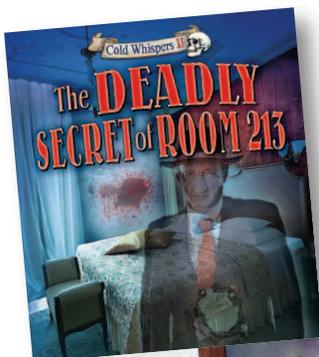
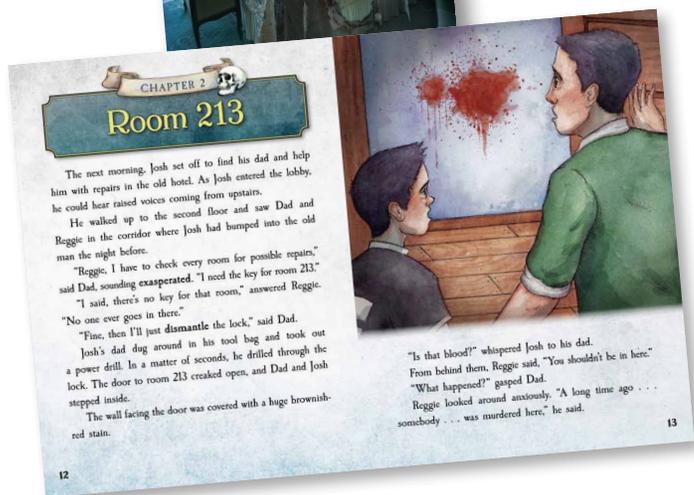
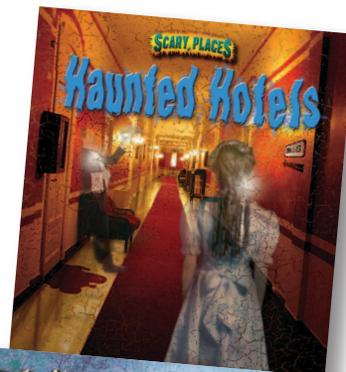


# The Deadly Secret of Room 213 COMBO



## Teacher's Guide



**Cold Whispers II:  
The Deadly Secret of Room 213**

**Scary Places:  
Haunted Hotels**

### 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

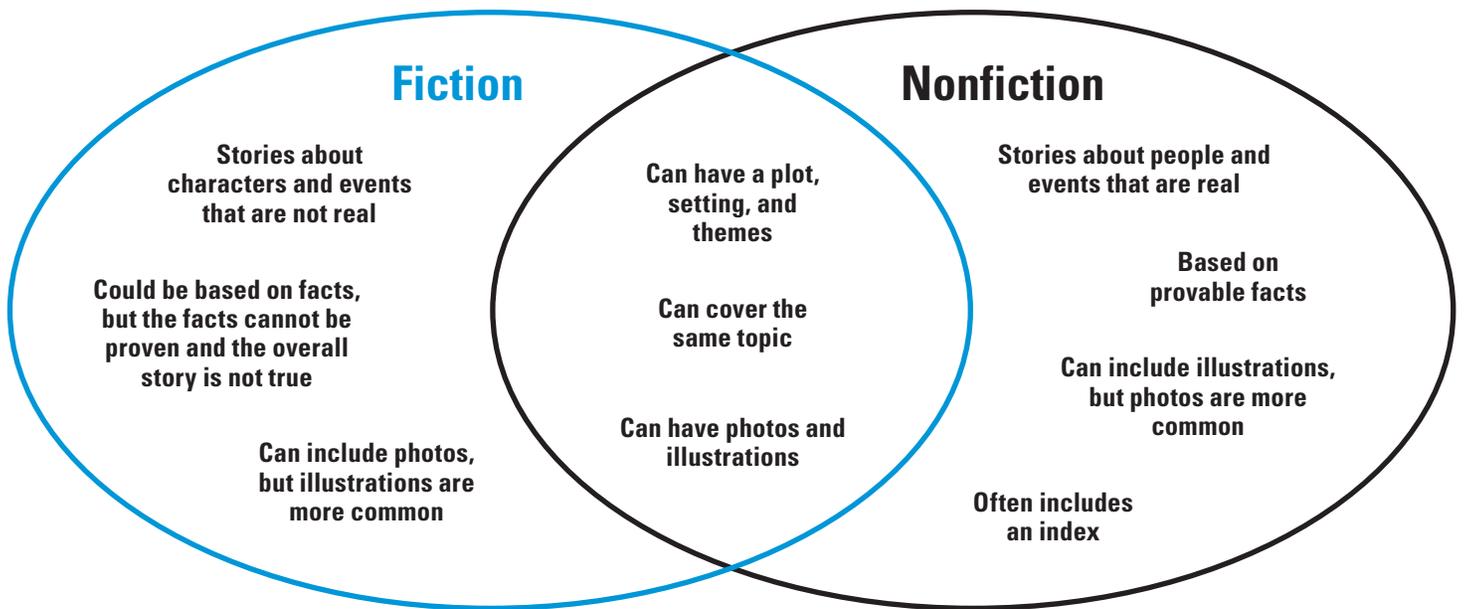
- RI3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.
- RI4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

## 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 II: *The Deadly Secret of Room 213* and Scary Places: *Haunted Hotels*

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

#### 1. Read

Have students read the Cold Whispers title, *The Deadly Secret of Room 213*. Then have them read the Scary Places title, *Haunted Hotels*. 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. Discuss: Hotels of Horror

Have the class describe the terrible event that took place at the Retreat Hotel in *The Deadly Secret of Room 213*. Then make a list of real-life crimes and other spooky events that happened in some of the stories in *Haunted Hotels*.

Start a discussion about traumatic events and hauntings. Why was the ghost of Johnny “Knuckles” Green haunting the Retreat Hotel in the fictional story? What real-life disturbing occurrences took place in hotel rooms in *Haunted Hotels* that have led to people believing they have seen a ghost in these buildings?

### 3. Challenge Students: Identifying Character Traits

In groups or as a class, have students describe the characters of Josh, Dad, Reggie, and Johnny “Knuckles” Green. They should make a list of words or phrases that detail each character’s personality. For example:

- **Josh:** curious, brave
- **Dad:** friendly, practical, hardworking
- **Reggie:** secretive, unhappy
- **Johnny:** greedy, dangerous

At the start of the story, Reggie seems to be an unfriendly, unhelpful character. However, after reading about the traumatic event Reggie witnessed when he was a child, how did students feel about him by the end of the story?

### 4. Extend Knowledge: Turning the Key

Ask students to imagine that they are spending a night in a haunted hotel. They have been given a key to a room that no one has entered for many years. They place the key in the lock, the key turns stiffly, and with a loud creak the door opens . . . What happens next?

Students can use their own ideas to write about a haunted hotel room, or draw on ideas from *Haunted Hotels*.

