**Guide for Teachers and Librarians: Integrating *Ghosts in the Hallway* into the Curriculum**

**Overview of the Book:**

**Title:** *Ghosts in the Hallway*  
**Series:** *The Haunted Chronicles*  
**Author:** Stacey Bottone  
**Target Age Group:** 9-13 years old (middle-grade)  
**Genre:** Paranormal Mystery, Supernatural Fiction  
**Themes:** Courage, Friendship, Trust, Facing Fear, Uncovering the Past

**Learning Objectives:**

By the end of these lessons, students will:

1. **Analyze characters** and their motivations in a supernatural setting.
2. **Identify themes** such as fear, friendship, and mystery, and how they are developed through the narrative.
3. **Explore narrative structure**, examining how suspense and pacing are used to engage readers.
4. **Enhance critical thinking** through problem-solving activities that link directly to the plot (escape room activity, group discussions).
5. **Improve reading comprehension** through close reading, discussion, and written analysis.
6. **Connect fiction with real-world history or supernatural lore**, integrating research-based projects.

**Chapter-by-Chapter Discussion Questions:**

These can be used as writing prompts or class discussions to deepen comprehension.

**Chapter 1: The New Arrival**

* **Discussion Prompt:** What clues in the first chapter suggest that Mr. Enoch might not be an ordinary substitute teacher? How does the author build suspense early in the story?
* **Activity:** Have students keep a "Suspense Tracker" where they note moments that create tension, mystery, or surprise.

**Chapter 2: Odd Behavior**

* **Discussion Prompt:** Why do you think the students in the cafeteria begin to act strangely after Mr. Enoch’s arrival? How does Brynn’s reaction set her apart as the protagonist?
* **Activity:** Small group roleplay — students act out the scene and analyze Brynn’s emotional state and how it guides her actions.

**Chapter 3: The Forgotten Teacher**

* **Discussion Prompt:** How does Brynn’s discovery of Mr. Enoch’s past increase the stakes in the story? Why is it important that he is connected to the school’s history?
* **Activity:** Research project — Students research urban legends or mysteries from their local area. How do these stories compare to *Ghosts in the Hallway*?

**Chapter 6: The Hidden Ritual**

* **Discussion Prompt:** What are the signs that Mr. Enoch is preparing a dark ritual? How does Brynn’s courage evolve as the story progresses?
* **Activity:** Map out the narrative arc (rising action, climax, resolution) of this chapter and discuss how tension is built.

**Epilogue: The New Teacher**

* **Discussion Prompt:** How does the author leave the reader with a sense of unease at the end of the book? What might happen next in the series?
* **Activity:** Creative writing prompt — Ask students to write a one-page alternate ending or epilogue based on their own interpretation of the story.

**Classroom Activities:**

**1. Create a "Ghost Hunt" Scavenger Hunt (Literary Elements Exploration)**

**Objective:** This activity allows students to engage with literary devices used in the story (foreshadowing, irony, suspense).

* Hide clues from the story around the classroom, and students must use context from the book to find them.
* Each clue represents a literary device used in the book. For example, a note on foreshadowing could ask: "What events foreshadowed the reveal of Mr. Enoch’s true identity?"

**Materials Needed:**

* Printed clues with excerpts from the text.
* A small reward or certificate for completing the scavenger hunt.

**2. Escape Room Classroom Activity (Problem-Solving & Critical Thinking)**

**Objective:** Students work together to solve puzzles that connect directly to events in the book, reinforcing problem-solving and comprehension skills.

* The escape room is centered around "breaking the spell" of Mr. Enoch. Puzzles include deciphering codes (based on the mysterious messages Brynn receives), unlocking hidden symbols (relating to the ritual), and solving word puzzles tied to the themes of the story.

**Materials Needed:**

* Combination locks (physical or digital).
* A set of clues or code-breaking challenges.
* Key story elements (such as symbols from the ritual) used in the puzzle design.

**3. Character Diary Entry (Creative Writing)**

**Objective:** Students write a diary entry from the perspective of one of the main characters.

* They choose to write as Brynn, Aylin, or Liam, detailing their thoughts during a key moment of the story (e.g., discovering the truth about Mr. Enoch).

**Materials Needed:**

* Diary entry templates.
* A rubric for creative writing assessment.

**4. History Meets Fiction (Research Project)**

**Objective:** Students research real-world historical events or figures that mirror elements of the supernatural or mysterious in *Ghosts in the Hallway*.

* For example, they could look into the history of haunted locations or mysterious disappearances.

**Materials Needed:**

* Access to library or online databases.
* Presentation tools (poster boards, slideshows).