LESSON PLAN
GRADES 2-4
The Blue Lined Socks

LESSON TITLE: Learning to Write "Cliffhanger Ending" Story Plots

OBJECTIVE: The students will know the definition of a cliffhanger story ending and write a creative writing continuation plot to a story that leaves the audience in suspense as to the conclusion (a cliffhanger story ending).

MATERIALS: (1) *The Blue Lined Socks,* (2) The Professor Cliffhanger Printable, (3) paper, pencils, crayons

LESSON PLAN:

1. **ENGAGE:** Ask the students if they have ever read a book or watched a movie that had a cliffhanger ending.

2. **TEACH**: Be sure to explain the definition of a cliffhanger. A cliffhanger ending is a plot which features a shocking revelation without a clear-cut conclusion. A cliffhanger is a clever writing tool that leaves the audience in suspense as to the conclusion. Sometimes cliffhangers are designed to ensure the audience will return to see how the characters resolve the dilemma in a book or movie sequel.

3. Lead the class in a discussion about familiar stories that have a cliffhanger ending. Ask the students to share the titles, brief plot and the cliffhanger endings they have experienced. Ask the students how the cliffhanger ending made them feel?
Was it exciting? Did it leave them talking endlessly with friends and family about the many possible outcomes? Did it leave them wanting more?

4. **GUIDED PRACTICE:** Chose a popular book or movie the students are familiar with that has a cliffhanger ending, such as the *Harry Potter* book series or the movie *Back to the Future*.

5. Write the cliffhanger ending of the chosen story on the board. Call on volunteers to create continuation plots for what happens next in the story that ends with a cliffhanger. Let the students' imagination run wild. Continue to guide the students as they create story plot ideas where the author left off, and create a new cliffhanger ending to the story.

6. Tell the students they are going to view the book *The Blue Lined Socks* which has a cliffhanger ending, and then they are going to write independently about what they would like to happen next and ending with a cliffhanger.

7. View book *The Blue Lined Socks*.

8. **INDEPENDENT PRACTICE:** Hand out the Professor Cliffhanger Printables, one for each student to write their story on. The printable handout has a place for the student to write the definition of a cliffhanger ending.

Directions: Students will write a continuation story plot about what they think will happen next in *The Blue Lined Socks* story or what they would like to happen next in the story. Their new plot must end with a cliffhanger ending. Students may illustrate.

9. **ASSESSMENT:** Student will write the definition of a cliffhanger ending on their printable handout and read their story to the class.

QUIZ KEY
THE BLUE LINED SOCKS

1. Who invented the mysterious liquid in the glass jar?
a. a young professor
b. a young principal
c. an old painter
d. an old professor

2. What did the mysterious liquid spill on?
a. it spilled on a shirt
b. it spilled on a pair of shoes
c. it spilled on a pair of socks
d. it spilled on a plant

3. Who wore the socks?
a. Sara
b. Stewart
c. Charles
d. Mrs. Amsley

4. What strange effects did the mysterious liquid create?
a. the socks turned blue and made Stewart walk upside down
b. the socks turned green and made Stewart invisible
c. the socks turned white and made Stewart fall asleep
d. the socks turned red and made Stewart mad

5. Why was school special on this day?
a. it was the last day of school
b. it was Picture Day at school
c. it was Pet Day at school
d. it was Pizza Day at school

6. At the breakfast table, what did Stewart tell his dad he really wanted?
a. a new pair of socks
b. a ball
c. a cat
d. a dog

7. What frightened Stewart on his way to school?
a. he thought he saw the crazy professor in the window
b. he thought he saw the ghost of Mrs. Amsley in the window
c. he a bird chased him down the street
d. he saw a bolt of lightening hit the haunted house

8. Who noticed Stewart hanging upside down in a tree?
a. Charles
b. Sara
c. the principal
d. the classroom teacher

9. What did Sara bring to school on Pet Day?
a. a turtle she named Old Amsley
b. a cat she got for her birthday
c. a ten foot long singing snake
d. a mechanical bird that winds up and chirps

10. Why was Stewart sent the principal's office?
a. he was blamed for scaring Charles' dog and setting the pets free
b. he was in trouble for not bring a pet on Pet Day
c. he was in trouble for bringing too many animals on Pet Day
d. he was in trouble for losing his homework

11. Why were the kids in the neighborhood afraid of The Old Amsley house?
a. they believed the ghost of Mrs. Amsley haunted it
b. they believed the ghost of mean dog haunted it
c. they believed their principal lived there
d. they believed Sara's grandmother lived there

12. Why did Stewart go inside The Old Amsley House?
a. Sara dared him to go inside
b. the principal asked him to go inside
c. Charles dared him to go inside
d. he went inside to save Sara's bird

13. What trick did Charles and his bully friends try to pull on Stewart?
a. they put masks over their faces to look like vampires
b. they put sheets over their heads to look like ghosts
c. they put wax over their bodies to look like statues
d. they wrapped themselves in tissue to look like mummies

14. Why did the boy's trick fail?
a. Stewart is not afraid of make believe monsters
b. Stewart scared the boys when he got tangled in a canvas cloth
c. Sara warned Stewart about the trick
d. Sara scared the boys out of The Old Amsley House

15. What was the creature that drooled on Stewart?
a. the ghost of Mrs. Amsley
b. a vampire
c. a dog
d. a mummy

16. What did the professor do next morning?
a. he went back to City Behavioral Health Center
b. he moved into The Old Amsley House
c. he left another invention on the steps of an apartment building
d. he apologized to Stewart for causing him trouble