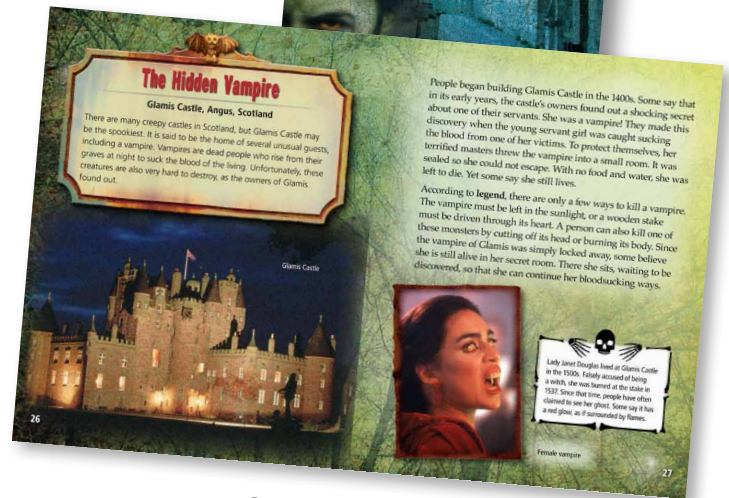
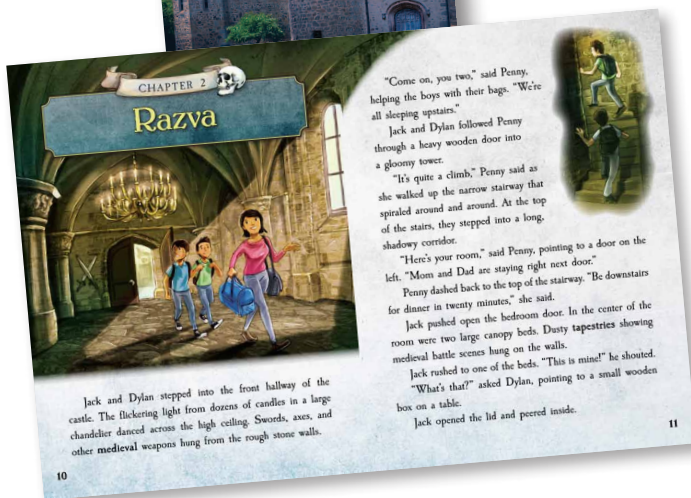
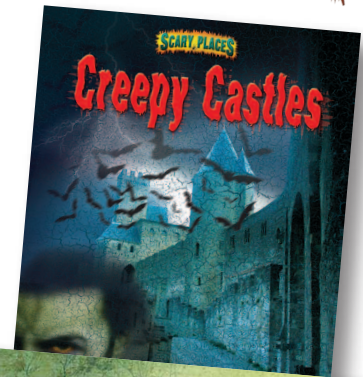
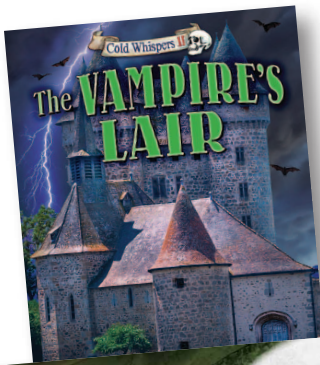


The Vampire's Lair COMBO



Teacher's Guide



**Cold Whispers II:
The Vampire's Lair**

**Scary Places:
Creepy Castles**

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.

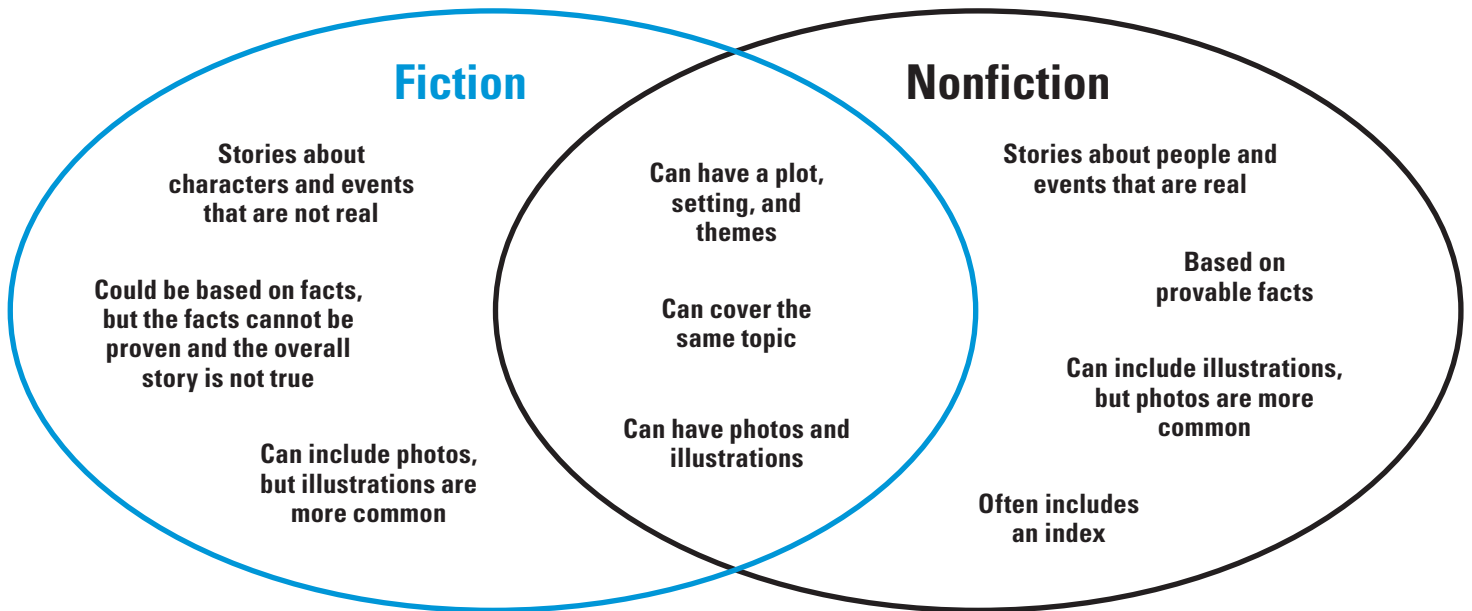
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

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 II: *The Vampire's Lair* and Scary Places: *Creepy Castles*

Objective: To have students compare fiction and nonfiction texts about castles

1. Read

Have students read the Cold Whispers title, *The Vampire's Lair*. Then have them read the Scary Places title, *Creepy Castles*. 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 Styles

Have students think about the writing styles in the fiction and nonfiction books.

In a fictional story, dialogue, or conversations between the characters, is used to describe what is happening in the moment, explain parts of the plot, and move the plot forward.

For example, in *The Vampire's Lair*, we learn about vampire-killing kits through a dialogue between Razva and the twins (pages 12–13). Ask students to read this text and write a description of the castle's vampire-killing kit using a nonfiction style of writing.

Then ask students to choose a story from *Creepy Castles* and rewrite it as dialogue between two people. For example, the nonfiction text from pages 8–9 may be written as:

"Why was Prince Vlad known as Vlad the Impaler?" asked Tom, nervously.
Sam gave a horrible grin. "Because he used to impale his enemies on sharp poles and leave them to die!"

3. Challenge Students: Is He a Vampire?

Ask students to think about the character Razva. At first, did they think Razva was a vampire? This is called misdirection. The author gives information that leads the reader to think or feel a certain way about a character. The reader is not lied to, but is simply led in the wrong direction! Why might an author do this? How does it affect the story?

In which parts of the story did the author want readers to think Razva was a vampire because of his actions? Students should list examples, such as:

- "All evening, their sister's fiancé had seemed uneasy. He'd disappeared from the room for several minutes at a time. And he hadn't eaten a single bite of food." (pages 14–15)
- "To Jack's horror, he saw a dark figure try to open the door to their parents' room . . . It was Razva!" (page 16)

What was Razva really doing in these examples, and what were his true motivations?

4. Extend Knowledge: Night in a Creepy Castle

Ask students to imagine that they are spending a night in one of the real life castles from *Creepy Castles*. Have students write a short story about their spooky night. They should include an example of a dialogue and an example of misdirection in their story. For example, the main character might have a conversation with another person who readers think is real, but who turns out to be the castle's ghost!

