

## Sample LESSON SEQUENCE FOR *Ghost House*, Chapter 1

<p><b>Learning focus:</b>          Comprehension: Character analysis (inference)          Word/Language Study: apostrophes for possessives and contractions</p>	<p><b>Text:</b> <i>Ghost House</i>, Chapter 1</p>
<p><b>Preview:</b> <i>This is a book about three boys who dare each other to spend the night in an old house that they think is haunted.</i></p> <p><b>Prior Knowledge:</b> TTYN (“Talk to your Neighbour”) about what story elements you might expect to find in a book about a haunted house. .</p> <p><b>Purpose:</b> <i>We know that there are three ways we learn about characters when we read: from what the author says directly about them, from what they say and do, and from what others say to and about them. In this chapter, we learn about the four main characters: Tyler, Zach, AJ, Hammy. As you read, think about each of the characters. At the end, we’re going to talk about what we know about each character – and how we learned about them.</i></p>	
<p><b>DAY 1</b></p> <ul style="list-style-type: none"> <li>- Book introduction</li> <li>- Read pages 3-4 aloud while students follow. Talk about what has been learned about the characters so far and how this information is conveyed. (Zach: little brother; Hammy: good skateboarder; Tyler: big brother, smart mouth, not afraid; AJ: real name Alexander; All four characters: like to laugh, friends, hang out together)          Create a character chart, sorted by “in the book” (literal) and “in my head” (inferential). Require students to find evidence in the text.</li> <li>- Put a “stop sign” Post-It down at the end of page 7 and have students read silently. (Teacher listens to each one in turn for a few seconds by tapping on the book as a signal to raise their voice.)</li> <li>- Stop and talk: <i>What can we add to the character chart?</i></li> </ul>	<p><b>Must-do:</b></p> <p>Finish reading the chapter.</p> <p>Create your own character chart (paper folded in half, labeled “in the book/in my head”). Jot 2-3 things learned about each of the three main characters.</p>

<p><b>DAY 2</b></p> <ul style="list-style-type: none"> <li>- Revisit Must do task. Be sure students understand the difference between a trait (good skateboarder) and evidence from the text (“Hammy did a 180 ollie that looked pretty slick.”). Add new ideas to the group character chart.</li> <li>- Review the characteristics of good oral reading: volume, expression, phrasing, pacing. Have students reread the chapter aloud in pairs, taking turns reading half pages; listen in on individual students and take anecdotal notes.</li> <li>- Discuss: What do you think of the dare? Are the stakes equal? Which characters do you predict will stay in the house? Why do you think so?</li> </ul>	<p><b>Must Do</b></p> <ul style="list-style-type: none"> <li>- Create a Venn diagram to compare the characters of Tyler and Hammy (see attached graphic organizer).</li> </ul>
<p><b>DAY 3</b></p> <ul style="list-style-type: none"> <li>- Invite students to read their must-do responses aloud.</li> <li>- Language/Word study: apostrophes Have the students scan the text for examples of words with apostrophes and use highlighting tape to mark them. Create a chart labeled “Possessives” and “Contractions” to sort the words.</li> <li>- Discussion: How do you think the boys should prepare for the night in the haunted house? What should they do to let someone know where they are in case something happens to them?</li> </ul>	<p><b>Must-do</b></p> <p>Extended Response: As Tyler, write a note to your mom, explaining what you are doing and why you feel you have to do it. Your response should have three parts:</p> <ol style="list-style-type: none"> <li>1) where you are going to be overnight</li> <li>2) why you decided to stay overnight in the haunted house</li> <li>3) why she shouldn’t be angry with you</li> </ol>

Note that a FREE readers’ theatre script for an excerpt from *Ghost House* may be found on the HIP website at <http://www.hip-books.com/documents/File/Ghost%20House%20play.pdf>. Additional discussion questions and graphic organizers may be found in the teachers’ guide for *Ghost House*, which may be purchased at [www.hip-books.com](http://www.hip-books.com).

## VENN DIAGRAM: CHARACTER

A Venn Diagram is a special kind of graphic organizer that enables you to record the similarities and differences between two people or things. In each box, write down the unique characteristics Tyler and Hammy. In the centre (overlapping) section, write down the characteristics that they have in common.

