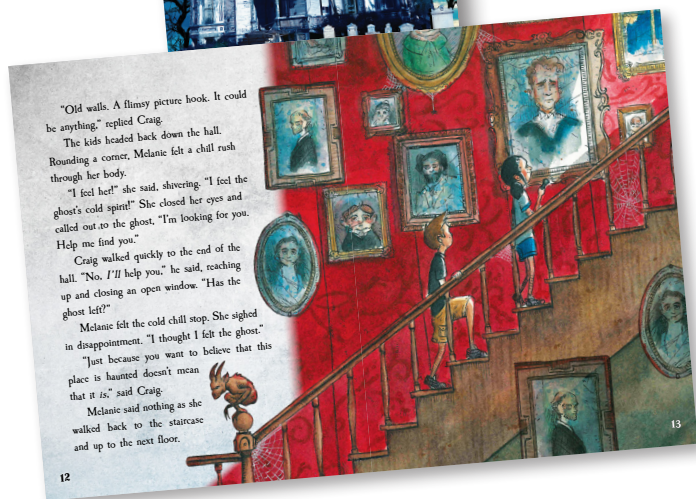
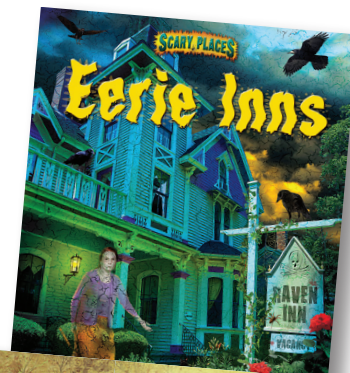


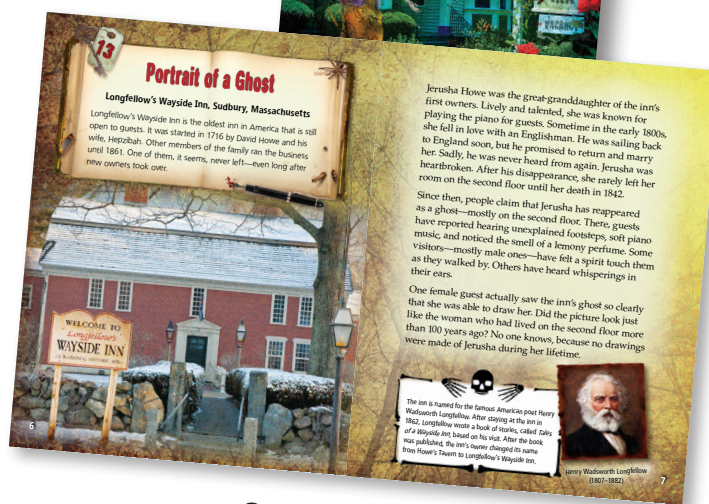
# The Ghost at the Grand Inn COMBO



## Teacher's Guide



**Cold Whispers:**  
*The Ghost at the Grand Inn*



**Scary Places:**  
*Eerie Inns*

### 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

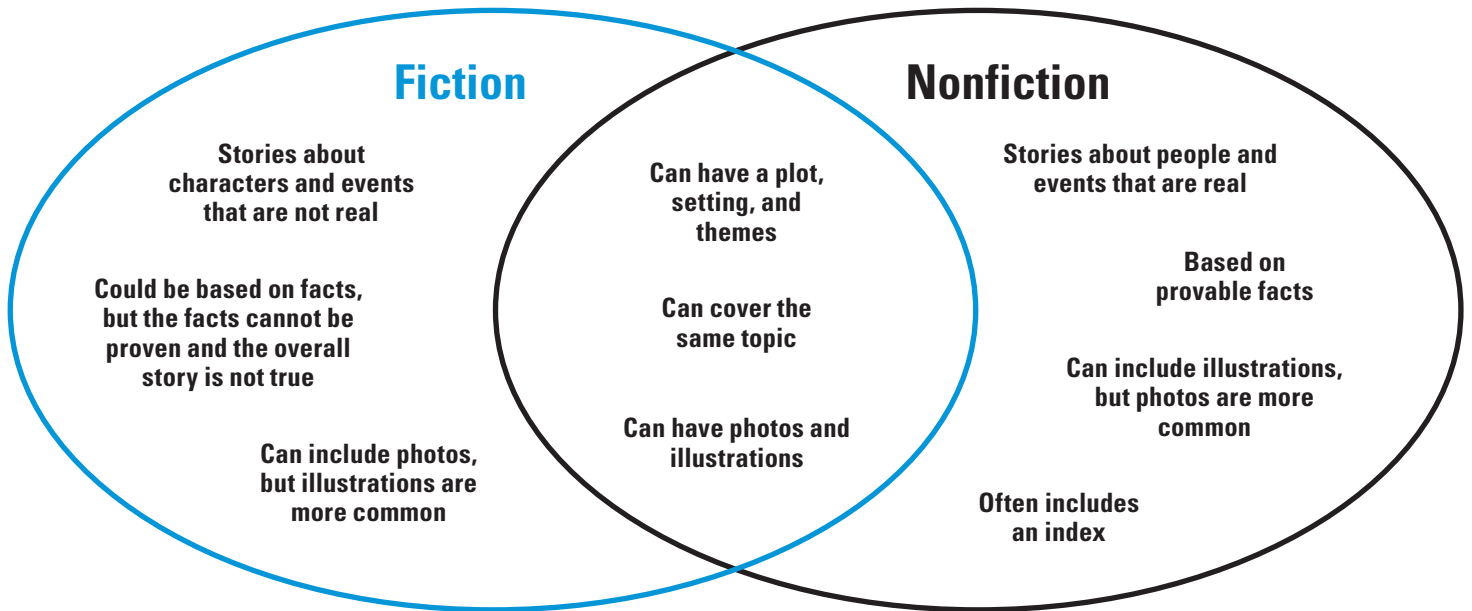
- RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.
- RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

## 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: *The Ghost at the Grand Inn* and Scary Places: *Eerie Inns*

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

### 1. Read

Have students read the Cold Whispers title, *The Ghost at the Grand Inn*. Then ask them to read the Scary Places title, *Eerie Inns*. 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: Writing Style

Have students think about the writing styles in the fiction and nonfiction books. How are the writing styles similar? How are they different? Then ask the class to identify a few key elements of writing style within each book and create a chart. Use the following chart as a guide. After they complete the chart, ask students whether they can distinguish fiction from nonfiction texts based solely on writing style.

	<b>Fiction:</b> <i>The Ghost at the Grand Inn</i>	<b>Nonfiction:</b> <i>Eerie Inns</i>
<b>Imagery:</b> descriptive language that paints a picture of a scene	<ul style="list-style-type: none"> <li>• "His coal-black eyes were sunk deep into his face, set off by his pale white skin." (page 6)</li> <li>• "With each step they took, Melanie and Craig plunged deeper into darkness, guided only by the narrow beam of the flashlight." (page 20)</li> </ul>	<ul style="list-style-type: none"> <li>• "There, guests have reported hearing unexplained footsteps, soft piano music, and noticed the smell of a lemony perfume." (page 7)</li> <li>• "Often, when there is an empty rocking chair near a cozy fire, it rocks slowly back and forth." (page 9)</li> </ul>



	<b>Fiction:</b> <i>The Ghost at the Grand Inn</i>	<b>Nonfiction:</b> <i>Eerie Inns</i>
<b>Onomatopoeia:</b> a word that mimics a sound	<ul style="list-style-type: none"> <li>• “THUNK, THUNK, THUNK.” (page 15)</li> <li>• “Scrape, scrape, scrape. Tap, tap, tap.” (page 21)</li> </ul>	
<b>Simile:</b> a comparison using “like” or “as”	<ul style="list-style-type: none"> <li>• “‘Of course,’ replied Mr. Underhill, eyeing the family, his neck twisted, his sunken eyes glistening like black marbles.” (page 9)</li> </ul>	<ul style="list-style-type: none"> <li>• “The doll looked like a life-size boy and wore a sailor suit.” (page 19)</li> </ul>

### 3. Challenge Students: Author's Purpose

Have students consider the term *author's purpose* and its meaning. What are the reasons an author might write a story? Is he or she writing to entertain, to inform, or to persuade?

How does genre—fiction or nonfiction—affect the author's purpose? Ask students to point out details in the texts of *The Ghost at the Grand Inn* and *Eerie Inns* to support their analysis of the author's purpose.

### 4. Extend Knowledge: “Inn” Your Own Words

Ask students to imagine spending a night at a haunted inn. How would they describe their experience? Students can respond by writing a short story, newspaper article, or diary entry. If they like, they can base their responses on one of the real inns featured in *Eerie Inns*.

