

Skeleton Man
Discussion Guide
Grades 6-8

Before Reading: to activate schema, build background knowledge, and set a purpose.

- What do you do when you can feel that things are not right, but few people believe you?
- What does “evidence” mean? When do we need evidence?
- Frontload vocabulary: Chapter 1-3 (see vocabulary list)

During Reading: to engage students, check for understanding, and make connections.

- What happened to Molly’s parents? Why did Molly have to stay with her uncle who she had never met before? (Ch.1)
- What did Molly think of her uncle’s house? Use details to support your thinking. (Ch.2)
- What is an “aware dream”? What was Molly’s aware dream about? (Ch.3)
- How did Molly feel about going to school? Did she talk to anyone about her situation and thoughts? (Ch.4)
- Why does Molly decide to stay instead of running away? What would you do in that situation? (Ch.6)
- What does the school counselor do? (Ch.7)
- What do you think does Molly’s dream could mean? Support your ideas with details. (Ch.8)
- What has Molly discovered so far? (Ch.9)
- What is Molly’s plan? Will she fight back? Why or why not? (Ch.10)
- What are the connections between Molly’s dream and her reality? (Ch.1-11)
- What happened in Molly’s dream? What did the rabbit do to help Molly? (Ch.12)
- Why do you think Molly decided not to tell Mr. Shabbas about her findings? (Ch.13)
- Is there any evidence related to Molly’s parents in her uncle’s house?(Ch.14)
- What is under the toolshed? Which way did Molly choose to run towards? Why did she decide to go this way? (Ch.15)
- What is the real identity of this skeleton man? Is he Molly’s real uncle? Why he is there? (Ch.16)

After Reading: to summarize, question, and reflect.

- Terrible things do happen in life, what do you think of Molly’s attitude towards this terrible experience? What are other’s perspective? How about yours?
- What should you do, or who should you turn to, if we find yourself in danger? Why?

If your students enjoyed this book...

- Encourage them to continue to discuss it and refer to it in other lessons and conversations.
- Let them explore more about the topic by reading other books with similar themes, structure, characters, or content.