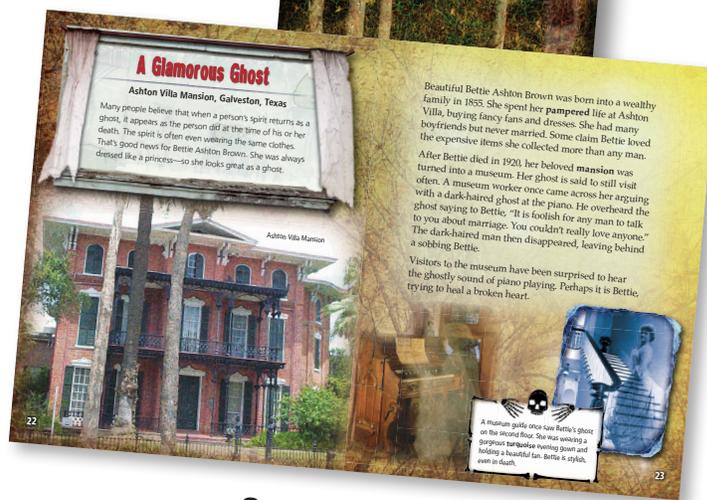
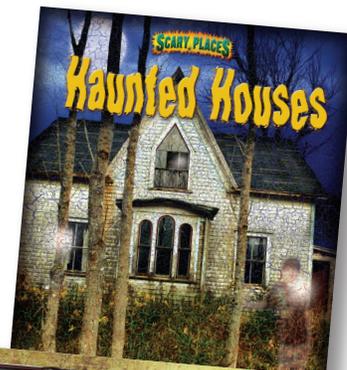
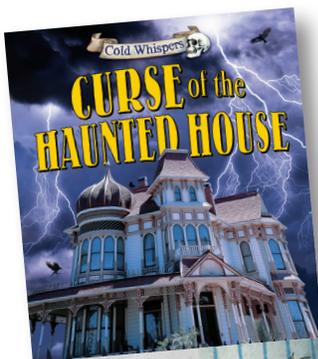


# Curse of the Haunted House COMBO



## Teacher's Guide



**Cold Whispers:**  
*Curse of the Haunted House*

**Scary Places:**  
*Haunted Houses*

### Fiction and Nonfiction

Use this Teacher's Guide to help students learn about fiction and nonfiction texts. The first section of the guide provides a basic overview of the genres, while the second section can be used as a lesson plan for comparing two individual titles about similar spooky topics.

#### CCSS Language Arts Standards

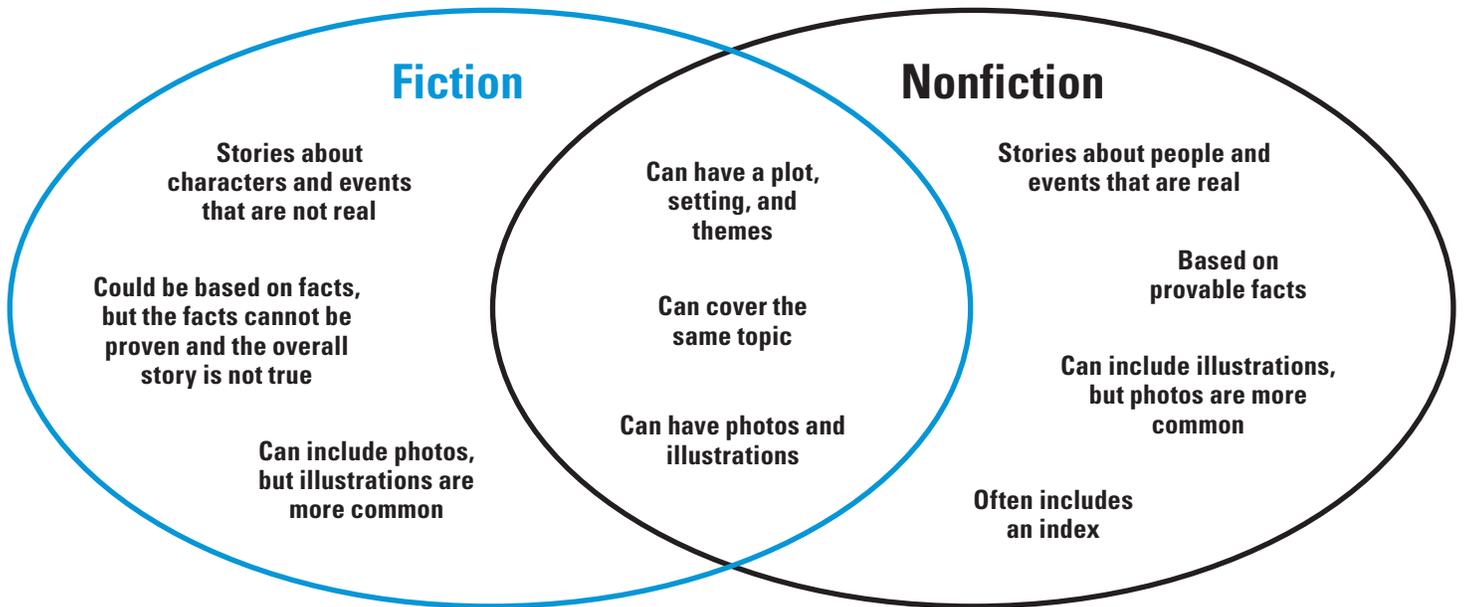
- RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.
- RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

## Discuss Fiction and Nonfiction

Prompt students to describe the genres of fiction and nonfiction. Ask them to cite examples of each genre. For example, fiction includes short stories and novels, while nonfiction includes newspapers and textbooks.

## Create a Chart or Diagram

Help students establish what the differences and similarities are between fiction and nonfiction by using a Venn diagram or a chart. Place fiction attributes on one side of the chart and nonfiction attributes on the other side, with a space in the middle for shared attributes.



## Define Important Terms and Concepts

Assist students in defining the following literary terms and concepts in order to help compare fiction and nonfiction texts.

- **Character** (a person portrayed in a novel, short story, or play)
- **Characterization** (the way the author describes a character)
- **Chronological order** (the order in which events actually happened)
- **Facts** (information that can be proven true)
- **Mood** (the way the reader feels when reading a text)
- **Plot** (sequence of events in a story where each event causes the next event to happen)
- **Setting** (where a story takes place)
- **Theme** (the main idea of a story)

As students further explore works of fiction and nonfiction, they can apply the terms and concepts they have learned to individual books and add new words to this list.

## Remind Students

### Fiction

Explain that some works of fiction can be based on fact. For example, a historical novel may use factual details about a particular time to create a realistic setting. Also, fiction can sound like the truth, even though the author has invented the information in the book.

### Nonfiction

A nonfiction story, such as a ghost story, can include elements of fiction. For example, many visitors to the White House have claimed they saw the ghost of President Abraham Lincoln. While it's true that Lincoln lived at the White House and the visitors are real people who are certain about what they saw, there is no concrete evidence to suggest that the ghost actually exists.

## A Closer Look

### Cold Whispers: *Curse of the Haunted House* and Scary Places: *Haunted Houses*

**Objective:** To have students compare fiction and nonfiction texts about haunted houses

### 1. Read

Have students read the Cold Whispers title, *Curse of the Haunted House*. Then have them read the Scary Places title, *Haunted Houses*. Ask students to take notes about the setting, characters, and any important themes as they read.

- Which of the stories is fiction? Which is nonfiction? How can you tell? Ask students what clues helped them figure out what genre each book falls into.

### 2. Compare and Contrast: Setting the Scene

Have the class make a list of spooky happenings in *Curse of the Haunted House* and in a few of the stories in *Haunted Houses*. What unusual things did the characters see, hear, or feel that led them to believe there was a ghost in their house?

- Examples from the books include: seeing slime oozing from walls; hearing footsteps on stairs; feeling a cold chill

Start a discussion about setting. In both books, why are these haunted house settings considered scary? How does setting influence what happens in the stories?

### 3. Challenge Students: Is It a Ghost?

Ask students to think about why, in *Curse of the Haunted House*, Luke didn't know at first that the house was haunted. What were some clues that Clinton was a ghost? Students should list examples, such as:

- When the ghost took the form of a boy, he seemed to appear out of nowhere.
- The black cat had one green eye and one blue eye, just like Clinton.

In *Haunted Houses*, what were some clues that the ghosts in the stories weren't real people? Examples include:

- A person had a see-through appearance.
- A person appeared to be floating.

### 4. Extend Knowledge: Tracking Ghosts!

Have students re-read *Curse of the Haunted House* closely, making notes of each time Clinton appears, either as the black cat or as the boy. Track the ghost of Anderson James as well. Where in the house are the ghosts sighted? Ask students to draw a simple map of the haunted house and label areas where the ghosts appear. For fun, kids can rate each sighting according to how scary it was for Luke. (1 if he was only slightly scared, and up to 5 if he was terrified!)

