



TEACHING GUIDE

A COMPREHENSIVE, FIVE-DAY LESSON PLAN WITH PRINTABLE ACTIVITY HANDOUTS. TOPICS COVERED INCLUDE PRE-READING STRATEGIES, CHARACTERIZATION, NARRATIVE STRUCTURE, STORY ELEMENTS, AND THEME.



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INTRODUCTION

This comprehensive guide is designed to assist teachers and students in exploring the book, allowing them to delve deeper into its themes, characters, and literary elements.

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SUMMARY OF CHAPTER ONE

Josh is excited about spending his first night home alone, but his mother ruins his enthusiasm by bombarding him with chores and rules. She insists he sort through his toys and take out the trash, and she reminds him to eat something healthy before indulging in junk food. She also reveals her knowledge of his father's secret stash of soda and asks Josh to watch over her prized plant, the Lunabelle, which is nearly extinct and supposedly possesses special powers. His mother explains that the plant springs to life at night and requires trimming, beetle feeding, and keeping it out of the moonlight. Finally, his parents leave, and Josh messages his friends to let them know the party can begin. As he looks at the dormant Lunabelle, he knows that the night is still young and the plant isn't awake yet.

CHAPTER ONE VOCABULARY

Note to Teachers: Remember to provide examples and context when introducing these words to help students better understand their meanings. Encourage them to use the words in sentences or discuss their connections to the chapter or their own experiences.

1. **Hyped (adjective):** Very excited or enthusiastic about something.
2. **Linger (verb):** To stay or remain in a place longer than necessary.
3. **Impromptu (adjective):** Done without planning or preparation.
4. **Exotic (adjective):** Unusual, striking, or fascinating because of coming from a distant or foreign country.
5. **Extinct (adjective):** No longer existing or living.
6. **Dormant (adjective):** In a state of rest or inactivity.
7. **Conservation (noun):** The protection and preservation of natural resources or endangered species.

8. **Evidence (noun):** Facts or information that support a claim or belief.
9. **Habitat (noun):** The natural environment where a plant or animal species typically lives.
10. **Characteristics (noun):** Distinctive qualities or features that define something or someone.

CHAPTER ONE DISCUSSION QUESTIONS

1. How does Josh feel about having his first night home alone? Why?
2. Why is Josh frustrated with his mother? Can you relate to his feelings?
3. How does Josh initially feel about taking care of the Lunabelle plant? How does his mother's explanation change his perspective?
4. How does Josh feel when his parents finally leave? Why does he immediately message his friends?
5. How do you think Josh's parent-free night will unfold? What do you predict will happen next in the story?



LESSON PLAN #1: PRE-READING STRATEGIES FOR *VENUS CHILD TRAP*

Grade Level: 4-6 Time: 60 minutes

Learning Objectives

By the end of this lesson, students will be able to utilize pre-reading strategies to:

- Generate interest in the book
- Activate prior knowledge of storytelling structure
- Make predictions about the story

Materials

- Copies of *Venus Child Trap*
- A picture from the book
- Chart paper or whiteboard
- Markers or whiteboard markers
- Sticky notes
- Vocabulary and KWL Graphic organizers

Anticipation Guide (15 minutes)

1. While optional, we've included a "Waiver of Responsibility" for students to sign. This is a contract where students promise they won't sue their teachers for any nightmares they have after reading the book. It's a fun way to grab the attention of students with a suggestion that this reading assignment may be different than the last.
2. Show the students illustrations from the book, then ask them to spend several minutes free-writing their predictions for the story. Have children pair up and share their thoughts.
3. Read the first sentence of the book. "Josh was hyped to spend his first night alone." Ask students to predict what the chapter will be about based solely on this first line. Write their predictions on the chart paper or whiteboard.
4. Distribute sticky notes to students and ask them to write down two things they already know or think they know about **taking responsibility**. Have them stick their notes on a designated area of the classroom wall or whiteboard.
5. Engage students in a brief discussion about their predictions for the story and their understanding of what it means to take responsibility. Encourage them to share their thoughts and experiences related to being home alone and/or having responsibilities (such as chores or caring for pets).

Picture Walk (15 minutes)

1. Show students the book cover and/or illustrations from the book. Ask them to observe the image(s) carefully and make observations about what they see.
2. Explain that a picture walk involves looking at pictures from the book without reading the text and using the cover and illustrations to make predictions about the story. Model the process by flipping through the pages and pointing out key visuals.
3. Divide students into small groups and have them discuss their predictions and observations based on the illustrations.

Vocabulary Preview (15 minutes)

1. Introduce a selection of vocabulary words from the 1st chapter, chosen from the vocabulary list provided. Write each word on the chart paper or whiteboard.
2. Engage students in a brief discussion about the meanings of the words. Encourage them to share any prior knowledge or connections they have to the words.
3. In pairs or small groups, have students use the words in meaningful sentences (see vocabulary graphic organizer at the end of the teaching guide). This can be done orally or in writing.

KWL Chart (10 minutes)

1. Introduce the KWL (Know-Want to Know-Learned) chart to the class. Explain that it is a graphic organizer used to activate prior knowledge, generate questions, and reflect on new learning.
2. Create a KWL chart on the board or distribute pre-made graphic organizers to students (see graphic organizers at the end of this teaching guide)
3. As a class, complete the "K" (Know) section by listing what students *already know* or *think they know* about the book based on previous discussions, then write down what they *want to know* about the book or questions they have. At the end of the week they can finish filling out the KWL worksheet by sharing what they *learned*.

Closure (5 minutes)

1. Have a brief class discussion to summarize the pre-reading strategies used and the information students have gathered so far.
2. Encourage students to reflect on their predictions, questions, and newfound interest in the chapter.
3. Assign the first few chapters as homework, reminding students to pay attention to their predictions, questions, and the vocabulary words discussed, OR, if time allows read portions of the book out loud in class while students follow along in the book.

Assessment

Formative assessment will take place during the whole-class discussion of student predictions for the story, assessing how well students make predictions and understand how stories unfold. The teacher can also assess prior knowledge of the vocabulary as well as with the KWL. Teachers will collect the vocabulary graphic organizers to assess the vocabulary definitions and sentences. The KWL will be collected and assessed at the end of the week when the third column is completed at the end of the story.

Possible Extension Activities:

Have students create a comic strip or storyboard depicting their predictions for the chapter before reading it.

Ask students to write a brief journal entry reflecting on their own experiences or feelings about being home alone.



SUMMARY OF CHAPTER TWO

Josh and his friends compete in an intense Nerf gun battle throughout the house. The kitchen is left in disarray with spilled food and dirty dishes. Josh is determined to win, but he runs out of ammo and surrenders to Asia. They move on to find Derrick, who has been distracted by his phone. Disappointed with Derrick's lack of engagement, Feeling bored, Derrick suggests they do something more exciting. They discuss going on an adventure. Josh hesitates because he needs to feed his the Lunabelle just after sunset, but he eventually gives in and joins his friends on their journey to a nearby park.

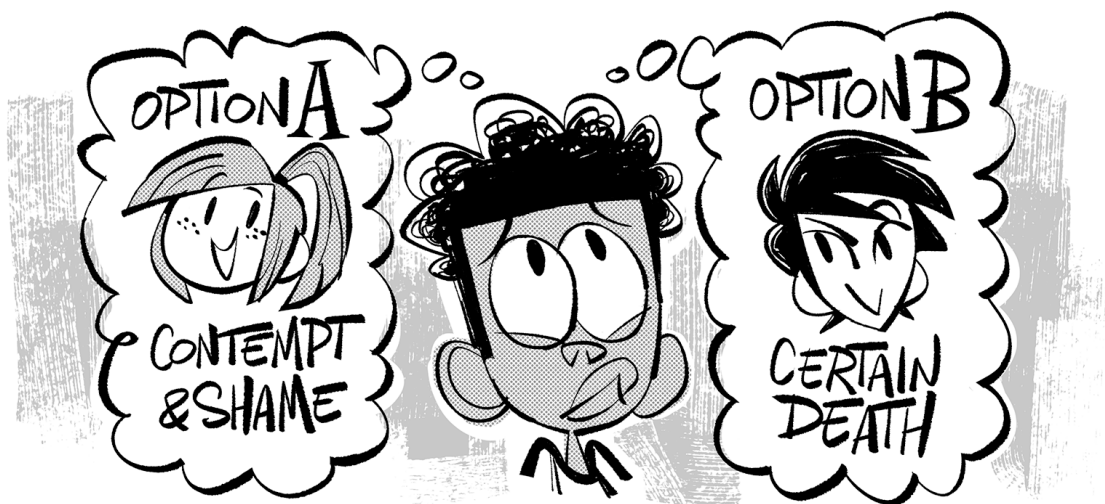
CHAPTER TWO VOCABULARY

1. **Littered (adjective):** Covered or scattered with objects or debris in a disorderly way.
2. **Residue (noun):** A small amount of something that remains after the main part has gone or been removed.
3. **Gnawed (verb):** Chewed or bitten persistently.
4. **Avalanche (noun):** A mass of snow, ice, or rock that rapidly falls down a mountainside.
5. **Slunk (verb):** To move quietly or stealthily, often with a sense of guilt or shame.
6. **Mischievous (adjective):** Playfully causing trouble or annoyance.
7. **Referee (noun):** A person who is responsible for enforcing rules and maintaining order during a game or competition.
8. **Nocturnal (adjective):** Active or occurring during the night.

9. **Consequences (noun):** Results or effects that follow from a particular action or decision.
10. **Disarray (noun):** Disorder or confusion.

CHAPTER TWO DISCUSSION QUESTIONS

1. Describe the state of the kitchen after Josh in the opening moments of this chapter. How would you feel if your kitchen looked like that? How would your parents feel if they returned to discover such a mess?
2. Why does Asia show frustration toward Derrick when she finds him on his phone? How does this conflict reflect their differing perspectives on the game?
3. Why does Josh feel torn between siding with Asia or Derrick? How does he ultimately make his decision?
4. Reflecting on Josh's decision, do you think he made the right choice? Why or why not? What would you have done in his situation?
5. How does the chapter end? What does Josh's observation of the Lunabelle tell us about the plant and his decision to delay feeding it?



LESSON PLAN #2: EXPLORING CHARACTERIZATION IN *VENUS CHILD TRAP*

Grade Level: 4-6 Time: 60 minutes

Learning Objectives

By the end of this lesson, students will be able to:

- Analyze and identify key character traits and motivations
- Examine the actions, dialogue, and thoughts of the characters in the story

Materials

- Copies of *Venus Child Trap*
- Chart paper or whiteboard
- Markers or whiteboard markers
- Character Traits Graphic Organizer

Introduction (5 minutes)

1. Begin with a brief recap of the story so far.
2. Discuss the concept of characterization. Explain that authors use different techniques to develop and reveal character traits, including their actions, dialogue, thoughts, and interactions with others.
3. Provide a brief overview of the main characters in the book. Explain that students will be analyzing these characters in more detail.

Character Trait Brainstorm (10 minutes)

1. Choose one character from the book to focus on for the lesson. Discuss the character's name, role, and significant actions or events related to them.
2. Create a character traits anchor chart on the chart paper or whiteboard, labeling it with the chosen character's name. Ask students to brainstorm and contribute adjectives or descriptive words that describe the character's personality or traits.
3. Record their responses on the anchor chart, discussing the reasons behind their choices. Encourage students to support their ideas with evidence from the book.
4. Alternatively, teachers can have students work independently to fill out the character traits graphic organizer at the end of this teaching guide.

Analyzing Actions and Dialogue (15 minutes)

1. Explain that readers can analyze the character's actions and dialogue to understand their motivations and traits better.
2. In pairs or small groups, have students reread specific sections or scenes from the book that highlight the character's actions or dialogue.
3. Ask students to identify specific actions and lines of dialogue that reveal the character's traits or motivations. Encourage them to discuss and support their choices with evidence from the text.

Exploring Thoughts and Inner Desires (15 minutes)

1. Guide students in discussing the character's thoughts and inner desires by focusing on moments of introspection or internal conflict in the story.
2. Encourage students to think about how these inner thoughts or desires shape the character's actions and decisions.

Whole-Class Discussion (10 minutes)

1. Bring students together as a class and invite volunteers to share their findings.
2. Discuss the character's traits, actions, dialogue, and motivations based on the evidence collected.
3. Encourage students to ask questions and engage in a respectful conversation about the character, considering different perspectives and interpretations.

Independent Activity (10 minutes)

1. Ask students to choose another character from the book and complete a Character Traits graphic organizer for that character individually.
2. Remind them to refer back to the text for evidence and to use their observations and analysis to support their choices.

Closure (5 minutes)

1. Wrap up the lesson by having a brief class discussion about the importance of analyzing characters in understanding a story's plot, conflicts, and themes.
2. Emphasize how identifying and analyzing character traits and motivations enhances our comprehension and appreciation of the text.

Assessment

Assessment of student understanding can take place during whole-class discussion. The teacher can then collect the graphic organizers completed in class.

Possible Extension Activities

Encourage students to write a short narrative or monologue from the perspective of one of the characters, showcasing their thoughts and motivations.

Have students compare and contrast the traits and motivations of two different characters.



SUMMARY OF CHAPTERS 3-4

Josh and his friends return from the park to discover the Lunabelle has grown out-of-control and taken over his mother's office. Concerned about the plant's strange behavior, the kids decide to trim it down to size. However, when they attempt to cut back the vines, the Lunabelle springs to life and overpowers them. Just as the situation seems dire, Asia grabs the planter and smashes it on the floor. Unfortunately, the brave move backfires. Now free from its prison, the monster rises up on a tangle of dirty roots then scurries out of the room, leaving the kids uncertain of what to do next.

CHAPTER 3-4 VOCABULARY

1. **Bobbed (verb):** Moved up and down in a light, bouncing motion.
2. **Tentacles (noun):** Long, flexible, and slender extensions or appendages, often found in certain animals or plants.
3. **Coiled (verb):** Wound or twisted in a circular or spiral shape.
4. **Corkscrewed (verb):** Twisted or spiraled like the shape of a corkscrew.
5. **Lanky (adjective):** Tall and thin, often with long limbs or an awkward posture.
6. **Serrated (adjective):** Having a notched or saw-like edge or surface.
7. **Devious (adjective):** Sneaky, sly, or deceitful in nature.
8. **Rummage (verb):** To search or dig through something in a hurried or disorderly way.

9. **Conquer (verb):** To gain control or victory over something, typically by force or effort.
10. **Loomed (verb):** Appeared as a large or threatening shape, often creating a sense of foreboding or intimidation.

CHAPTER 3-4 DISCUSSION QUESTIONS

1. Compare Derrick's expectations for Waterworks Park to the reality the children encounter. How does this disappointment affect his mood?
2. Discuss the different reactions of Josh, Derrick, and Asia when they encounter the transformed Lunabelle. How do their reactions vary?
3. Consider Asia's decision to smash the planter and confront the Lunabelle. Why do you think she took this action? Did it have the desired effect?
4. How do the characters' actions and decisions lead to unintended outcomes?
5. Explore the friendship dynamics between Josh, Derrick, and Asia in this chapter. How do they support and rely on each other in a challenging situation?



LESSON PLAN #3: IDENTIFYING AND PREDICTING STORY STRUCTURE

Grade Level: 4-6 Time: 60 minutes

Learning Objectives

By the end of this lesson, students will be able to:

- Identify the exposition, rising action, and turning point in a story.
- Utilize critical thinking skills to predict the climax and resolution based on the identified story elements.
- Strengthen their understanding of story structure or narrative structure and its significance in storytelling.

Materials

- Copies of *Venus Child Trap*
- Chart paper or whiteboard
- Markers or whiteboard markers
- Story Map Graphic Organizers

Introduction (10 minutes)

1. Begin the lesson with a brief recap of the story so far.
2. Explain that today's lesson will focus on understanding story elements: exposition, rising action, turning point, climax, and resolution, during which students will identify specific story elements and try to predict the climax and resolution.

Activity: Identifying Exposition, Rising Action, and Turning Point (25 minutes)

1. Divide the class into small groups.
2. Provide each group with a section of the book or a short excerpt that covers significant events leading up to the turning point.
3. Instruct the students to read the given section carefully and work together, using the story map graphic organizer, to identify:
 - a. The exposition (introduction of characters, setting, and initial conflict)
 - b. The rising action (series of events leading to the turning point)
 - c. The turning point (the critical moment when the story changes direction)

4. Each group will present their findings to the class, and the teacher will facilitate discussions to ensure a comprehensive understanding of these story elements.

Activity 2 - Predicting the Climax and Resolution (20 minutes)

1. Ask the students to brainstorm possible outcomes for the story.
2. Have children consider the characters' motivations, the nature of the conflict, and any foreshadowing or clues from earlier in the story.
3. In their groups or individually, students should write down their predictions for both the climax and resolution of the story based on the information they have gathered.
4. Encourage creativity and open discussions within the groups while making their predictions. Groups can volunteer to share their predictions.

Closure (5 minutes)

1. Facilitate a class discussion about the various predictions and the evidence they used to support their ideas.
2. Emphasize the significance of understanding narrative structure and how it aids in predicting the flow of a story.
3. Remind the students that the actual climax and resolution will be revealed as they continue reading, and they can compare their predictions with the actual events in the book.

Assessment

The teacher can formatively assess understanding of story structure during discussion and group work, then collect the story map graphic organizers.

Possible Extension Activities

Have students apply their understanding of story structure by writing their own stories with clear exposition, rising action, climax, falling action, and resolution.

SUMMARY OF CHAPTERS 5-6



Josh and his friends escape to the garage. They construct a barricade using random items and lumber, but they don't feel confident it will hold the monster back. Josh believes the Lunabelle might be looking for something specific and remembers his mother's mention of its bond with the moon. In an attempt to stop the monster before it can invade their neighborhood, the kids gather weapons, including weedkiller, bug poison, and Sunblast Soda. Once armed, Josh leads the Lunabelle into the basement. Just as the monster is about to attack, Derrick and Asia emerge from the closet with Super Soakers filled with a deadly mixture. They spray the Lunabelle, and it seems to be working until the monster retaliates, blinding Asia and capturing Josh. Derrick bites into a vine and throws a gun to Josh. Josh sprays poison into the Lunabelle's mouth, causing it to weaken and eventually collapse.

CHAPTERS 5-6 VOCABULARY

1. **Barricade (noun):** a barrier or obstacle constructed to block passage or access
2. **Lumber (noun):** unused or surplus wood, especially when used for construction or as a building materials
3. **Concoction (noun):** a mixture of various ingredients or substances
4. **Coiled (adjective):** twisted or wound into a series of loops or spirals
5. **Inanimate (adjective):** not alive or lacking life
6. **Featureless (adjective):** lacking distinctive qualities or characteristics
7. **Reservoir (noun):** a place where a liquid is collected and stored, especially water for a supply or for future use

8. **Hinge (noun):** a movable joint or mechanism that allows something to swing or pivot
9. **Writhing (adjective):** making twisting, squirming movements, often as a result of pain or discomfort
10. **Resilience (noun):** the ability to recover quickly from difficulties or setbacks; toughness or elasticity

CHAPTERS 5-6 DISCUSSION QUESTIONS

1. How did the characters feel about their safety in the garage? Why do you think they felt this way?
2. Why did Josh believe the Lunabelle was searching for something specific? What evidence from the story supports his theory?
3. How did Derrick demonstrate his loyalty and bravery in the face of danger? Give examples from the text to support your answer.
4. Reflect on the role of teamwork in these chapters. How did Josh, Derrick, and Asia work together to confront the Lunabelle? What challenges did they face as a team?
5. Reflect on the themes of courage, resourcefulness, and resilience in these chapters. How did the characters exemplify these qualities in their actions and decisions?



LESSON PLAN #4: EXPLORING STORY ELEMENTS IN *VENUS CHILD TRAP*

Grades 4-6

60 minutes

Learning Objectives

By the end of this lesson, students will be able to:

- Identify and analyze different story elements in the book
- Demonstrate their understanding by sharing and discussing their findings

Introduction (15 minutes)

1. Begin the lesson with a brief recap of the book so far.
2. Review the essential elements of story: characters, setting, plot, conflict, and resolution. Use examples from a well-known book, short story, or movie to illustrate each element. Use examples from THIS book if students have finished reading it.
3. Engage students in a discussion about the importance of these elements in creating a cohesive and engaging narrative. Encourage them to share their thoughts on how each element contributes to their enjoyment and understanding of a story.

Story Element Scavenger Hunt (40 minutes)

1. Divide students into pairs or small groups and provide each group with a story elements graphic organizer, including characters, setting, plot, and conflict.
2. Instruct students to conduct a scavenger hunt through the text, searching for instances of each story element, which they will add to their graphic organizer.
3. Encourage them to annotate the examples they find and discuss their findings within their groups.

Conclusion (5 minutes)

Recap the main points covered in the lesson, highlighting the significance of story elements in crafting a captivating narrative. Encourage students to continue exploring and analyzing story elements in their future readings.

Assessment

To assess the students' understanding of story elements, collect and review their Story Elements graphic organizer. Look for evidence of thoughtful analysis and accurate identification of story elements in the book.

Possible Extension Activities

Story Element Comparison: After the group presentations, ask students to compare and contrast the story elements in the book with those in another piece of literature they have previously read. This activity will help reinforce their understanding of story elements across different texts.

Visual Story Elements: Instruct students to create a visual representation of the story elements from the book, using drawings, symbols, or images to represent each element. They can present these visuals to the class, explaining their creative choices.





CHAPTER SEVEN SUMMARY

The kids clean up the aftermath of their battle with the Lunabelle. Josh's friends hurry out before his parents return, with Derrick offering to take the blame for the chaos. Asia surprises Josh with a quick kiss before leaving, leaving him momentarily stunned. When his parents arrive home, Josh embraces his mother and confesses to his mistakes with the Lunabelle. His mother reveals that she has started growing more Lunabelles under the gazebo, using shutters to block the moonlight. Josh feels a sense of urgency. He quickly realizes he must mix up another dose of the "silver bullet juice." However, as he looks out the window, he sees three Lunabelle sprouts emerging from the soil, their featureless faces grinning mischievously, hinting at their dangerous nature and insatiable hunger.

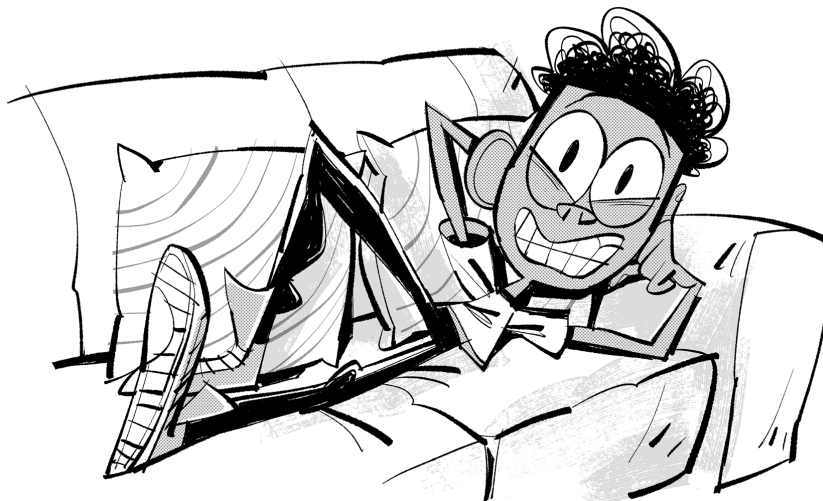
CHAPTER SEVEN VOCABULARY

1. **Trance (noun):** A state of deep concentration or absorption in one's thoughts or actions.
2. **Harrowing (adjective):** Extremely distressing or frightening.
3. **Gazebo (noun):** A freestanding structure with a roof and open sides, typically used as a sheltered outdoor seating area.
4. **Embrace (verb):** To hold someone tightly in one's arms as a sign of affection or comfort.
5. **Vapor (noun):** A substance in the form of a gas or mist, especially one that is visible or produced by heating or evaporating a liquid.
6. **Shriveled (adjective):** Shrunken and wrinkled, often due to dehydration or aging.
7. **Bittersweet (adjective):** Having both positive and negative emotions or feelings at the same time.

8. **Yawning (adjective or verb):** Opening wide, often as an expression of tiredness or boredom.
9. **Mischievous (adjective):** Playfully causing trouble or annoyance.
10. **Ancestors (noun):** Relatives who lived in the past, usually referring to those from previous generations.

CHAPTER SEVEN DISCUSSION QUESTIONS

1. Why do you think Josh's friends offered to take the blame for the chaos caused by the Lunabelle? How does this demonstrate their friendship?
2. How did Josh's mother react when she saw the lifeless Lunabelle? Were you surprised by her reaction? Why?
3. What does Josh's mother reveal about her plans for the Lunabelles? How does this affect Josh's sense of urgency?
4. Why does Josh feel the need to mix up another dose of the "silver bullet juice"? What is his main goal in doing so?
5. Reflect on the theme of responsibility and consequences in these chapters. How have Josh's actions and decisions affected the situation with the Lunabelles?



LESSON PLAN #5: EXPLORING THEME IN *VENUS CHILD TRAP*

Grades 4-6

60 Minutes

Learning Objectives

By the end of this lesson, students will be able to:

- Define the concept of theme
- Explore the themes present in the book and analyze their significance

Introduction (10 minutes)

1. Begin the lesson with a brief recap of the *Venus Child Trap* chapters they have read so far.
2. Define the concept of theme as the central message or lesson conveyed in a story.
3. Discuss how themes can be universal and apply to readers' lives.

Theme Identification Activity (20 minutes)

1. Discuss themes commonly found in literature (e.g., friendship, courage, identity).
2. Ask students to identify and write down at least three themes they observed in the *Venus Child Trap*, which include: responsibility, friendship, choices, actions, and consequences, as well as conservation, diversity (of plant species), and the forces of nature.

Theme Analysis Discussion (30 minutes)

1. Facilitate a class discussion where students share their chosen themes.
2. Have students provide evidence from the book to support their chosen themes and explain why they are significant.

Closure (5 minutes)

Review the concept of theme and tie it to a future assignment, such another story, or having students apply it to their own writing.

Assessment

Formative assessment can take place while students are sharing their themes along with having students find evidence from the book to support those themes.

Possible Extension Activities

Instruct students to create a visual representation (poster, infographic, or slideshow) that illustrates one of the themes identified in the book. Allow students to present their visual representations to the class, explaining how their chosen theme is reflected in the story.

ADDITIONAL IDEAS AND ACTIVITIES FOR TEACHING VENUS CHILD TRAP

Book Club Discussions: Organize a book club where students can discuss the chapters they have read. Encourage them to share their thoughts, favorite moments, and predictions for the rest of the story. Facilitate engaging discussions by asking open-ended questions and allowing students to express their opinions.

Character Profiles: Have students choose a character from the book and create a character profile. They can describe the character's physical appearance, personality traits, and motivations. Encourage them to provide evidence from the text to support their descriptions.

Creative Writing: Ask students to write a short story or a journal entry from Josh's perspective. They can imagine what his thoughts and feelings were during specific events in the story. Encourage them to use descriptive language and explore the character's emotions.

Plant Research: Since the book introduces the unique (but fictional) Lunabelle plant, assign students a research project on an exotic or endangered plant species. They can present their findings to the class, including information about the plant's habitat, characteristics, and conservation efforts.

Superstitions and Folklore: Explore superstitions and folklore from different cultures. Discuss how superstitions are portrayed in the book and their significance to the characters. Students can also share superstitions they are familiar with or create their own superstitions based on fictional elements in the story.

Science Experiments: Conduct science experiments related to plants and their growth. Students can design experiments to investigate the effects of sunlight, water, and nutrients on plant growth. Encourage them to record their observations and draw conclusions based on their findings.

Art Projects: Have students create artwork inspired by the book. They can paint or draw scenes from the story, design their own Lunabelle plant, or illustrate their favorite character. Display their artwork in the classroom and encourage them to explain their creative choices.

Mapping Adventures: Using maps, have students trace Josh's parents' route from their home to the airport or their destination. They can mark important landmarks mentioned in the chapter and calculate distances. This activity can help develop map-reading skills and geographical awareness.

Party Planning: Plan a "Night Home Alone" party with the students. They can brainstorm ideas for decorations, snacks, and activities based on the events in the chapter. Allow them to take on different roles, such as party planners, menu designers, or activity coordinators, and collaborate to organize the event.

Dramatic Readings: Assign scenes to students and have them perform dramatic readings. Encourage them to use expressive voices and gestures to bring the characters and events to life. This activity can enhance their reading fluency and engagement with the text.