

CELEBRATE SPOOKY SEASON

with Gale In Context: Elementary
TEACHER DIRECTIONS

SAID IS DEAD – Use these words instead

- Begin by discussing dialogue with students. This is a good time to teach or review proper punctuation when writing dialogue.
- Then introduce students to the **Said is Dead** document, focusing on the “**Use These Words Instead**” section.
- Discuss **connotation** and how different words illicit different feelings. You can have students work in pairs or groups to speak to each other in the tone they associate with different words on the “**Use These Words Instead**” list.
- **Note:** This is spooky themed for October. Feel free to get creative with how you present this to your students!

SAID IS DEAD – Practice

- In this activity, students will begin by reading the story “The Ghost of Yuckachi Swamp” in *Gale In Context: Elementary* (linked below). They will **highlight** each time the author uses a word other than “**said**” in dialogue. To review using the **Highlights and Notes** tool in Gale, view this quick **tutorial** - <https://support.gale.com/doc/galetools-video2>
- You can have students share their highlights with you using Google Drive or Microsoft OneDrive - <https://support.gale.com/doc/galetools-video3>
- Students will then answer the questions below, rewording times in the story when the author does use the word “said”.

SPOOKY STORIES

- Students will then read a couple of spooky stories and answer questions regarding **setting, characterization, and suspense**. This is a good time to teach or review these concepts.
- Students will answer the corresponding questions after reading.

Short Story	Link
“The Ghost of Yuckachi Swamp”	https://link.gale.com/apps/doc/A128364263/ITKE?
“The Basement Ghost”	https://link.gale.com/apps/doc/A152195038/ITKE?
“The Night We Met the Monster”	https://link.gale.com/apps/doc/A780194179/ITKE?
*Make sure students have accessed Gale In Context: Elementary before entering the links	

CELEBRATE SPOOKY SEASON

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TEACHER DIRECTIONS

SPOOKY WRITING

- Students will now practice what they have learned by writing their own spooky story, focusing on **word choice** and **connotation, setting, characterization, building suspense**, and **overall writing**.

	4	3	2	1
Word Choice & Connotation	Excellent Creative use of words other than "said" to express dialogue.	Good Effective use of words other than "said" to express dialogue.	Fair Adequate use of words other than "said" to express dialogue.	Needs Improvement Limited use of words other than "said" to express dialogue.
Spooky Setting	Excellent Adjectives effectively and vividly describe the spooky setting, creating a strong sense of atmosphere.	Good Adjectives used describe the spooky setting, creating a noticeable atmosphere.	Fair Adjectives used describe the spooky setting, but with some room for improvement.	Needs Improvement Limited or weak use of adjectives to establish a spooky setting, lacking in descriptive details or establishing a strong atmosphere.
Characterization	Excellent Characters are well-developed, with clear traits, emotions, and motivations.	Good Characters are introduced with some traits and emotions.	Fair Characters are introduced with basic traits and emotions.	Needs Improvement Characters are introduced with limited traits or lack of depth.
Building Suspense	Excellent Descriptive language effectively builds suspense and engages the reader.	Good Descriptive language creates some suspense and engages the reader.	Fair Some use of descriptive language to build suspense, but with limited effectiveness.	Needs Improvement Limited use of descriptive language to build suspense or lacks in creating a sense of anticipation.
Overall Writing	Excellent The story demonstrates excellent writing skills, with a clear structure, coherence, and engaging language.	Good The story demonstrates good writing skills, showing a coherent structure and engaging language.	Fair The story shows some writing skills, but with some inconsistencies in structure and language.	Needs Improvement The story lacks clarity, coherence, and overall writing skills. It may be difficult to follow and lacks engagement.

SAID IS DEAD

Today, we gather to bid farewell to "**said**," a faithful companion in our writing. This unassuming word played a vital role in attributing dialogue, providing structure and clarity to our stories. However, as we embark on a new chapter of our writing journey, we must embrace the opportunity to explore alternative ways of conveying dialogue. We honor "**said**" by challenging ourselves to use a rich palette of synonyms and descriptors, breathing life into our characters' words and creating immersive experiences for our readers.

With gratitude for its loyal service, we bid farewell to "**said**." Let us embrace the vibrant array of words at our disposal, using them to craft masterpieces that captivate and inspire. Farewell, dear "**said**," and thank you for paving the way for our literary evolution.

SAID IS DEAD, USE THESE WORDS INSTEAD.

argued
babbled
begged
bellowed
chanted
chirped
commanded
complained
confessed
concluded
cried
declared
described
echoed
exclaimed
explained
gaspd
giggled
grumbled
hissed
hoped
inquired
insisted

instructed
interjected
jeered
joked
lamented
laughed
lectured
mocked
mumbled
murmured
mused
muttered
nagged
objected
observed
pleaded
pondered
preached
prayed
protested
purred
quipped
questioned

recited
replied
reasoned
roared
screamed
shouted
sighed
sneered
sobbed
stammered
suggested
taunted
teased
urged
uttered
ventured
wailed
whispered
whimpered
whined
wished
yawned
yelled

SAID IS DEAD

Directions:

To make spooky stories spookier, we can use special words that create a scary feeling. These words have something called **connotations**, which means they make us feel certain emotions.

Begin by reading "[The Ghost of Yuckachi Swamp](#)" in *Gale In Context: Elementary*. Using the [Highlight tool](#), highlight each time the author uses a word other than "said" when a character speaks.

"Trick of treat!" **cheered** the children piled on the stoop with their candy bags lifted in anticipation.

"Are you ready for a night of frightful fun?" **sneered** the witch, while the werewolf **howled**, "Absolutely, let's make this Halloween unforgettable!"

After reading and highlighting the story, complete the fill-in-the-blank questions below.

The author uses "said" 5 times in the story. Using the **Said is Dead list**, replace said with a word that has a better **connotation**.

1. "Crocodiles do not sing," ~~said~~ _____ Granddaddy with a scowl.
2. Granddaddy saw him at the edge of the forest. "Thank you, Donald," he ~~said~~ _____.
3. "Please stay," his mother ~~said~~ _____. "We missed you."
4. "If you must sing, you must," his father ~~said~~ _____. "But please sing softly."
5. "Donald, I have a secret to tell you," he ~~said~~ _____.

What are some other things you would have changed in the story to make it spookier?

SPOOKY STORIES

Directions:

Another way that writers make stories spooky is by developing the **setting**, using **characterization**, and creating **suspense**.

Begin by reading "[The Basement Ghost](#)" in *Gale In Context: Elementary*. After reading, answer the questions below.

Setting:

How does the author create a spooky atmosphere in the story?

What details in the story help you imagine the attic and the hallway at night?

Characterization:

How would you describe Rebecca's character? What actions or decisions show her bravery?

How does Robbie's character change throughout the story? What emotions does he experience?

Suspense:

What events in the story build suspense and make it feel scary?

How does the author use the noise in the attic to keep readers engaged and curious?

SPOOKY STORIES

Directions:

Now read "[The Night We Met the Monster](#)" and look for more examples of spooky setting, characterization, and suspense.

Setting:

How does the author create a spooky atmosphere in the story? What details help you imagine the setting?

How does the use of thunder, lightning, and the fireplace contribute to the overall mood?

Characterization:

How would you describe Mindy's character? What actions or decisions show her bravery?

How does the author use dialogue and actions to reveal the friendship between Mindy and Susan?

Suspense:

What events in the story build suspense and make it feel scary?

How does the author create tension through the noises and the girls' reactions?

What clues or hints does the author provide to make you wonder about the source of the noise?
