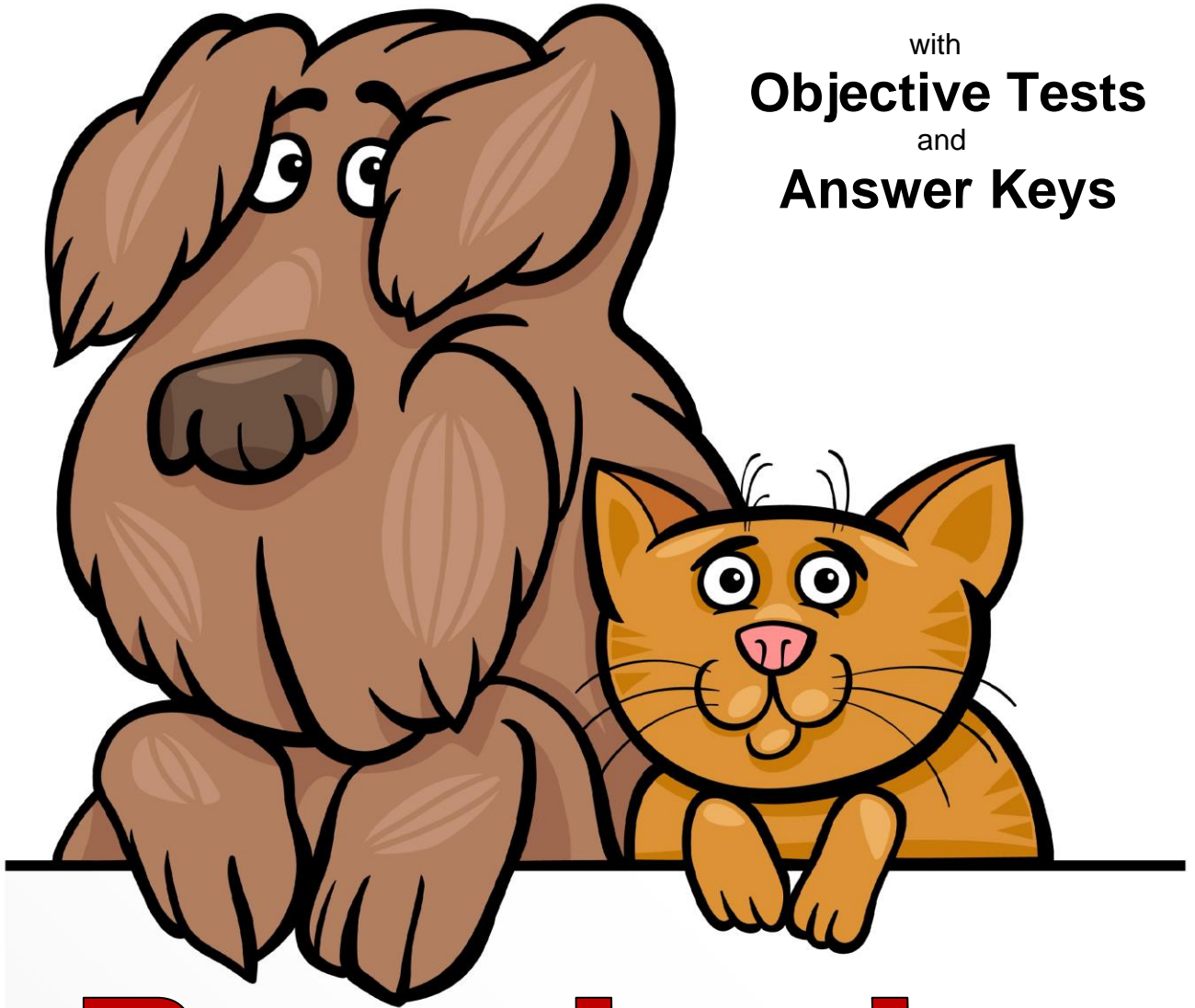


A Teaching Guide

by Margaret Whisnant

with
Objective Tests
and
Answer Keys



Bunnicula

by Deborah and James Howe



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Objective Tests

Chapter Tests

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Bunnicula

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Editor's Note xi-xii

One] The Arrival Pages 3-18

Write the **letter** of the correct answer in the blank before each question.

- _____ 1. The manuscript for **Bunnicula** was written by and delivered to the editor by (A) Harold, the dog, (B) the Monroe children, (C) Chester, the cat.
- _____ 2. Each time the family left, Harold was told to (A) stay off the bed, (B) stay awake, (C) take care of the house.
- _____ 3. Which of the following was **not** true of the weather on the night of Bunnicula's arrival? (A) It was cold and rainy. (B) The wind was howling. (C) Snow was expected later into the night.
- _____ 4. Chester the cat was frightened by grasshoppers and (A) thunder, (B) the vacuum cleaner, (C) Harold.
- _____ 5. As lightening flashed, Harold noticed that the small bundle Dad Monroe carried had (A) tiny glistening eyes, (B) large sad eyes, (C) a strange, tiny nose.
- _____ 6. In Harold's family, everyone treated everyone else with (A) humor and practical jokes, (B) few words of criticism, (C) great respect for his or her intelligence.
- _____ 7. Mr. and Mrs. Monroe were (A) a doctor and an artist, (B) a college professor and a lawyer, (C) a writer and a college professor.
- _____ 8. Toby, the littlest Monroe, found the tiny black and white rabbit (A) in a back row seat of the movie theater, (B) in a storm drain outside the theater, (C) under the shrubbery near the front door.
- _____ 9. The Monroe's could not read the words on the paper tied with a ribbon to the rabbit's neck; but Harold, having Russian wolfhound ancestry, recognized and translated the Carpathian Mountain dialect into the words (A) "Beware of the rabbit." (B) "His name is a song." (C) "Take good care of my baby."



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[Two] Music in the Night Pages 18-23



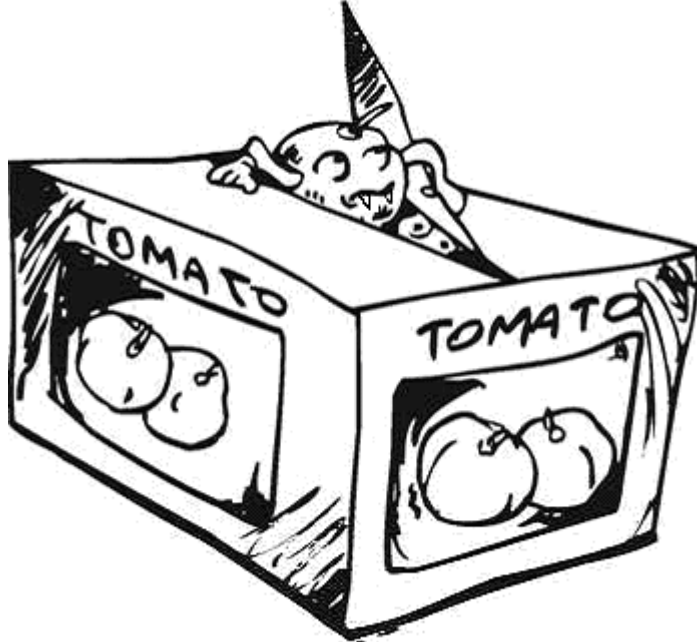
Write either **True** or **False** in the blank before each statement.

- _____ 1. Harold considered himself and Chester just an ordinary dog and cat who happened to be friends.
- _____ 2. Chester came into the Monroe household as a rescued stray.
- _____ 3. From kittenhood, Chester had been used as a sounding board for Mr. Monroe's student lectures, leading him to develop a taste for reading early in his life.
- _____ 4. Harold had no interest in books or reading.
- _____ 5. While the family slept, Chester liked to curl up on his favorite chair and read mystery stories and tales of horror or the supernatural.
- _____ 6. Chester had a very vivid imagination.
- _____ 7. As he was reading ***The Fall of the House of Usher***, Chester felt compelled to look at the rabbit.
- _____ 8. In the glow of moonlight, Chester thought the rabbit's markings looked like a cape.
- _____ 9. The violin music that Chester heard was coming from a band of gypsies passing through in the night.
- _____ 10. When Bunnicula parted his lips in a hideous smile, Chester saw that the rabbit had two little pointed fangs instead of the usual buck teeth.

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[Three] Some Unusual Goings-On Pages 24-36



Write either **Yes** or **No** in the blank before each question.

- _____ 1. Did Bunnicula sleep all day?
- _____ 2. Did Chester spend most of his day sleeping because he stayed awake at night to observe the rabbit?
- _____ 3. When they came home from school, did Toby and Pete play with Bunnicula instead of Harold?
- _____ 4. Was Harold concerned that the bunny was so much fun the children would never play with him again?
- _____ 5. Did Harold agree with Chester immediately that Bunnicula was a danger to the household and everyone in it?
- _____ 6. As he watched the bunny during the night, had Chester seen things unusual and evil that he could report to Harold?
- _____ 7. Was Harold able to wake the rabbit and strike up a friendship while Chester was sleeping and everyone else was away.
- _____ 8. Did Mr. and Mrs. Monroe understand Harold's taste for shoes?
- _____ 9. Did Harold enjoy the taste of the sour ball that Mr. Monroe dropped on the floor?
- _____ 10. Did Chester insist that Bunnicula had gotten out of his cage without breaking anything or opening any doors?

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[Four] A Cat Prepares

Pages 37-52



Toby
chocolate cupcake
white vegetables
a white zucchini

Harold
a parrot
the refrigerator
Mrs. Monroe

Chester
Bunnacula
Transylvania
Treasure Island

locked rooms
brains
their juices

From the list above, choose the name, word, or phrase that fits each of the clues below and write it in the blank. **All** answers will be **used at least once**. **Some** answers will be **used more than once**.

- _____ 1. Harold knocked him off the chair by running and jumping onto it.
- _____ 2. Chester found a bunch of them hidden behind Bunnacula's cage.
- _____ 3. As part of his evidence, Chester pointed out that vampires can get in and out of these.
- _____ 4. Harold and Chester saw that Bunnacula was out of his cage and then they heard its door open.
- _____ 5. Harold thought this might be a lady pirate or an umbrella.
- _____ 6. Harold asked if she were a vampire because he had seen her bite Mr. Monroe on the neck.
- _____ 7. Harold almost didn't make it to his meeting with Chester because this person had a Friday night feast in his room.
- _____ 8. Chester said dogs didn't have these.
- _____ 9. Although he had not noticed anything funny about the rabbit, Harold had recently noticed a lot that was funny about this character.

About Your Teaching Guide

The primary goal in creating the teaching packs for children's novels is to provide a **classroom-ready**, non-threatening method for checking student comprehension and stretching thinking skills. **When used as a basic guide for teaching a novel, the materials offer many and varied opportunities for learning.**

Use your teaching pack as a guide and lead your students into discovering new ideas about

THE PLOT

Each test page is actually an outline of the plot. In your teaching pack, the chain of related events that tell the story has been pulled from the novel and reformatted into a series of questions. Whether they are aware of their ability or not, all good readers sense the **rhythm** of the **connected** events that compose the plot; and consequently **comprehend** the story. This "plot rhythm" is the basic structure of the tests.

To further your students' understanding of plot, try the following activities:

Summarizing the Story: Using only the chapter questions as a guide, have your students write a summary of the chapter. For a set of ten questions, limit the number of sentences they may write to seven. For twenty questions, allow no more than twelve sentences.

Reporting the News: Have students write a newspaper article, based on the events from a set of questions, and add the *who, what, when, where, why* format. Some needed information may be located in previous chapters.

Twisting the Plot: Choose one or two questions from each chapter and change its answer—true to false, no to yes, or a different answer—and explain how changing a single (or several) events would change the story. To further illustrate the rhythm of a good story, try changing the answers to one complete set of questions. Your students will see how difficult, if not impossible, it is to tell a sensible story from a tangled set of events.

THE CHARACTERS

Questions that illustrate character motivation and personality are purposely included. Too often, when they are asked to tell what kind of person a story character is, the only answer many of our students can muster is "nice."

In your efforts to remove "nice" from your students' literary vocabulary, try this idea:

Character Charts: Display individual charts for the main characters. As the chapters are read, record **facts, behaviors, or events** that relate to the each character. Then connect the items with several appropriate words such as **empathetic, brave, calloused, bold, untrustworthy**, etc. The teacher can take the lead by contributing the first few words and then assigning the task of identifying more terms to students. Record the word collections on the charts with the story facts.

This information is a valuable student resource when displayed in the room for all to see and use during a writing assignment. In creating and using character charts, students will soon begin writing more fluently and insightfully about story personalities.

Use the charts to encourage your students to try some "predicting" or "detective" writing about what the character(s) might do next or what might have happened after the story ended. Let the charts help your students recognize **CHARACTER CHANGE (dynamics)**.

Another fun activity with the charts is to match a book personality with a zodiac sign. Students must justify their reason for thinking a character is a particular sign by citing his/her behaviors, words, reactions to situations, etc. that prove the match.

READING BETWEEN THE LINES

(Implied Meaning)

Because the primary goal for the objective questions is **basic comprehension**, items requiring a student to **interpret** an event or a character's behavior are not included. Always included, however, are questions that *establish the existence of a story component carrying an implied meaning.*

MAKING PREDICTIONS

(Recognizing Story Clues)

Authors subtly place clues in the story line giving the reader hints as to what is about to happen. Like the implied meaning, these clues are brought to the reader's attention in the form of a question. Once a student learns to spot the gems, his/her ability to comprehend and enjoy a story tends to leap forward.

Use "thinking-out-loud" class discussions to list all the possible meanings of the clue questions. Have your student write their individual predictions (no sharing or telling), store the papers until the novel is finished, and then retrieve them for reading. Sometimes, a wrong prediction makes a story as good as the original.

OTHER FUCTIONS

The objective test pages are excellent discussion guides for both whole groups and small groups. They work well as homework reading guides and as conferencing tools. They are also useful management tools for teachers who wish to use multiple titles in one classroom.

IMPROVING/DEVELOPING LISTENING SKILLS

Rather than always requiring your students to answer test questions on a printed page, surprise them (and save paper!!) by occasionally doing the test orally.

Try this technique:

Student Rules for an Oral Test:

The teacher will read each question *two times*. No comments or questions that interrupt this initial phase of the test are allowed.

When all questions have been read, individual students may ask for repeats of any question he/she wishes to hear again.

No interruptions/comments during the re-reading part of the test.

Teacher Rules for an Oral Test:

The teacher will read each question *two times*. Except to remind students that a re-reading phase will follow after the last question, he/she will not respond to comment/question during this period.

The teacher will repeat **any** and **all** questions (even if it results in reading the same question multiple times).

(The second teacher rule is a *vital* part of the exercise. Asking for multiple repeats of a question does not mean students aren't paying attention. It does indicate their desire to *understand* and *answer* the question correctly.)

As students become more comfortable and experienced with oral test-taking, the number of requests for repeated questions will diminish. An added bonus to this technique is that skills learned in these testing periods tend to translate into other situations where teacher-talking and student-listening are required components of learning.

Final Note

The Novel Teaching Packs are designed for use as supplementary material that supports a total reading program. It is my goal to provide busy teachers with a classroom-ready, practical resource loaded with motivational and learning opportunities for their students. It is my hope that your purchase will prove to be a hard-working instructional component for years to come. Thanks for choosing one of my products for your classroom.



Margaret Whisnant, Author