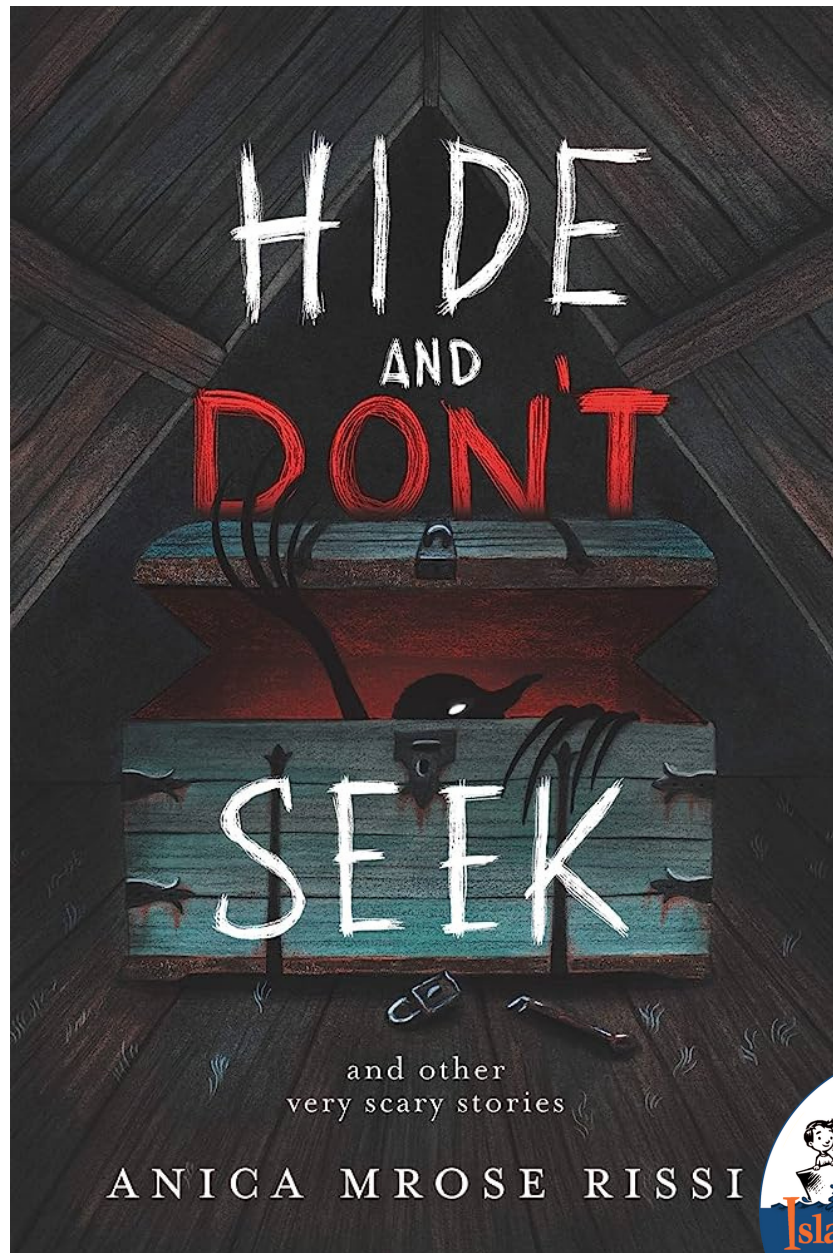


# EXPLORE MORE BOOK GUIDE

Activities, tools & resources for  
learning with this book!



## HAVE QUESTIONS?

Please contact Alison Johnson at IRW, 207-460-6828 or  
[ajohnson@islandreadersandwriters.org](mailto:ajohnson@islandreadersandwriters.org).

[www.islandreadersandwriters.org](http://www.islandreadersandwriters.org)  
P.O. Box 227 Mount Desert, ME 04660 | 207- 244-5111

# EXPLORE MORE BOOK GUIDE

Getting Started: **BEFORE** reading the book!

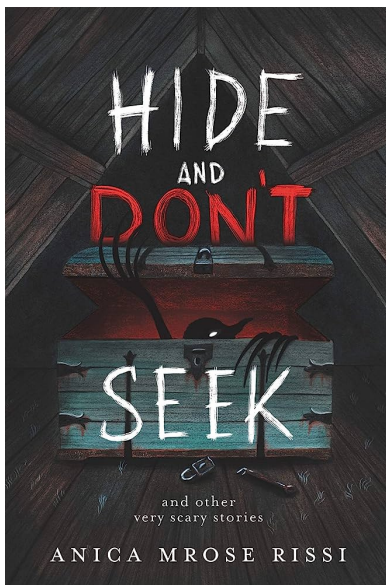
Interested in a guided session with a trained facilitator in the Visual Thinking Strategies process?

Watch this [video](#) to learn more about VTS.



Please contact Alison Johnson at IRW:  
207-460-6828 or [email](#).

Use the Visual Thinking Strategy (VTS) questions below to orient readers, and to help guide a group discussion. Begin by taking a quiet moment to look closely at the book jacket, allowing time for observation and contemplation of the images.



If virtual, ask your students to summarize (or you paraphrase if synchronous) their ideas in short notes in a Google Doc or other format (Padlet, etc.) Build on the group ideas and communal knowledge during your discussion.

- *What is going on in this picture?*
- *What do you see that makes you say that? (provide evidence)*
- *What more can we find?*

*SL.1. Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.*

*SL.2. Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.*

*SL.3 Present information and supporting evidence appropriate to task, purpose, and audience so listeners can follow the line of reasoning and incorporate multimedia when appropriate.*

*R.4. Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the texts.*

*R.5 Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development throughout each text.*

*R.6. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.*

*R.8 Analyze the structure of various texts, including how the features and components relate to each other and the whole.*

*R.9. Assess how perspective or purpose shapes the content and style of various texts.*

*R.10 Evaluate the argument and specific claims in various texts.*

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## MEET ANICA MROSE RISSI

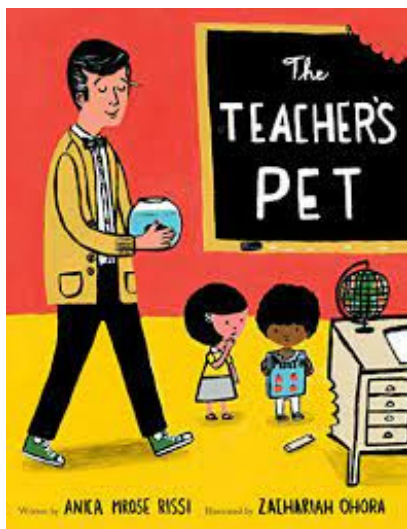


Anica Mrose Rissi is the award-winning author of more than a dozen books for kids and teens, including picture books, chapter books, middle grade, and YA. Her essays have been published by *The Writer* and the *New York Times*, and she plays fiddle in and writes lyrics for the band.

Anica grew up in Maine and spent many years in New York City, where she worked as an executive editor in children's book publishing. She currently lives in rural New Jersey with her very good dog, [Sweet Potato](#).

Listen to Anica read *Hide and Don't Seek* [HERE](#).

## MORE BOOKS BY ANICA



Learn more  
about Anica  
[HERE](#).

# EXPLORE MORE BOOK GUIDE

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## LET'S TALK! Discussion Questions

- There are 20 scary stories in this collection. Look at the titles and think about what story you might write based on them. Or, maybe you change the title slightly to create a new idea! For example, what if “Truly Delicious” was “Truly Disgusting”?
- “Dear Reader—” Anica wrote an opening letter to readers in this book and talks a bit about what she finds scary. Talk with friends and make a list of what scares each of you. Is there any crossover? Maybe you can make a Venn Diagram of fears. How many are “traditionally” scary? Which fears surprise you?
- Ghost stories and superstitions get passed down through families and local towns. Do you have any to share? Gather your friends around and take turns sharing. Try asking your caregivers if they know any old tales. Or ask around about local legends to bring back to your group. (Enhance your experience by gathering under a blanket with flashlights!)
- Some things are traditionally scary like monsters and vampires. Psychological horror keeps the monsters hidden and lurking in the shadows. Which kind do you prefer?

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## LET'S CREATE! Book-Inspired Art

1. Act out story #17, Superstition: The Play.
2. Read one of history’s most famous scary poems, The Raven, by Edgar Allan Poe. Can you create some illustrations to accompany it?

[THE RAVEN BY EDGAR ALLAN POE | POETRY FOUNDATION](#)

3. You can listen to a reading of it by James Earl Jones here:

[THE RAVEN READ BY JAMES EARL JONES](#)



# EXPLORE MORE BOOK GUIDE

## LET'S CREATE!

4. Make your own Chapbook of scary stories perhaps using stories shared in the **Let's Talk** section. Try including some plot devices in your stories.

[Chapbooks | The British Library](#)

### PLOT DEVICE:

A technique that is used to drive the action in the story forward or create suspense

### THE ALIBI

An excuse that proves your character could not have committed the crime in question

### THE CLIFFHANGER

an ending that leaves the reader in suspense and wanting more, an unresolved ending

### THE BIG DUMB OBJECT

any mysterious object with immense power that appears in the story

### THE DISGUISE

something that hides the true identity of a character

### THE FALSE DEATH

convincing the reader that someone dies only to have them reappear later in the story

### THE PLOT TWIST

something that suddenly changes the story from what the reader expected

### THE RED HERRING

a clue or detail that diverts the readers' attention away from something significant within the plot.

### CHAPBOOKS:

A small publication of up to 40 pages, sometimes bound with a saddle stitch. In early modern Europe, a chapbook was a type of printed street literature.

# EXPLORE MORE BOOK GUIDE

## Let's Dive Deeper! Explore More

- Get in the mood. Listen to some scary music to start or end your day or while writing your own spooky story.
- Maine has its own stories of specters on the roads. Below is a link to one that comes from the Downeast Region. Watch and discuss. Would you stop? Can you create your own video version of this story? Enlist your friends and reenact the scene!

[The Story of Catherine's Hill](#)

- [Ghosts | The Sullivan - Sorrento Historical Society of Maine](#)

## Let's Read More! Text-to-Text Connections

