and Eddie walked down the long, quiet hallway. Behind them they could hear Albert laughing.

"I feel so helpless," said Eddie. "I know Albert will try to steal the bracelet. There doesn't seem to be a thing we can do to prevent it."

"Don't give up so easily. We can prevent it," said Sarah.

"Oh! What can we do?" asked Eddie.

"We can stop him ourselves," said Sarah. "It would be much easier than you think."



“We could never take that bracelet away from Albert if he really wanted it,” said Eddie. “He’s twice as big as we are.”

“But what if we watch him take it,” said Sarah. “Then we could call the police. He’d be caught with the bracelet in his hands. He’d have a hard time talking his way out of it.”

“That’s a fine plan,” said Eddie, “but how will we know when Albert takes the bracelet?”





"Simple," said Sarah. "We'll hide in the museum. After it closes tonight, we'll watch every move he makes."

"I don't know. It sounds awfully dangerous to me," said Eddie.

"Eddie, I'm surprised at you," said Sarah. "Are you telling me you're scared?"

"Certainly not!" said Eddie. "I'm not scared of anything."

"Then will you hide in the museum tonight?" she asked.

"Yes," said Eddie. "If anybody gets scared, it'll be you, not me!"

"We'll see," said Sarah. "We'll just see."

Late that night, Albert closed the museum's huge doors. The sound of the closing doors sent a shudder down the empty, mysterious hallways of the museum. The sound echoed past silent paintings of stormy seas. It echoed past thin glass jars covered with gold and silver. It echoed past mysterious rocks from the dawn of time. The sound echoed off the walls and skipped along the floors. It finally reached Sarah and Eddie, who were hiding behind a curtain near the case that held the bracelet. With the passing of the echo, they shuddered.

"The museum is closed," said Eddie. "Now we're all alone with Albert."

"Yes, we are," said Sarah. "And here he comes."

From far down the hallways they could hear footsteps walking toward them. Behind the curtain, Eddie and Sarah didn't move. They didn't talk or make a sound. They waited.

# Chapter 4:

## Caught!

As Albert neared the room, Sarah and Eddie heard him talking to someone. “Albert is not alone!” whispered Eddie. He opened the curtain a crack and peeked down the darkened hallway.

Albert’s friend was a short man with a bald head.

“Where’s that bracelet?” he asked in a low, rough voice.

“It’s in the case,” replied Albert, switching on a flashlight.

The man pulled a hammer from a paper sack and smashed the case. Albert reached quickly into the case and grabbed the bracelet. He held it up to the light.

“At last, the bracelet is ours!” he said. “I can hardly wait to get to Mexico so my friend can read the inscription.”



"Well, you won't have to wait long," said the man. "Our plane leaves for Mexico tomorrow at noon. I made all the plans today."

"Good work, Spider," said Albert, turning off the flashlight. "Now let's get out of this museum. The farther we get away from this place, the better."

Albert and Spider hurried away into the darkness. Sarah and Eddie came out from behind the curtain.

"We've got them now," said Sarah. "Come on. Let's get to a phone and call the police."

Sarah and Eddie made their way quietly down the darkened hallway. It was very dark. They had to feel their way along the wall.

"There should be a phone by the door," said Sarah softly.

"I think we're getting close."

Just then, Sarah banged into an old bell and made it ring. The sound was so loud it echoed from one end of the museum to the other.

"Who's there?" shouted Albert from the far end of the hallway. "Who rang that bell?"

"Now you've done it," said Eddie. "They know we're here."

"Come on out," Spider called. "There's nothing to be afraid of. We won't hurt you."

"Come on," Sarah said. "Let's go back up the hallway. We'll find a place to hide."

Sarah and Eddie had gone only a few feet when, suddenly, all the lights came on.

"There they are!" screamed Albert. "Seize them! They must not get away!"

"Come on, Sarah!" shouted Eddie. "Let's get out of here!"

Sarah and Eddie raced up the hall. Albert and Spider were right behind. Finally, in the room that once held the bracelet, they were cornered and seized!

"What were you two doing in here?" yelled Albert. "I want an explanation!"

"I'll tell you," said Sarah.

"Sarah, don't," said Eddie.

"Shut up," said Spider. Then he said sweetly, "Sarah, give us an explanation."

"We were trying to stop you from stealing the bracelet," said Sarah.

"We were going to call the police."

"The police?" said Albert. "Now that's not nice. They probably would have put us in jail. Did you think of that?"

"Exactly," said Eddie.

"We can't let you tell your story to the police until we are out of town," said Albert.

"That's the door to the meeting room," said Spider. "We can put them in there."

"Good, they use that room only for evening meetings, and the room is nearly soundproof," said Albert. "We wouldn't want them making any noise."

So Sarah and Eddie were locked in the meeting room.



"Let's put a 'Do Not Disturb' sign on the door," chuckled Albert.

Spider looked around carefully. "I can't find a 'Do Not Disturb' sign," he said.

"In that case we'll make one," said Albert. "Here's a piece of paper and a marking pen."

Spider puzzled for a minute. Then he said, "How do you spell 'disturb'?"

After some discussion, the two men taped the sign on the door and turned to leave. The sign on the door read, "Do Not Open!" Then Albert snapped off the lights. He and Spider walked down the hall. Sarah and Eddie each put an ear to the door. They could barely hear the two men laughing and talking.

The two crooks walked out of the building, and the huge door slammed shut behind them. The children could no longer hear the men's voices.

"When I get out of here, I'm going to get Albert and Spider," thought Eddie to himself. "If I get out of here, that is." He wiggled the doorknob. The door was tightly locked from the outside.

The children knew that it would waste their strength to yell and pound on the door if no one was outside to hear the noise. So, they sat down near the door and listened--and they waited.



# Chapter 5:

## The Fallen Mummy

"That mummy is the scariest thing I've ever seen," said a man wearing a bright red tie. "I'd feel much safer if the museum kept it locked up."

"That's no mummy. That's only its case," explained a tall woman. "The mummy is inside. It's been there for many, many years. It couldn't hurt a thing. There's no need to worry."

"How do you know all this?" questioned the man.

"Because I'm an expert in this field," said the woman politely. "It's my job."

"She's right," said a man in a dark suit. He had been listening. "This is Dr. Ruth Fine. She knows more about mummies than anyone else in the world."

"Is that so," said the man. "Tell me, Dr. Fine, why are you here?"

"I came to read the inscription on a very old bracelet," said Dr. Fine, "but, when I arrived, it was gone."

"To be more exact, a burglar took it," said the man in the dark suit. "That's what I'm doing here. I'm a detective. It's my job to get that bracelet back."

While Dr. Fine, the detective, and the man talked, Sarah and Eddie were still locked in the meeting room. When the children thought they could hear voices outside the door, they pounded on the door.



The detective whispered, "Wait a minute. I hear something. It sounds as though it's coming from the meeting room."

As he rushed toward the meeting room door, the detective bumped the mummy case. "The mummy! It's alive! It's alive!" he shrieked.

Just before the mummy case crashed into the man, Dr. Fine reached out and caught it. The detective and Dr. Fine put the mummy back on its stand.

"There must be someone locked in the meeting room," Dr. Fine said. "Look, the key is still in the outside lock."

Dr. Fine unlocked the door and discovered Sarah and Eddie. "What's this?" she said.

Once Sarah and Eddie were released from the room, they spilled the details of their story to Dr. Fine and the detective.

The detective looked at his watch. "It's 10:00 A.M. now," he said. "Their plane doesn't leave until noon. We should be able to catch them if we leave now."

"Good thinking," said Dr. Fine. "I want to go with you. I must see that bracelet."

Everybody ran to the detective's car. Off they raced to the airport.

"I'm sure Spider and Albert think they'll never see us again," laughed Sarah. "It'll be a horrible surprise for them."

When they got to the airport, the detective parked his car at the curb. Everyone jumped out.

"Sarah and I will look in the waiting room," said the detective. "Dr. Fine, you and Eddie look for them at the ticket windows. If they are not here, we'll never get the bracelet back."

Sarah and the detective rushed to the waiting room and looked around. At first, Sarah did not recognize anyone. She was about to leave when she spotted Spider, but she could not see his face. She could see the back of his bald head.

"There they are!" said Sarah. "I'd know Spider's bald head anywhere. The man with him is Albert."

Sarah and the detective charged toward the men.

"Don't move," said the detective. "I am arresting you for the robbery of a bracelet from the museum."

"What robbery?" shrieked Albert. "You have the wrong men! This is all a horrible mistake."

"Look in his suit pockets," said Sarah. "It could be hidden there."

The detective reached into a pocket of Albert's suit. He pulled out the bracelet. "How do you explain this?" asked the detective.

"We almost got away with it," declared Albert.

Breathless, Dr. Fine and Eddie ran up.

"You caught the crooks," said Eddie. "Did you get the bracelet back?"

"It's right here," said the detective. "Albert was trying to conceal it in his suit pocket."

"May I see it?" asked Dr. Fine.

"By all means," said the detective. He handed the bracelet to Dr. Fine. "You're the expert. I'm sure you can read it."

Everyone crowded around Dr. Fine as she carefully studied the bracelet.



“Well, where does it say the jewels are hidden?” said an agitated Albert.

“It doesn’t,” said Dr. Fine, looking up from the bracelet. “It doesn’t say a thing about jewels.”

“What does it say?” said Spider.

“It says: ‘Happy Birthday, Queen Kim. May this bracelet always bring you good luck. Love, Father.’”

“But where are the jewels?” asked Albert.

“If there ever were any jewels, this bracelet doesn’t tell us where they are,” said Dr. Fine. “It is simply a birthday gift to Queen Kim from her father. Nothing more. Although it is a priceless bracelet, it is worth nothing as a map!”

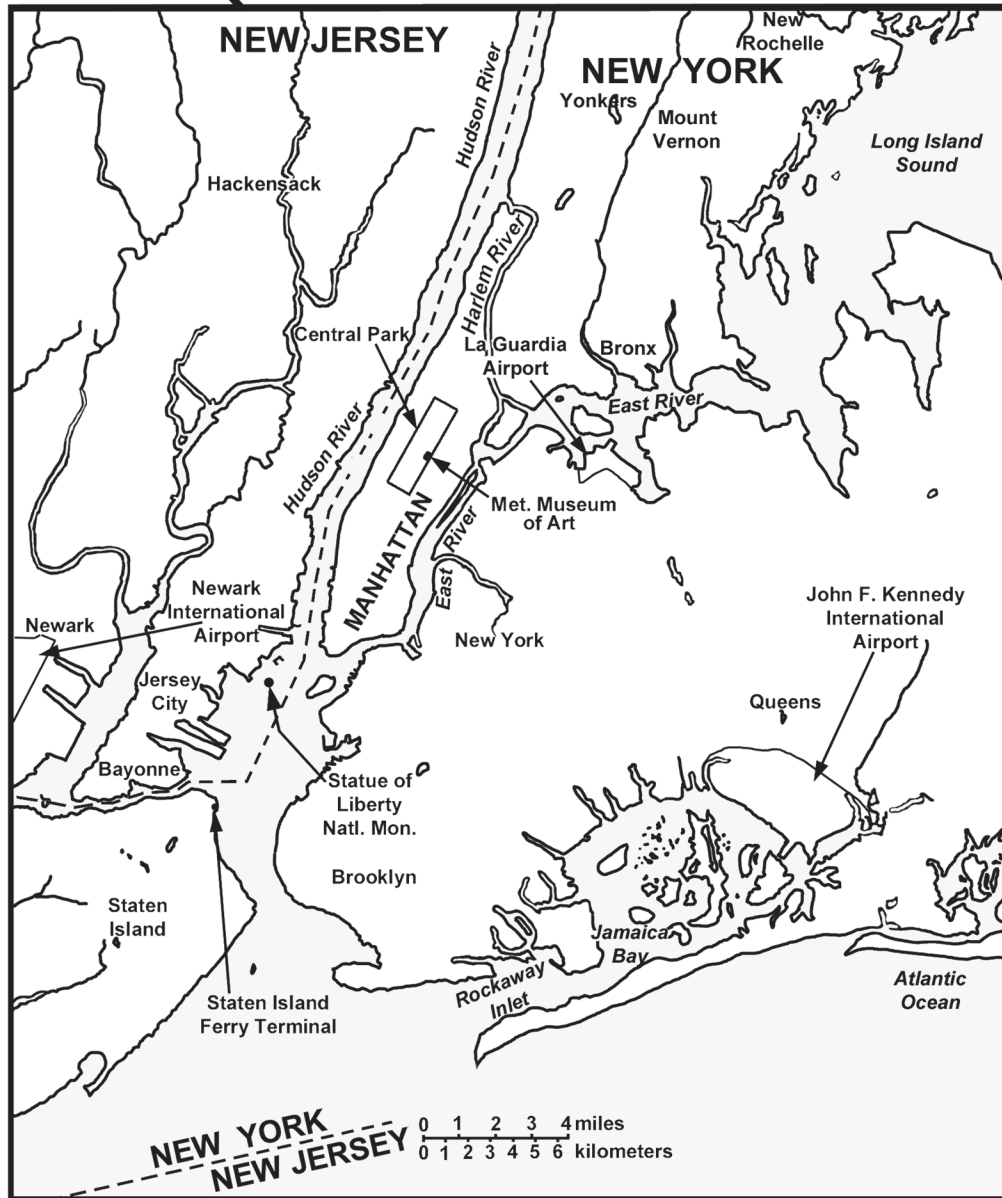
“We are in so much trouble because of a sentimental birthday gift,” said Albert, disgustedly. “Hardly worth a jail sentence . . . not too smart!”





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# The Greater New York Area



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## “Fluency Builders”

### *Model Lesson Plan Summary: Fluency, Vocabulary and Comprehension*

**Step 1. Review of Vocabulary from the Previous Chapter** (*approximately 2 minutes*). The instructor reviews the 10 most difficult words from the previous chapter. See Step 7 of this Lesson Plan for more information. Any very difficult words should be added to the Step 7 list for further review.

**Step 2. Overview and Vocabulary Check for the Chapter** (*approximately 5 minutes*). Students read the chapter and prepare their own written list of words they cannot pronounce, decode, or understand. The instructor discusses and explains these words. Students demonstrate their understanding of difficult words by using the word in a sentence in another context. Building on the discussion of the vocabulary, the teacher asks questions to elicit the main ideas of the chapter and generate a summary of the actions, major characters, or concepts. This discussion should serve as a brief, introductory overview of the chapter.

**Step 3. Fluency Practice in Speed and Accuracy** (*approximately 10 to 15 minutes*). The instructor should model the appropriate fluency skills by reading the first paragraph at an appropriate pace. That is, approximately 120 words per minute and with appropriate expression. The instructor should “randomly” select students to read a paragraph aloud. To ensure active participation by all students, the instructor should occasionally stop the student reading in mid-paragraph and ask another student to finish the paragraph.

**Step 4. Comprehension Instruction** (*approximately 5 minutes*). Assign each student to prepare a comprehension question for the group. Students should be assigned to prepare either a “how,” “what,” “why,” “when,” or “where” question. Each student should then pose a comprehension question to the group; the answer should be discussed by the group.

**Step 5. Oral Comprehension Check** (*approximately 5 minutes*). This is a discussion session that explicitly applies comprehension concepts to the chapter. The teacher should generate questions to elicit such issues as “What is the main idea?” “What was the motive?” “What was the sequence?” “What happened first? Last?” “Summarize the chapter.” The instructor should ensure that students have practice with literal, inferential, and evaluative comprehension questions. The discussion for Step 5 should serve as a gentle, yet firm, reminder that students are accountable for reading with understanding.

**Step 6. Reading with Expression** (*approximately 5 minutes*). Students should practice reading individual paragraphs with expression. This should be a fun experience. Focus on expression, not on speed and accuracy. Students may practice using different voices for different characters, changing intonation to indicate a question, and reading with pauses to build interest and anticipation. Each student should be given an opportunity to read at least one paragraph to the group.

**Step 7. Prepare a Vocabulary Review List for the Chapter** (*approximately 3 minutes*). The teacher and group should prepare a list of the chapter’s most difficult words to decode and understand. This should be a 10-word list based on difficult words encountered in the lesson. Each student should be required to review this list of 10 words as a homework assignment and be prepared to read and use each word in a sentence to demonstrate understanding. This review will be done as Step 1 of the next lesson on the next chapter.

**Step 8. Individual Rate and Accuracy Assessment** (*approximately 5 minutes*). Using “Assessment Step Sample” for the chapter, assess students on rate and accuracy. Record data for each student for each chapter. Check to see that students continue to meet the assessment standards from chapter to chapter. Do the reteaching when needed for individuals or the group.

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