WELCOME TO BURNBRIDGE

Welcome to Burnbridge.

At first glance, Burnbridge seems like a normal small town, struggling to stay afloat in the west. But look deeper and you'll find that many secrets churn just beneath the surface, waiting to be discovered. Some of the secrets have been kept that way on purpose. But it all seems to start with one incident: the mysterious burning of Bridal Bridge.

Join a crew of Burnbridge teens as they explore their town and uncover hints about their town's dark past. You'll join a skateboarder as she searches for her friend, a group of teens who get trapped in the local museum after closing, a couple who decides to explore a haunted mansion, and more. Find clues about Burnbridge as you find your way through an abandoned hospital, jump aboard a midnight train, and begin finding more purposeful--and darker--clues. Could it be someone is actively leaving a trail for our teen sleuths to explain the town's sordid history? Or is Burnbridge truly cursed?

What stories of Burnbridge have yet to be told?

Discover Burnbridge with us - at your own risk!

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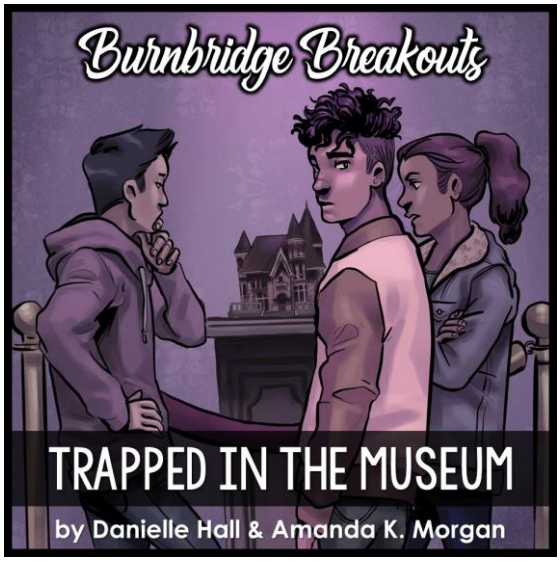

This game follows Jamal, Cameron, and Zoe, three friends who wander away from their class on a field trip to the local museum. They're having a great time snooping around until they get left behind and locked in! Cell service is non-existent, so can they figure out another way to get out?

Trapped in the Museum is a bit more complex, but students still get plenty of hints along the way! Future games will grow darker.

Your Resource:

- Guide to Digital Breakouts
- Trapped in the Museum game (link & password)
- Teacher's Guide (step-by-step info for finding every clue)
- "Dr. Daniel Hale" biographical article
- Sources & Questions for further research
- Optional Written Extensions

MAIN FEATURES:

This game is based on a website. It functions best on desktops, laptops, and iPads. Here are the main features of the gameplay. These are the functionalities that are common to each game in the series. In addition to these, students will also encounter audio and video clues.

This preview features images from "The Abandoned Skatepark", the first game in the series. All of the games use the same interface. ☺

Students can consult their Adventure Journal to see what information they've found in previous levels.

Everyone has a thing.

Your name is Andie, and skateboarding is yours. In second grade, you stole your brother's skateboard and learned to Ollie, so your dad bought you your own board.

Each level in the game consists of text and images. Students must read, comprehend, and make inferences to continue.

In your last three competitions, you
you're hoping to add another med
poster of the Empire Fish Face, a band that your mom sort of disapproves of.

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THE DIGITAL INTERFACE

(sometimes) beat you in competition, and right now you're headed to the closest skatepark to warm up before the competition. You love skating! You're even doing it to be tomorrow.

Students progress by answering questions at the end of each level. Sometimes, this is an easy comprehension question. For other levels, they will have found a password or combination to continue.

ad toward the park, you run over the

Ready to continue?

What was the first trick you ever learned?

Need a hint?

Type your answer here.

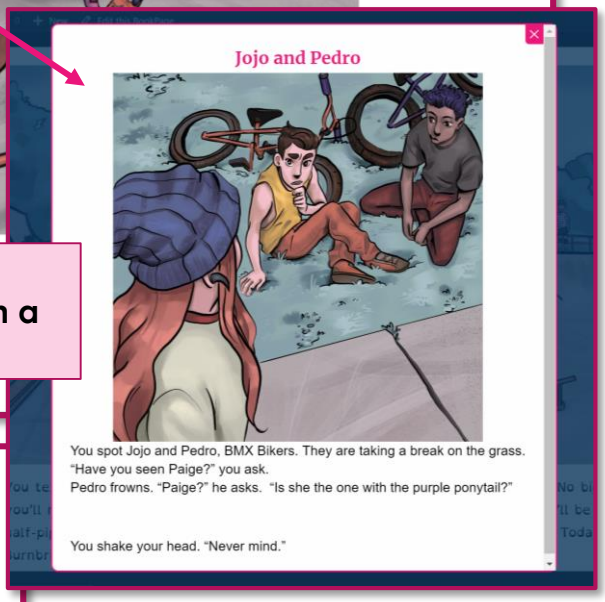
CHECK ANSWER

Students can also get a hint if they need one. ☺

Some levels involve exploration, examining clues, and talking to other characters. Points of Interest are highlighted when students scroll over them.

You text Paige to let he
you'll meet her there. Yo
half-pipe and rails, and s
Burnbridge, tomorrow, the X games!

Further clues and conversations pop up in a lightbox.



When you look at them, you realize it's a receipt. If you can piece it back together, you can figure out where Paige bought the magazine!

This series also makes use of embedded jigsaw puzzles. Pieces will lock in place when they are in the right spot.

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BUILDING READING SKILLS

In terms of reading skills, there are two main components of these resources: the game (written at a 4th-5th grade reading level) and the extension materials (written at an 8th-9th grade reading level).

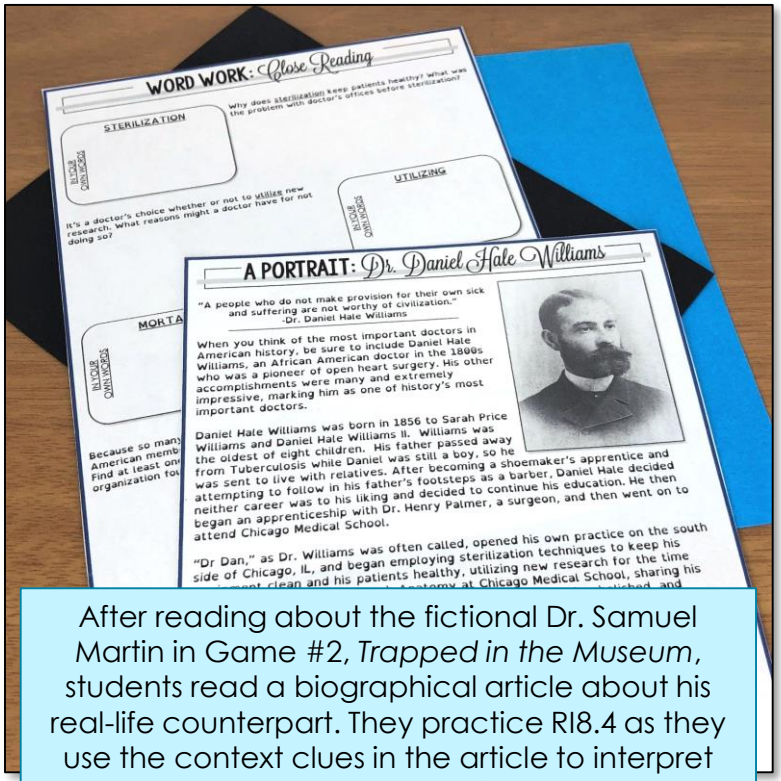
STRATEGIES OF HIGHLY EFFECTIVE READERS:

When students play the games, they'll have an opportunity to practice many of the **strategies of highly effective readers.**[1] Briefly, these are:

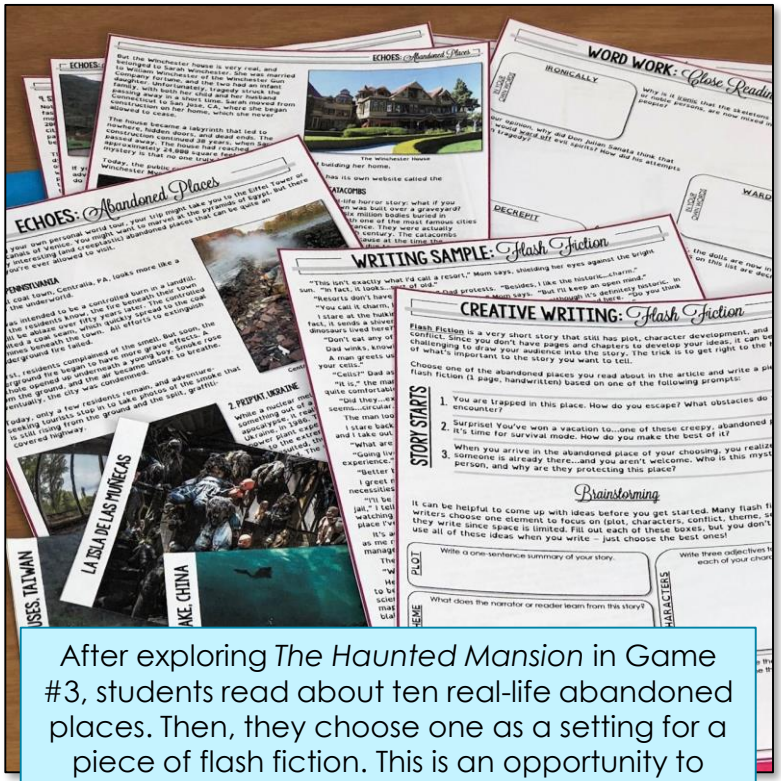
- **Activating** – as the series progresses, students must recall prior knowledge to support their reading.
- **Inferring** – students must connect what is stated and unstated in the text to draw conclusions.
- **Monitoring/Clarifying** – as the story unfolds, they must constantly reassess as they collect more clues.
- **Questioning** – students have an opportunity to ask questions of the text and their own understanding.
- **Searching/Selecting** – students find support in-game (hints, context clues, etc.) to select the best answer for each game level.
- **Summarizing** – because it's a mystery and small details are important, students must self-check their summaries of what they already know the story to be.
- **Visualizing/Organizing** – events happen on two timelines (past and present), so students must create a mental sequencing of facts.

AT-LEVEL STANDARDS:

The extension assignments present students an opportunity to practice standards at grade level (8th & 9th). Each game offers multiple choices for thematically-related readings, research prompts, analysis, and creative writing. Choose the assignments that work best for you. A full list of standards are available in each resource. Here are two examples of the types of assignments you will see:



After reading about the fictional Dr. Samuel Martin in Game #2, *Trapped in the Museum*, students read a biographical article about his real-life counterpart. They practice RI8.4 as they use the context clues in the article to interpret vocabulary. Then, they use this vocabulary to demonstrate understanding of key concepts from the text.



After exploring *The Haunted Mansion* in Game #3, students read about ten real-life abandoned places. Then, they choose one as a setting for a piece of flash fiction. This is an opportunity to practice W8.3 and other writing standards. This activity is scaffolded, but still provides a lot of student choice.

[1] McEwan, Elaine K. *40 Ways to Support Struggling Readers in the Content Classrooms.* Corwin Press. 2007.

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COMMON CORE: *Standards by Activity*

Biographical Article: "Dr. Daniel Hale Williams"

Word Work: Close Reading
RI8.1 -- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.4 -- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5 -- Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Quick Research: Unique Museums
W.8.7 -- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Creative Research: Exhibit Proposal
W.8.7 -- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Analytical Prompt: How does the author employ foreshadowing?
RL.8.6 -- Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

W.8.2 -- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Narrative Prompt: How did Jamal's great-great-grandfather feel?
W.8.3 -- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Reflection
W.8.2 -- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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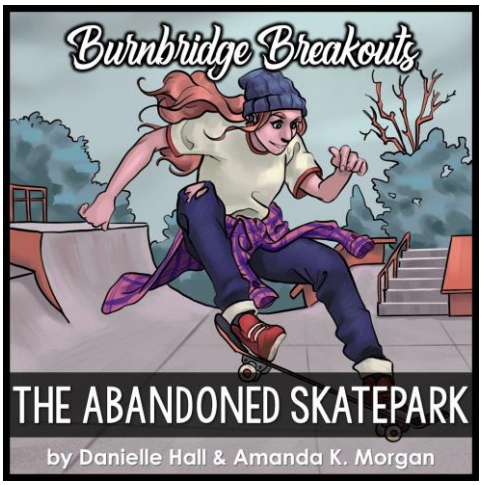
THE REST OF THE SERIES



Students play as Andie, a young skater who has a big competition coming up tomorrow. She can't find her friend, Paige, anywhere, and she really wants someone to practice with. She discovers that Paige has left her a series of clues as to her whereabouts. Can Andie find Paige before they run out of daylight?

This game is a bit shorter to help you and your students get used to the technology.

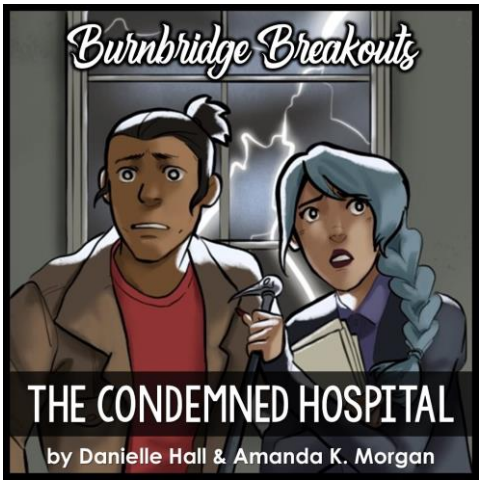
PLAY THIS FIRST!

Sneaking into Wellsby Mansion is a rite of passage for the teenagers of Burnbridge… or so they tell each other. Has anyone ever really done it? Or were they scared off by the ghost that haunts the halls and Widow's Walk? As Jude and Mica make their way inside, they discover secrets the town has long forgotten.

This game introduces students to the main mystery of the game. For the first time, our characters get the sense that someone is sending them messages.

A park might not seem like a frightening place...unless you're in Burnbridge, of course! With something strange afoot, Jude and Ellis decide to explore the old park to learn about the town's history, but end up getting into way more than they bargained for! Can you help them get in and out of the park safely?

Students continue to discover more about the town and its history and gather clues about the mystery and



GAMES 1-10 AVAILABLE FOR PRE-ORDER!

The Whole Series

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