



COULD DRACULA LIVE IN WOODFORD?

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• Written by Ron Leduc

• Illustrated by Ric Ward

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COULD DRACULA LIVE IN WOODFORD?

Objectives

1. To emphasize the major strategies used during the reading process.
2. To provide practice and reinforcement in a variety of language skills.
3. To foster a love for reading.
4. To improve and develop students' creativity.
5. To assess students' work through the use of a novel as a teaching tool.

Summary

Could Dracula Live in Woodford?

Moving to a new town can be such a drag. You're going to miss the old neighbourhood and your friends. What can you do for adventure? This is what is bothering Sam, a dog, who can communicate with humans.

Almost the same concerns are felt by Jennie, whose best friend, Sarah, has moved away. However, Sam has moved into Sarah's house and meets Jennie.

Because Bob and Joan both work, they require someone to look after Sam and to walk her daily. Jennie and her friend, Beth, take on this responsibility.

Their adventure begins when they walk by the creepiest place in town. Some old guy named McIver lives there. He never goes out and nobody ever comes to visit. A sleeping bat leads to a wild speculation about McIver. Sam is determined to find out exactly what's going on with McIver. She communicates with Jennie as she solicits her help to solve this mystery. They make up a list of ways to investigate a mystery.

The plan starts to take shape as they snoop around McIver's house. A strange click...click...click sound confirms that McIver must be a vampire. Sam's own investigation heightens their suspicions and they break into McIver's house. The girls are almost caught and Sam is trapped in the basement. Sam is rescued by the girls.

Deciding to interview McIver, they realize he is only a lonely old blind man. The click...click...click was the tapping of his cane. Sam is distraught with this news and is determined to find another excellent adventure - Frankenstein must live in this crummy town.



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Tips For Teachers

At last...A teacher-friendly visual Language Arts approach to novel study.

A novel study that is complete with answers, suggested responses, and related activities that are compatible with the Curriculum.

The novel could be read in a variety of ways - the teacher may choose to read a chapter, or have the children read to each other, or have them read silently.

Reading is an act of creation. It requires a translation of words into visual images. In each chapter, children are asked to interpret the text and to present information by drawing. The use of labels would enhance some drawings. This activity would make an attractive montage or bulletin board display.

The chapter questions should be previewed and discussed before reading. Questions using "Do you think..." are open-ended and could be completed individually or in a small group setting.

The major strategies of reading are emphasized throughout the unit.

Each chapter should have a title. That title would be the main idea of the section. Sequencing activities are prevalent in the unit. True/False questions require comprehension and interpretation of the text.

Extensive practice in language forms and conventions reinforce good punctuation and language usage. Students should respond to most questions in sentence form. Different activities highlight punctuation, spelling, grammar, language structures, and patterns.

Collaborative tasks require group work and group decision-making skills. The talking, listening and discussing components of language are utilized. Some tasks could be to predict outcomes or to decide on particular features of an illustration.

CLOZE activities require children to select appropriate words to fit in a certain context. The author's choice could be found before or after this activity.

Synonyms, antonyms, and word definition activities aid in vocabulary development.

Favourite scenes or chapters could be developed into skits. These, in turn, could be further communicated in video performances. The videos are a normal evolution from the artist's interpretations of each chapter.

Assessment makes this novel study teacher-friendly. The answer book follows the same format as the student book. The learning outcomes are easily identifiable. Suggested answers are given for inference questions. Although it is important to assess children's work, the novel study is meant to be a teaching tool. It is extremely important to review the work and to discuss the answers. Assignments may be teacher evaluated, peer evaluated, or self evaluated.

The completed unit is a valuable reference for parent interviews. When all is said and done, the major objective of the novel study is to foster a love for reading.



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Features of the Programme

- Compatible with the Curriculum.
- Visualization.
- Variety of Reading Techniques.
- Uses major strategies of reading.
- Identifies main ideas.
- Practice in language forms and conventions.
- Individual or collaborative activities.
- CLOZE exercises.
- Variety of evaluation techniques.
- Identifiable learning outcomes.
- Ease of assessment and parental reporting.

Skills Featured in the Unit

Some learning outcomes in this unit are:

- | | | |
|----------------------|----------------------|--------------------|
| • Adjectives | • Project Planning | • Plurals |
| • Punctuation | • Prefixes | • Quotations |
| • Compound Sentences | • Subjects/Objects | • Verb Tense |
| • Word Puzzles | • Alliteration | • Anagrams |
| • Voice Balloons | • Commas in a Series | • Contractions |
| • Dictionary Use | • Homonyms | • Food Guide Menus |
| • Similes | • Spelling | • Synonyms |
| • Verbs | • Word Usage | • Rebus Puzzle |
| • Making Lists | • Labelling | |



COULD DRACULA LIVE IN WOODFORD?

Just the Facts

Name: _____ Date: _____

1. Title of the book: _____
2. Author: _____
3. Publisher: _____
4. Address of Publisher: _____

5. Date of Publication: _____
6. Country of Publication: _____
7. For Information Regarding Permission: _____
8. ISBN: _____
9. Main Characters: 1. _____
 2. _____
10. What do they see in the silent house? _____
11. What do you think it is? _____



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Chapter 5

A. 1. The twins' names are

_____ and _____.

Suggest other names that begin with the same letter for

2. Twins

(a) _____ and _____

(b) _____ and _____

(c) _____ and _____

3. Triplets

(a) _____ and _____ and _____

(b) _____ and _____ and _____

(c) _____ and _____ and _____

D. What did the twins do to Sam when they first saw Sam?

1. _____

2. _____

F. Name six of your favourite doughnuts.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

B. What is the matter with Beth?

C. Why does Jennie say that nobody notices shoes?

E. What is traction?

G. What has happened to Sam at the end of this chapter? Explain why.



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Chapter 6: Title: _____

A. Illustrate what Jennie brought for the picnic.

B. Plan four picnic menus. Make one a vegetarian picnic.

A

1. _____
2. _____
3. _____
4. _____
5. _____

B

1. _____
2. _____
3. _____
4. _____
5. _____

C

1. _____
2. _____
3. _____
4. _____
5. _____

D (vegetarian)

1. _____
2. _____
3. _____
4. _____
5. _____



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Chapter 6

A. Fill in the blanks with "ie" or "ei".

1. f ____ ld
2. bel ____ ve
3. rel ____ ve
4. ____ ght
5. p ____ ce
6. ach ____ vement
7. ____ ther
8. w ____ rd
9. n ____ ce
10. suffic ____ nt

B. What made the clicking sound?

C. Give four reasons why Sam didn't want to drink the water.

1. _____
2. _____
3. _____
4. (your own)

D. Why did Sam growl?

E. Explain "licked her chops".

F. What incredible revelation was made in this chapter?

G. Why would McIver be sorry Sam moved to Woodford?
