

The Shadows

AUTHOR: Jacqueline West
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GENRE: Fantasy; mystery/suspense

SUMMARY: Olive's new house has a secret. The original owner, Aldous McMartin could paint pictures that came to life and trapped people inside them. Now he's back from the dead and wants his house back. When Olive discovers the secret, Aldous tries to stop her by any means necessary. Olive must escape the shadows to succeed and save herself.

BOOKTALK: When Olive's family moves into a new house, Olive starts to notice that the paintings on the wall look strange . . . and won't budge from the wall. Then, she thinks she saw something move in one of them - something like a person. Olive must discover the secret of the house, before the secret destroys the house - with her inside!

AUTHOR'S BIOGRAPHICAL SKETCH:

Jacqueline was born in 1979 and went to college at the University of Wisconsin. She currently lives in Minnesota with her husband and her dog.

Other books written by the author:

The Books of Elsewhere series

Cherma (a book of poetry)

Various short stories and non-fiction listed on her website

<http://www.jacquelinewest.com/>

CHALLENGING WORDS (...due to pronunciation, spelling and/or defining):

Sheaf - 2

lackluster - 3

Aberration p. 3

tortoiseshell - 32

mitigated - 37

hypothesis - 37

placed methodically - 79

menacing - 81

roiled - 195

DISCUSSION QUESTIONS:

- 1 What do you think the tiny white dot could be? P. 17
- 2 Why do you think Olive is not shocked that the cat can talk? P. 28
- 3 Why did Olive bury the painting in the backyard? P. 239
- 4 What would you do with a pair of enchanted glasses?
- 5 Why would Olive go back to see Morton?
- 6 (pg. 4) What did the author mean when she said “Mr. Hambert was sweating like a mug of root beer in the sun?”
7. What do you think Olive meant when she said the house was always sneaking up on her? (pg. 10)
8. What is Elsewhere? (pg. 54)

ACTIVITIES with COMMON CORE STANDARDS:

Language Arts: List activities and Common Core Standards for Grades 4-6 here

Language Arts:

1. Compare and contrast another book with a talking cat, such as *Alice in Wonderland*.

5RL3 - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

5W2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

5W4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5W5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)

2. Imagine that someone has found the painting that Olive buried at the end of the story. What happens to them? Write a story with your ideas.

5W3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

5W4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific

expectations for writing types are defined in standards 1–3 above.)

5W5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)

5SL6 - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)

5L1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

5L2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

5L3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

5L6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

3. Olive lives on Lindon Street, but her state and/or country is never mentioned. Using clues found in the book, atlas, and maps, try to determine where Olive lives.

4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

6.RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

6-8.RH.7 Integrate visual information (e.g., charts, graphs, photographs, videos, or, maps) with other information in print and digital texts

4. When Olive tries to explain what she saw in the paintings, no one believes her, and thinks that she is seeing things. Write a short research paper about a person who no one believed, but turned out to be right. (Ex: Orville Brothers & flight, Edison & electricity)

4.W.7 *Conduct short research projects that build knowledge through investigation of different aspects of a topic.*

5.W.7 *Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.*

6.W.7 *Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.*

6-8.WH.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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