

The Scary Places Map Book

By B.G. HENNESSY

Illustrated by EDWIN MADRID

Published by Candlewick Press

a teacher's guide

created by marcie colleen

- *Packed with engaging games and activities to bring The Scary Places Map Book into the ELA, Math, Science and/or Social Studies curriculum!*
- *Complete with CCSS compliance for ELA and Math.*

THE SCARY PLACES MAP BOOK

Looking for some new classroom adventures? Check out the seven tours in THE SCARY PLACES MAP BOOK. Along the way, readers will need to avoid booby traps, follow directions and search for hidden objects, while learning basic map skills. *Bone Voyage!*

- Board the Ghostly Galleon with Cap'n Davy Jones
- Reserve a seat in the Bloodmobile for Igor's tour of Transylvania
- Join Gruesome Gus for a tour of the Western Terror-tories
- See if you can keep up with Hercules on the tour of the Land of Mythical Monsters
- How about a witch's tour of the Wicked Woods?
- Feeling Tired? Take Nightmare Ned's Sleepwalking Tour of Nightmare House
- Finish up with Dr. Jekyll's Tour of the Museum of Haunted Objects

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About B. G. Hennessy



Before beginning her writing career, B. G. Hennessy worked for 17 years in children's book publishing. For 13 of those years she was the Art Director at Viking Children's Books. Her writing awards and honors include two Parenting Magazine Reading Magic Awards, an IRA/Children's Choice Award and a Bank Street College of Education Best Book of the Year. She has written fourteen books based on Don Freeman's CORDUROY bear. With nearly four million books in print in ten languages, her books can be found worldwide. She now lives in Arizona with her family.

For more information about B. G. Hennessy, additional projects, and templates visit: www.bghennessy.com or her Facebook page : www.facebook.com/bghbooks.

For more information and activities on THE SCARY PLACES MAP BOOK visit: www.facebook.com/ScaryPlacesMapBook

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About Erwin Madrid



Erwin Madrid was born in the Philippines and grew up in San Jose, California. Erwin earned his BFA from the Academy of Art College in San Francisco. During his last semester in college, Erwin was hired by PDI/Dreamworks Animation. He worked on the production illustrations for Shrek 2. He later became a visual development artist for the Shrek franchise and the Madagascar sequel. He has also worked in the video game industry. He lives in the Bay Area and continues to work in the entertainment and book industry. For more about Erwin and his work go to his website: www.erwinmadrid.com

See what people are saying about **THE SCARY PLACES MAP BOOK**



“What a hoot! We want to visit all those places!”

Lane Smith, author and illustrator; Molly Leach, designer

“It’s wonderful! I love the cleverness of it all from the concept to the little quips and names of things (Sisterhood of the Witches Day Spa- ha!). The whole map part is amazing. I know a lot of teachers are going to love this book and we’ll look forward to sharing it with them.”

Kathleen T. Horning, Director, Cooperative Children’s Book Center, Madison, WI

“The collaboration of directions, a compass, and a coordinate system to determine position wonderfully engage young readers in multisensory learning. Vibrant illustrations, supplemented by detailed explanations, will stimulate a young reader’s imagination... This book is a wonderful fusion of imagination, illustration and interaction... Hennessy and Madrid have beautifully joined forces and created a masterpiece that expounds on a plethora of mythical and legendary tales into a neat interactive map lesson.”

Brad Veeder, Library Media Connections

As an elementary school librarian I think the #1 question kids asked me was, “Where are the scary books?” I sure wish I had had B. G. Hennessy’s newest book **THE SCARY PLACES MAP BOOK** to suggest. As an introduction to map skills this book can’t be beat.”

Cathy Bonnell, Elementary School Librarian

“Fans of *Where’s Waldo?* will enjoy searching this book, while learning skills useful in geography and math. Letters and numbers edge each map. Read the directions and plot coordinates to find a destination.”

Elizabeth Franklin, Portland book Review

“Kids who love to mix the ghoulish with the humorous will pore over the atmospheric pictures time and again... I, personally, cannot wait to use this in my classroom... good for math, language arts, Greek mythology, reluctant readers, geography, map reading.”

Kellee at Teach Mentor Texts

Marcie Colleen, Curriculum Writer

Marcie is a former teacher with a bachelor's degree in English Education from Oswego State and a master's degree in Educational Theater from New York University. She lives in New York City--a place some would think is a scary place--but Marcie finds it to be the happiest place on Earth. Visit her at www.thisismarciecolleen.com.

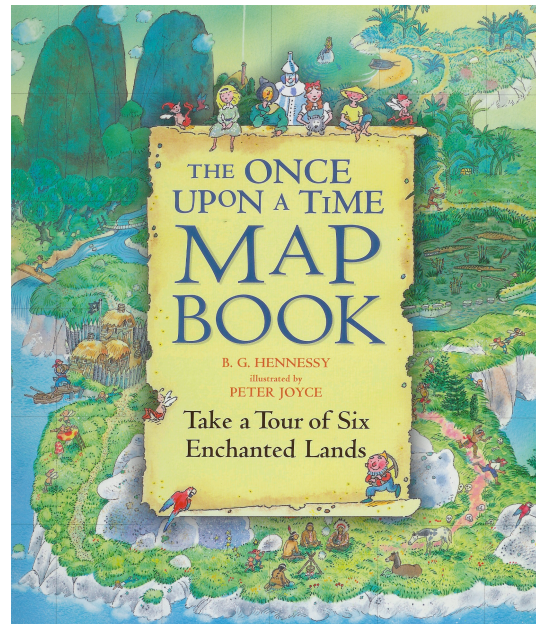
How To Use This Guide

This classroom guide for *The Scary Places Map Book* is designed for students in first through fourth grade.

It offers activities to help teachers integrate *The Scary Places Map Book* into English language arts (ELA), mathematics, science, and social studies curricula. Art and drama are used as a teaching tool throughout the guide. All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama. Common Core State Standards tie-ins are noted where applicable.

Many of the activities can also be used with the companion book, *The Once Upon a Time Map Book*, by B. G. Hennessy and illustrated by Peter Joyce, available in paperback and Big Book Format from Candlewick Press.

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From the Author

I've always loved illustrated maps. One of my early book memories is of the map endpapers in *The World of Pooh*. A while ago one of my children was learning about maps and I began thinking about combining my interest in maps with fairy tales, myths and legends. Children love to go places, why not take them somewhere *really* special? So, I put together a list of the places I'd like to visit, added a few "expert" guides, and wrote *The Scary Places Map Book* and *The Once Upon a Time Map Book*. I hope you enjoy the journey!

B. G. Hennessy

Table of Contents

English Language Arts (ELA)	
Reading Comprehension	
Vocab Detectives	5
Comparative Texts and Non-Fiction Tie-ins	6
Writing Technical Directions	
Creative Writing	7
Language Skills	
Math	
Learning about Quadrants	
Scale	8
Science	
Cardinal Directions and Compass Use	9
Topography	
Topographical and Feature Symbols	
Social Studies	10
Reading Our World through Maps	
My World	11
Additional Activities	
Common Core State Standards Alignment Key	15

English Language Arts

Reading Comprehension

Note: The students do not need to read every word of the book all at once. As children become more adept at map reading they will “grow” into the more complex parts of this book. Start slow and easy. Just finding the hidden objects is a good beginning.

Before opening *The Scary Places Map Book*, help students identify the basic parts of a book: front cover, back cover, title page, spine, end papers, and jacket flap.

- When you look at the front cover, can you identify the author? Can you identify the illustrator?
- What does an author do? What does an illustrator do?

Discuss predictions about the book.

- What do you predict the book will be about?
- What clues to the contents of the book are found on the cover and title-page illustrations?
- What do you think you will learn from this book?
- Is there anything you hope to see in this book?
- What would you like to “look for” or investigate while we explore?
- Do you know of any scary places you would include in a book like this? What makes the place scary?

Help students identify and study each section.

Choose any map to start with. Explain that each tour consists of:

- a full-page introductory illustration
- a description of the tour
- a “DANGER!” section which highlights points of interest
- detailed “Directions”
- and the map
- Describe the map in your own words, using both the illustrations and text to state key ideas and details.

Vocab Detectives

The Scary Places Map Book has some new and challenging vocabulary which--including map words like “compass rose” and “key”--may be unknown to some young readers.

Re-read sections of *The Scary Places Map Book* aloud and ask students to listen carefully for words they do not know.

- As soon as they come across a new vocabulary word, they should raise their hand.
- Repeat the phrase using the unknown word. What might it mean, based on context?

Reading Comprehension
CCSS.ELA Standards
1.RI.1,2,4,5,6,7,8,10;
2.RI.1,2,5,6;
3.RI.1,2,5,6,7;
4.RI.1,2,7;
1.SL.1a,1b,1c,2,3,4;
2.SL.1a,1b,1c,2,3,4;
3.SL.1b,1c,1d,2,3,4;
4.SL.1b,1c,1d,2,3,4

Vocab Detectives
CCSS.ELA Standards
1.RI.4;
2.RI.4;
3.RI.4;
4.RI.4;
1.L.4a;
2.L.4a, 4e;
3.L.4a, 4d;
4.L.4a, 4c;
1.SL.5;
2.SL.5

- Look up the word in the dictionary. (*Depending on the level of your students, a student volunteer can do this or the teacher can.*) Read the definition.
- Come up with a way to remember what the word means. *Using Total Physical Response, students can create an action that symbolizes the word and helps them remember it.*
- Create a list of the vocabulary words and hang it on the wall. Revisit it again and again.
- There are many synonyms for “scary” throughout the book. Create a list.

Comparative Texts and Non-Fiction Tie-ins

Start a classroom map collection. Amusement parks, zoos, road maps, maps of the local shopping mall, physical maps, and topographical maps— all make for great discussions.

- Who seems to be the intended audience for each map? What does each map aim to teach?
- How are these maps similar to the maps in *The Scary Places Map Book*?
- How are they different?
- What other types of maps or atlases can you find?

Through internet research, find a non-fiction map of: Transylvania, Greece, the Strait of Gibraltar, the Bermuda Triangle, the Barbary Coast, the Grand Canyon or Tombstone, Arizona. How do the non-fiction maps compare with the fiction maps found in *The Scary Places Map Book*?

<p>Comp. Texts/NF ties CCSS.ELA Standards 1.RI.1,9; 2.RI.1,9; 3.RI.1,9; 4.RI.1,9</p>

Using *The Scary Places Map Book* Literature Guides (found at [www. bghennessy.com](http://www.bghennessy.com)) read a book from the corresponding titles for a map and compare the text to the visuals found on the map. Make a chart of how the information is different. What are the similarities?

Writing Technical Directions

Making a sandwich might seem easy, but what about writing out the directions for another to follow? These activities lend themselves nicely to a conversation about being accurate and detailed in explanations, particularly in writing.

- Discuss what materials are needed to make a sandwich—bread, peanut butter, jelly, knife, plate, etc. Have students generate a list and ONLY produce the materials they name. Tell students you want them to tell you how to make a peanut butter and jelly sandwich (or any sandwich of your choosing—if there are nut allergies in the class) using the supplies you have in front of you. Have students give directions verbally and be sure to do EXACTLY as they say. Inevitably, one step is missed or students assume you know what they mean.
- Have students research and write detailed instructions for accomplishing a task they do daily (brush teeth, take a bath, put on clothes, etc.)
- As a class, create written directions from the classroom to the library, the gym, the playground, etc. Take the directions on a “road test.”

<p>Technical Directions CCSS.ELA Standards 1.W.7,8; 2.W.7,8; 3.W.2a,2c,4; 4.W.2a,2b,2c,2d,4</p>
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- Using a map from *The Scary Places Map Book*, pick your own starting and ending point. Write out the detailed directions on how to get from the start to the end, using the compass rose.
- Mix up the directions of one of the maps in *The Scary Places Map Book*. Have the students put them in the correct order.

Creative Writing

- From the point of view of a traveler on one of the tours, write a journal that describes the sights, sounds and experiences on the trip.
- Create a travel brochure, complete with illustrations, to best describe one of the seven tours. Template available at: www.bghennessy.com.
- Using *The Scary Places Map Book Literature Guide*, choose another story to read. As a class or individually, have students create a map based on this story. Compare and contrast the corresponding map in *The Scary Places Map Book* with the map created from the other story. Map grid available at: <http://bghennessy.com/wp-content/uploads/Map-grid-pdf-2013.pdf>.

<p>Creative Writing CCSS.ELA Standards</p> <p>1.W.3; 2.W.3; 3.W.3a,3b,3c,3d; 4.W.3a,3b,3c,3d,3e; 1.SL.5; 2.SL.5; 3.SL.5; 4.SL.5</p>

Language Skills

- Make “Mad Libs” style directions. (Use existing directions in *The Scary Places Map Book*, however eliminate all nouns, adjectives and verbs.) Students will then supply the key words (nouns, adjectives, and verbs) to the basic instructions. Students can also draw a map based on the result.
- Learning the correct sequence of cardinal directions—North, South, East, and West—can be difficult. Have the class make up a silly sentence to keep it straight. (ie. Never Eat Soggy Worms). For a little extra fun, create a song or short poem using the silly phrase.

Math

Cartography is the study and practice of creating maps. Discuss the skills needed to be a good cartographer.

What do you think a cartographer needs to know how to do?

Do the cartographers need to be able to draw? Write?

Do you think cartographers need to know math and numbers?

Look at the maps in *The Scary Places Map Book*. Locate any numbers on the maps and in the directions. What are those numbers used for?

Learning about Quadrants

Each map is created on a grid.

- The “y” axis, or up and down is divided by numbers.
- The “x” axis, or across, is divided by letters.

<p>Learning Quadrants CCSS Math Standard 2.MD.10</p>
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Using one of the maps in *The Scary Places Map Book*,

- What is located at D3?
- Locate a quadrant containing water.
- Locate a quadrant with a tree.
- What is located at G6?
- What do you think is the scariest quadrant of the map?

Create a classroom map:

- Draw a grid or cut square pieces of different colored paper.
- Give each student their own piece of the grid. Allow them to decorate their quadrant any way they would like. They can add roads, rivers, mountains, etc.
- When students have completed their quadrant, piece them all together to form a giant map.
- Add the x and y axis coordinates.
- Add a Compass Rose.
- You can even add a legend.

Scale

Map Scale is the relationship between distances on a map and the corresponding distances on the earth's surface expressed as a fraction or a ratio.

Throughout *The Scary Places Map Book*, distances are measured in “mermaid leagues”, “Hercules strides,” “zombie miles,” etc.

Have the class predict which is longer, a “zombie step” or a “broomstick”. How do they come to their prediction?

Choose one map in *The Scary Places Map Book*:

- Locate the map’s key to find out the distance equivalent of 1 inch.
- Determine the length of the map from North to South and East to West. (ie. “The *Ghostly Galleon* Cruise of the Seven Seas” map is 600 Mermaid Leagues from North to South and 1000 Mermaid Leagues from East to West).
- Pick two points on the map and determine their distance, using scale.
- Look at the “Western Terror-tories” map. If one inch represents one “bronco mile”, have the class predict how long they think a “bronco mile” is. Then figure out the size of a square on the grid. Once they predict a square, they can figure out the total area of the map. (This can also work backwards: If the “Western Terror-tories” is 5 miles long and 8 miles wide, how long is one “bronco mile”?). Try this with the various measurements in the different maps.
- With a ruler, students can make their own maps using the same scale as the map.
- Create a floor-sized version of the same map. Convert 1 inch to 6 inches or 1 foot.

Scale

CCSS Math Standards

1.MD.2,4;

2.MD.1,3,4,5,6;

3.MD.3;

4.MD.1,2,3

Further Application

- As a class, create a map of the classroom. Determine the scale:
 - o Allow students to discover their own method of measuring the classroom. (ie. How many hops/skips/big steps does it take to get from one wall to another?) Measure the distance between items in the classroom in this manner.
 - o Measure the actual size of the entire classroom, using a tape measure. Then, create a 1 foot = 1 inch scaled map complete with key of classroom furniture, etc.
- Have students construct maps of environments they are familiar with such as their home, bedroom, playground etc. Each student should determine the 1 inch scale.

Science

Cardinal Direction and Compass Use

Demonstrate the use of a compass. Explain that the needle always points north, due to the magnetic nature of the North Pole.

- Help students locate north.
- Label the classroom with the cardinal directions (north, south, east, and West).
- Play Simon Says using the cardinal directions. (ie. "Simon Says take one step south." "Simon Says turn and face west.")
- With *The Scary Places Map Book*, demonstrate how to use the compass rose and the cardinal directions of the classroom to orient and hold a map properly.
- Practice orienting and holding various maps from the classroom collection.
- Hide an object in the classroom or out on the playground. Give directions to finding the object using a real compass. Students can take turns hiding the object and giving the cardinal directions.

Topography

Topography, a geography term, refers to the "lay of the land", or the characteristics of land in terms of elevation, slope, and orientation. In a broader sense it means the arrangement of the natural and artificial physical features of an area, including the location of towns, villages, roads, etc.

The understanding of topography, and the use of topographical maps, is critical for a number of reasons.








1. In terms of environmental quality and agriculture, understanding the topography of an area enables us to locate the best areas for farming.
2. Topography is important in determining weather patterns and climate.
3. Topography helps us determine the ability to travel from one point to another.

Using one of the first 5 maps in *The Scary Places Map Book*:

- Make a list of all geographical features/topographical elements on the map: including bodies of water, vegetation, animals and weather.
- Where would be a good location to start a farm? Why?
- Choose a spot on the map, what do you think the weather is there? How would you dress? Is there another spot where you think the weather might be different?
- Pick two random locations on the map. What is the best way to travel from one point to another?

Topographical and Feature Symbols

Key

Hill or Mountain	
Road	
Railroad	
Bridge	
Building	
Vegetation and Trees	
River	

This is a very basic key/legend of topographical map symbols. More detailed keys can be found online.

*A note about contour/elevation lines and scale. The closer they are to each other the steeper the slope. And the more they are the taller the mountain or hill. Although this is very technical, it is good to point out for an introduction.

- Using this key, place a piece of tracing paper over one of the first 5 maps in *The Scary Places Map Book*. As a class, chart out the topography of the map, with this key as a guide.
- Study real topographical maps. (Many examples can be found online or in the library). How many elements can you name? What other elements are in the map's key?
- Create a topographical map of the school's yard or your own backyard.
- As a class, design a park and create a map of that park using topographical symbols.
- For an added challenge, using paper, scissors and glue to

create a 3-dimensional map. Make up your own map or use one of those found in the book for a springboard. Begin with a flat map and add rivers and fields, then add 3-dimensional elements like mountains and buildings. Cut, fold, crunch and glue paper in unique ways—a simple cone shape can become mountains or trees.

Social Studies

Reading Our World through Maps

Real Pictures vs. Maps

- Show students picture of different places. Great examples would be bridges, buildings, rivers, or other prominent places the students might recognize from their own neighborhoods.
- Then show the students a map of the place seen in the picture.

- What differences do they see between the picture and the map?

Bird's Eye Views

- Explain that maps are usually drawn from a “bird’s eye view”.
- Place some simple objects on each child’s desk.
- Pretending they are birds, students should draw what those items look like when viewed from above, like on a map.

The World Globe vs. Map

- Show students a world globe and a world map. What are the similarities? What are the differences?
- Explain that the map and the globe are drawn from a “spaceman’s view”. Show a picture of the Earth from Space. Which do they think is more accurate, the map or the globe?
- Can they find where they are located on the globe? The map?

My World

- Show the class a map of their town and have them locate their house and the school.
- Each student should create a map of their path from home to school. Decorate it with what they see along the way.
- Locate where each member of a student’s extended family lives on a map or globe.
- Have each student bring a toy for Show n’ Tell. Help students find out where the toy was made. Locate the origin of the toy on the world map or globe. Indicate with a dot sticker. Discuss how the toy may have traveled to their house from its origin.
- Find a school in a distant city to be pen pals with. Help students locate where the other class is using a map or globe. Either write a letter as a whole class, or allow students to write individual letters to individual students.
- Have a Skype conversation with the pen pal class. See what life is like where they live. Show what life is like in your area.

Additional Activities for the Maps

The Ghostly Galleon Cruise of the Seven Seas

Talk like a Pirate ~ September 19th is “International Talk like a Pirate Day”, but your class can celebrate any day of the year! A quick Internet search will provide a long list of “pirate” words and even pirate name generators. For an extra challenge, have students act out their favorite fairy tale through pirate-speak. Costumes strongly encouraged. For more information, visit www.wikihow.com/talk-Like-a-Pirate.

“Release the Kraken!” game ~ This is a scavenger hunt with a twist. Create a traditional scavenger hunt by hiding an object and providing clues to finding it. However, in this version, set a timer. Students have 5 minutes to find the object. When the alarm goes off, the Kraken is released and kids need to get back to “base” before being caught. Initially, the teacher can play the Kraken. But kids can also take turns.

Build a Pirate Ship ~ Using cardboard, milk cartons or small boxes have students create boats. The goal is to construct a boat that will not only look pretty, but float. If possible, have students put their boats in water and see if they float. Troubleshoot those that do not float. Additionally, have students experiment with adding sails, labeling the parts of their ships (using the Ghostly Galleon diagram) and making their boats mobile.

Land of Mythical Monsters

Myth Theater ~ Using the Internet, research Greek Myths. Create a performance of a Greek myth. Or, create an original myth that explains why something is the way it is in life and perform it for the class. Links for further instructions can be found at: http://teacher.scholastic.com/writewit/mff/mythswshop_index.htm - (Jane Yolen’s *Writing Your Own Myth*) and http://teacher.scholastic.com/writewit/mff/fractured_fairy.htm (Jon Scieszka’s project for writing fairy tales).

The Labyrinth ~ Create a maze-like obstacle course based on The Minotaur’s Labyrinth. Be sure to include some of the topographical challenges found in the Land of Mythical Monsters: footpath, rocky path, and mountain path. For an extra challenge, have students pair up. One student should be blind folded while the other one leads them through the obstacle course.

A Monster of Mythic Proportions ~ Hydras, Gorgons and the Minotaur, Oh my! With a variety of art supplies, students can design their own monster, complete with fierce and foul powers. Once created, write a story about, “The Day I Met _____” and present to the class.

The Siren’s Song ~ The Sirens are said to have a song that is hard to resist, but dangerous. In fact, sailors lured by the music often become entranced and shipwrecked. Compose a classroom song, complete with chilling lyrics. Need help getting started? Use the melody for “Row, Row, Row Your Boat” but change the lyrics.

Roundup of the Western Terror-tories

Tombstones ~ Take a careful look at the tombstones shown in the illustration of Tombstone’s Bone Orchard, students should create their own short rhyming epitaph for inclusion in the classroom graveyard. For a historical flair, use the Internet to research historical figures of the Wild West and create their tombstone epitaph. Makes an excellent bulletin board display.

Tumbleweed! Game ~ Tumbleweed! is a game based on commands that the Teacher or Leader shouts out while the kids move about the room. Each command requires the kids to strike a certain pose or do a certain action. Any kid who does not do the appropriate command for each word will be held in Bone Orchard until the Teacher shouts “Breakout!” and they can rejoin the game.

It is best to introduce only a few of the commands at a time so kids do not get overwhelmed. Over time, letting kids make up their own commands and actions can be fun.

<u>Command</u>	<u>Action</u>
Tumbleweed	curl into a ball on the floor and freeze until the command "Roundup" is given, then move about
Roundup	move about
Mine	2 people make a cave opening with their arms a la London Bridge
Gold	Jump up and down
Stagecoach	four students form a conga line
Mesa	get on all fours and form a table shape
Scorpion	Hide from view until the command "Roundup" is given.

You can trick kids by saying "Tumbleweed" or any other command but "Roundup". If the kids move they are out - they go to the Bone Orchard and they stay there QUIETLY UNTIL you say "Breakout" then they quietly sneak back into the game.

Tour of the Wicked Woods and Witchfield Village

And Now a Word from our Sponsor ~ In small groups, create a commercial for one of the shops in Witchfield Village (Spell Mart, Tess's Hexes, etc.). Be sure to introduce the owner of the business and spotlight at least 2 items sold. Perform the commercial for the class.

My Gingerbread Cottage ~ Using graham crackers as the walls and roof, frosting for glue (mix powdered sugar, egg whites and water), and lots of other candy for decorations have students create their own Gingerbread Cottage. Challenge ambitious classes to try and re-create the entire map of the Wicked Woods and Witchfield Village.

Trip through Transylvania

Ghost in the Graveyard! ~ Choose one person be the ghost. The rest of the group would stay on "base" and count " one o'clock, two o'clock, three o'clock, rock...'till they get to midnight (after every 3rd number say "rock"). Then go search for the ghost. Whoever finds the ghost yells "ghost in the graveyard" and all the seekers make a mad dash back to base. Whoever is tagged is the next ghost or ghosts.

If the playing space is not conducive to a student hiding, an object can be hidden instead.

Build Frankenstein's Monster ~ Dr. Frankenstein built his monster using re-purposed materials. Therefore, using items found in the recycling bin, have students build their own monster sculptures and decorate them with art supplies. For additional fun, create an instructional manual for making your monster.

Vampires Among Us game ~ The class sits in a circle with their eyes closed, while two people are secretly picked by the teacher to be the vampires or "it".

When the teacher says, everyone can open their eyes and look around at other people. The vampires' objective is to 'freeze' everyone in the room. They do this by making eye contact with someone and winking at them.

When someone is winked at, they have to freeze in place for five seconds, then "fall down", dramatically or not.

Everyone else has to look around and try and identify the "vampires".

Sleepwalking Tour of Nightmare House

Create a Creepy Soundscape ~ Nightmare House is filled with many creepy sounds. Brainstorm a list of these sounds. As a class, create and perform a soundscape for Nightmare House. For further exploration: create a bonus soundscape for one of the other maps in the book.

Phobia Diorama ~ As a class, generate a list of phobias or things people are afraid of. Using a shoebox turned on its side to represent a room in Nightmare House, create a diorama based on one of these phobias. Completed dioramas can be stacked on top of each other to create the class's own Nightmare House.

Museum of Haunted Objects

Possessed Sculpture game ~ The object of the game is to capture the Zombie Guard's "keys".

1. Choose a Zombie Guard. This person will tuck a bandana in their back pocket so that it is sticking out. This bandana will be the "keys". The rest of the students are the possessed sculpture.
2. The Guard will walk around the room. When the Guard has his/her back to them, the possessed sculpture can move. But when the Guard is looking they must freeze.
3. If the Guard sees anyone moving that student is out of the game. Students can take turns being the Zombie Guard.

Common Core State Standards Alignment Key

(1st-4th Grade ELA and Math)

READING STANDARDS FOR INFORMATIONAL TEXTS

GRADE 1 (1.RI)

- 1.RI.1 Ask and answer questions about key details in a text.
- 1.RI.2 Identify the main topic and retell key details of a text
- 1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- 1.RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- 1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- 1.RI.7 Use the illustrations and details in a text to describe its key ideas.
- 1.RI.8 Identify the reasons an author gives to support points in a text.
- 1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- 1.RI.10 With prompting and support, read informational texts appropriately complex for grade 1.

GRADE 2 (2.RI)

- 2.RI.1 Ask and answer such questions as *who, what, where, when, why* and *how* to demonstrate understanding of key details in a text.
- 2.RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- 2.RI.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- 2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- 2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- 2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.

GRADE 3 (3.RI)

- 3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to *grade 3 topic or subject area*.
- 3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- 3.RI.6 Distinguish their own point of view from that of the author of a text.
- 3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur.)
- 3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

GRADE 4 (4.RI)

- 4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- 4.RI.4 Determine the meaning of general and academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- 4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how information contributes to an understanding of the text in which it appears.
- 4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

SPEAKING AND LISTENING STANDARDS

GRADE 1 (1.SL)

- 1.SL.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - c. Ask questions to clear up any confusion about the topics and texts under discussion.
- 1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- 1.SL.4 Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.
- 1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

GRADE 2 (2.SL)

- 2.SL.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by linking their comments to the remarks of others.
 - c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- 2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- 2.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- 2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- 2.SL.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings.

GRADE 3 (3.SL)

- 3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
 - b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - d. Explain their own ideas and understanding in light of the discussion.
- 3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- 3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- 3.SL.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

GRADE 4 (4.SL)

- 4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- 4.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 4.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- 4.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- 4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

LANGUAGE STANDARDS

GRADE 1 (1.L)

- 1.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.

GRADE 2 (2.L)

- 2.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- 2.L.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

GRADE 3 (3.L)

- 3.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- 3.L.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

GRADE 4 (4.L)

- 4.L.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- 4.L.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

WRITING STANDARDS

GRADE 1 (1.W)

- 1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- 1.W.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- 1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

GRADE 2 (2.W)

- 2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- 2.W.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- 2.W.8 Recall information from experiences or gather information from provided sources to answer a question.

GRADE 3 (3.W)

- 3.W.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- 3.W.2c Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
- 3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

- b. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.
 - c. Use temporal words and phrases to signal event order.
 - d. Provide a sense of closure.
- 3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3).

GRADE 4 (4.W)

- 4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. Link ideas with categories of information using words and phrases (e.g., *another, for, example, also, because*).
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- 4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - b. Use dialogue and description to develop experiences and events to show the responses of characters to situations.
 - c. Use a variety of transitional words and phrases to manage the sequence of events.
 - d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - e. Provide a conclusion that follows from the narrated experiences or events.
- 4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3)

MATHEMATICS STANDARDS ~ MEASUREMENT AND DATA

GRADE 1 (1.MD)

- 1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.
- 1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

GRADE 2 (2.MD)

- 2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- 2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.
- 2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
- 2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
- 2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.
- 2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems⁴ using information presented in a bar graph.

GRADE 3 (3.MD)

3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.

GRADE 4 (4.MD)

4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...

4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.