GOOSEBUMPS: MONSTER BLOOD

AUTHOR: R. L. STINE

ILLUSTRATOR: TIM JACOBUS

** REMEMBER: HAVE FUN AND THE KIDS WILL TOO! **

OVERVIEW

ABOUT THE BOOK


ABOUT THE AUTHOR

Born in 1943, R.L. Stine started out writing jokes and funny stories. He moved to New York City in the mid-1960s, after graduating from The Ohio State University. In 1986, Stine published Blind Date, his first horror novel for young adults. He launched his popular Fear Street book series three years later. Beginning in 1992, Stine found international acclaim writing the Goosebumps series, which spurred the creation of additional series and nearly 200 books. (biography.com)

ABOUT THE ILLUSTRATOR

Tim Jacobus (born April 21, 1959) is the artist who painted 60 of the 62 original Goosebumps covers. He later went on to create all of the covers for Goosebumps Series 2000, and even some of the reprint editions. Although Jacobus no longer illustrates the covers for the Goosebumps books, he still works as an artist. Also, Jacobus no longer relies solely on the use of traditional painting techniques. In recent years, Jacobus has begun using computers to create digital art. (goosebumps.wikia.com)

THE READ ALOUD

BEFORE READING

*Use these before reading the story to help students activate background knowledge and make predictions:*

- What do you see on the cover? Using this as a clue, what do you think the story is about?
- Show me by raising your hand who in this class has read a Goosebumps book.
- Let’s see what happens in this story.

DURING THE STORY

*Use these while reading the story to help students interpret the action and content.*

TOPICS & THEMES:

- Tips for every book!
- I WONDER...
- I NOTICE...
- TELL ME MORE...

DIGGING DEEPER:

- “Tell me more, why do you think that?”
- “How do you know that?”
- “Why do you think they feel like that?”
- “Interesting, did you notice anything else?”
• (p. 1) If you think you know what a “stoop” is, and want to tell the class, put your hand in the air. Have students share. (a stoop is a flat area at the front door of a house, often with steps below used for sitting and talking with your neighbors)
• (p. 3) Having pets takes a lot of patience, especially when they get so excited they run in circles.
• (p. 4) What kind of shadow would “fall over the front yard” if the sun dipped behind a cloud?
• (p. 4) The curtains are “drawn over” the upstairs window. What does that mean? How would the meaning change if it said “drawn on”?
• (p. 4) When you are reluctant to do something, it means you don’t really want to do it. Does anyone know what “glumly” means?
• (p. 7) That’s a suspenseful end to a chapter. I wonder whose blood that might be.
• (p. 8) If you have an idea about what “steely blue eyes” look like, put up one finger. If you don’t know, put up two. Share with class.
• (p. 15) If you have an idea about what makes a book’s pages look yellow, put your left pointer finger on your nose. Share your thoughts with the class.

AFTER READING

Use these after reading the story to help students understand what they just read.
• I wonder what Great Aunt Kathryn is going to do with Trigger.

BRINGING THE BOOK TO LIFE!

• (p. 1) Everyone pretend to be angry, and cross your arms in front of you. Does this help you say more than words alone?
• (p. 2) Evan rolled his eyes at his mom in exasperation. Can you show me what that looks like? What’s another word for exasperation? (frustration)
• (p. 3) When I clap once, I want this half of the class to bark, and this half of the class to bark. Stop when I clap twice, that means stop. That would be really annoying, don’t you think?

COOPERATIVE LEARNING

• (p. 2) Turn to your neighbor and talk about what Even might do if he lost control. Share with the class.

GRADES 4/5 DISCUSSION ACTIVITY

• (p. 1) What do we usually call carrot-colored hair? (red hair). Do you think a person with this color hair would like their hair to be called carrot colored? How else could we describe Evan’s hair?
• (p. 5) When Evan’s dad says, “Well, excuuuuse me!” , it’s described as being sarcastic. What does that mean? Is it a way we talk to our friends? Does it tell the person we’re talking to how we feel about something? Is there a different way to express ourselves and still get our feelings across?
• (p. 6) Evan’s parents planned what he was going to do without including him in their discussion. Why do you think parents do this sometimes? How does it make Evan feel? How would it make you feel?
• (p. 9) Evan’s dad described Evan as being “as skinny as a spaghetti noodle.” What other ways might you describe Evan?
• (p. 9) Sometimes people who are deaf have “indistinct pronunciation”. Why do you think that is?
• (p. 13) What do you think Evan’s mom meant when she said, “I’m counting on you.”?

GRADES 4/5 WRITING ACTIVITY

• What do you think a “scary old witch” might be like? What would she do? How would she treat people? Write three short paragraphs, each paragraph answering one question.
“I was slicing beef,” she said in a surprisingly deep voice, waving the blood-stained kitchen knife. She stared at Evan.

“You like beef?”