

# UNIT OVERVIEW

## *Bunnicula* A Novel Study

### OVERVIEW

This novel study provides teachers with a highly structured format for teaching language arts as students develop a love for reading longer materials like novels. Various areas such as reading comprehension, vocabulary development, spelling, grammar, and writing are all entwined in this integrated approach eliminating the need for teaching these skills separately. Activities are divided into three main sections:

#### 1) Chapter Questions

For each chapter, students answer a thorough set of questions requiring answers in complete sentences. Reading comprehension is key as students must read and understand the *entire* book in order to answer the questions. (One major strength of the novel study approach is that it is much more difficult for students to "fake" their way through the comprehension questions than with shorter stories often used to teach comprehension)

#### 2) Vocabulary and Language

Each chapter also includes activities dealing with such things as word meanings, using the dictionary, spelling, parts of speech, antonyms/synonyms, syllables, punctuation and grammar.

#### 3) Writing and Creativity

In this section, students apply what they have learned about language and grammar skills to write more effectively. Creative writing is the focus of this less-structured segment allowing teachers more opportunity to incorporate their own ideas into developing creative writing skills.

### EVALUATION

Teachers can use the marking format provided or devise their own. Certain assignments, especially in the Vocabulary and Language section are well suited to marking by students. However, it is important teachers mark assignments requiring answers in complete sentences to monitor student progress in this crucial area.

#### \*\*\* Note \*\*\*

As you can see, due to space considerations, the answers have not been included. Not only do students have to read the book, so must the teachers.



## READING STRATEGIES

A variety of reading approaches seems to work best. One proven method is for the teacher to read the book outloud to the entire class the first time through stopping after a chapter or two. In answering the questions, students will essentially be required to reread the chapter on their own. Not only does this "outloud" method insure that students are read to daily, but it also helps all students to understand the book regardless of reading level.

Having students read sections silently by themselves, outloud with partners or in small groups are all possible variations that will help keep student interest high.

**\*\*\* Note \*\*\***

One way to gain a measure of the effectiveness of the novel study and to gauge student interest is to instruct students *not* to read ahead on their own. Basic reverse psychology dictates that students will invariably be slouching down into their desks to sneak in a chapter while the teacher knowingly turns a blind eye.

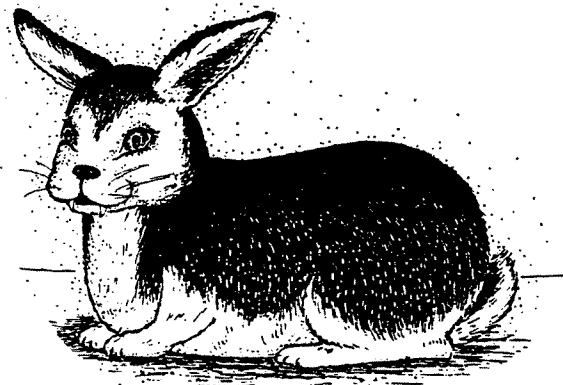
## ASSIGNMENTS

With the assignments, teachers can photocopy entire booklets for each student or only the portions that the teacher wishes to use. One possible method of reducing this large amount of photocopying is to have students write down chapter questions and answers in their notebooks.

**\*\*\* Note \*\*\***

If your school uses passwords for the photocopier and you are worried about the photocopy police slapping your wrists for extreme overuse, simply bribe the secretary into giving you the password for the grade two teacher and "have some fun".

Teachers are free to pick and choose assignments as they see fit as well as adding in any optional lessons they develop. (The main difficulty with this is that it alters the marking totals)



- 7) Harold's mind had been off in a little \_\_\_\_\_ when the door banged open.
- 8) Harold began to \_\_\_\_\_ as he got telling us about another story.
- 9) Pete said if no one listened to him, it would \_\_\_\_\_ him forever.
- 10) It had been a lovely \_\_\_\_\_ evening until now.

C. Place these words in ALPHABETICAL ORDER.

- |          |           |
|----------|-----------|
| 1) _____ | 9) _____  |
| 2) _____ | 10) _____ |
| 3) _____ | 11) _____ |
| 4) _____ | 12) _____ |
| 5) _____ | 13) _____ |
| 6) _____ | 14) _____ |
| 7) _____ | 15) _____ |
| 8) _____ | 16) _____ |

admonition radiator bereaved dialect absently stash glisten decipher poison calmly circumstances professor clenched compromise whimper intelligence
--

\_\_\_\_\_ 16

D. Find the SPELLING ERRORS in each sentence and spell them correctly on the lines below. There are three mistakes in each sentence.

\_\_\_\_\_ 15

- 1) Harold was thinking calmly when the boyes came screeming in.
- \_\_\_\_\_

- 2) The familie went to the movy theater to see Draculah.
- \_\_\_\_\_

- 3) At midnite, Chester always choses a book to reed.
- \_\_\_\_\_

- 4) Their seemed to be an odd marking at the rabbet's fourhead.
- \_\_\_\_\_

- 5) Chester thocht he herd a gipsy violin playing.
- \_\_\_\_\_

E. Mr. Monroe does experiments in his lab at the university. PRETEND YOU ARE MR. MONROE and DEVELOP AN EXPERIMENT that will turn vegetables white. 16

Name of Experiment \_\_\_\_\_

Materials Used \_\_\_\_\_

Procedure (How to do it) Use 4 good sentences.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

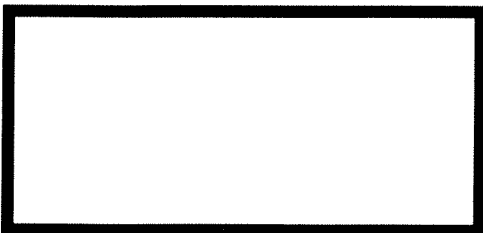
Results (What happens) Use 1 good sentence.

\_\_\_\_\_

F. In a taste test of chocolate twinkies (Harold's favorite) and sour balls (Mr. Monroe's favorite), COMPLETE THE CHART. 10

	Colour	Texture	Size	Smell	Taste
Chocolate Twinkies					
Sour Balls					

Draw a sour ball.



Draw a Chocolate Twinkie.

