



This Book Is Haunted

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ABOUT THE BOOK:

A not-so-scary ghost weaves the tales of mischievous children he has encountered. Greedy Pam and Flo are tricked by a witch and a ghost—and pay a high price for their greediness. Then Sally Bible draws her sister’s picture with a magic pen and her sister, Baby Bible, disappears. In another story, a typical big brother taunts his younger brother when they hear a tap-tap-tapping sound on the window. The older brother suggests the noise could be a skeleton, a mummy, or even a monster, all the while knowing it is merely a branch hitting the window. Unaware that the book is haunted, mean Bill steals his sister’s book and leaves it under his bed. When the book cries to be returned to the library, Bill, still in his pajamas, jumps out of bed and dashes to return the book.

DISCUSSION QUESTIONS:

1. Who is telling the stories? Why does the narrator want to tell the scary stories? Why does the narrator want the reader to share the stories with other children?
2. What lesson do Pam and Flo learn from their experience with the witch and the ghost?
3. Why would the big brother, Sally Bible, and mean Bill want to scare their younger siblings?
4. In the story “House for Rent,” why would an empty house echo? When do the renters realize the echo isn’t really an echo? Who is the echo?

The above questions correlate to Common Core State Standards (Reading): RL.K.1, RL.1.1, and RL.2.1; (Speaking & Listening): SL.K.1, SL.1.1, and SL.2.1, SL.K.3, SL.1.3, and SL.2.3.

EXTENSION ACTIVITIES:

I Think This Book...: Ask students to write the name of the book, the author, and the illustrator of the book and then to state their opinion of the stories by writing, drawing, or dictating what they liked and didn’t like about the book and any of the specific stories in the book. Have students share their writing or drawing with the class. *This activity correlates to Common Core State Standards (Writing): W.K.1, W.1.1, and W.2.1; (Language): L.K.1, L1.1, and L.1.2; L.K.2, L.1.1, and L.1.2.*

My Own Scary Story: Ask students to write, draw, or dictate their own funny, scary, or exciting Halloween story to share with their classmates. Their story can be based on a real experience or purely fictional. Place students in a circle on the floor around a makeshift “campfire” and ask them to read or tell their stories. Have students bring props or wear costumes to enhance their stories, as appropriate. *This activity correlates to Common Core State Standards (Writing): W.K.3, W.1.3, and W.2.3; (Language): L.K.1, L1.1, and L.1.2; L.K.2, L.1.1, and L.1.2.*

Poetry to Eat: Read the poem “Witch’s Stew” to the class, asking them to pay special attention to the description of the stew. Then ask students to make a list of the ingredients of their favorite food, describe how it tastes, and explain how it is cooked. Using their list, ask them to write and illustrate a poem about their favorite food. Have students share their poems and display them in the classroom. *This activity correlates to Common Core State Standards (Writing): W.K.2, W.1.2, and W.2.2; (Language): L.K.1, L1.1, and L.1.2; L.K.2, L.1.1, and L.1.2.*

Special Creation: Ask students to imagine a pen or pencil that has special powers similar to the one Sally Bible used to draw her sister. Ask students, “If you owned such a pen or pencil with special powers, what would it look like and what would you want to make disappear by drawing a picture of it?” Give students a sheet of large paper and instruct them to draw a picture of their special pen next to the object they want to disappear. Then have students write a short explanation of why they want that particular object to disappear. *This activity correlates to Common Core State Standards (Reading Literature): RL.K.2, RL.1.2, and RL.2.2; (Writing): W.K.3, W.1.3, and W.2.3; (Language): L.K.1, L1.1, and L.1.2; L.K.2, L.1.1, and L.1.2.*

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