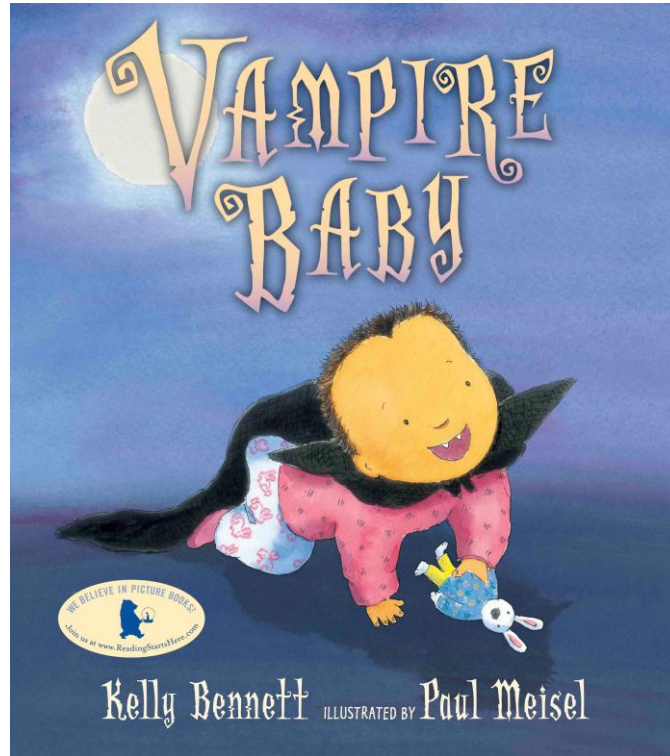


A CCSS Annotated Discussion and Activity Guide for



Written by Kelly Bennett

Illustrated by Paul Meisel

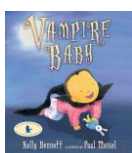
Published by Candlewick Press

Guide Created by Debbie Gonzales



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Pre-Reading Discussion Questions

Do you know what a vampire is?

Do you know why they have sharp teeth?

Do you know what time of day they come out?

Have you ever seen a vampire?

Is there a special holiday when some people dress in vampire costumes?

Can babies be vampires?

Look closely at the front cover of *Vampire Baby*.

- Do you notice anything peculiar about the baby on the cover?
- What do you see at the top of the cover, behind the letter V?
- Do you know why the moon is important to vampires?

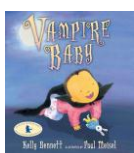
What do you think this story is going to be about?

Do you know what an author does?

- Kelly Bennett is the author of *Vampire Baby*.
- Click [HERE](#) to meet Kelly on her website.
- Click [HERE](#) to see other books Kelly has written.
- Click [HERE](#) if you'd like to send Kelly a note.

Do you know what an illustrator does?

- Paul Meisel is the illustrator of *Vampire Baby*.
- Click [HERE](#) to meet Paul on his website.
- Click [HERE](#) to see other books he has illustrated.
- Click [HERE](#) if you'd like to send Paul a note.



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Post-Reading Discussion Questions

*It happened when Tootie got teeth – two in one night.
They were not teens-weensy, itsy-bitsy baby teeth, either.
They were long, sharp, points FANGS!*

Consider the illustration featuring Tootie in her crib about to bite into her toy bunny's foot.

- What are fangs?
- Do Tootie's teeth look like fangs?
- What about Tootie's hair? What about that point at the top of her forehead? Does it look like normal baby's hair?
- Tootie bites everything, especially her big brother. Do you think that Tootie might be a vampire? Is that possible?

*"Canines," the doctor said. "Most unusual."
We should have known then.*

Feel your teeth. You have canines on the upper and lower rows of teeth in your mouth. Canine teeth tear at your food like a fork.

- In what way are the vampire's canine teeth that same as yours?
- In what ways are they different?
- For more information about the names of teeth and lots of other facts of about dental care click [HERE](#).



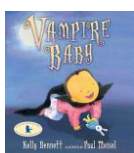
A Vampire's Mouth

Canine is another name for a dog. Notice a dog's teeth.

- How are their canine teeth shaped?
- In what ways are a dog's canine teeth like yours?
- In what ways are they different?
- How are a dog's canine teeth like the vampire's?
- How are they like Tooties?

Look through the pages of *Vampire Baby*. Be sure to look at all of the illustrations, closely.

- Can you find illustrations of dogs, also know as canines?
- How does the family dog feel about Tootie chewing his toys? How do you know?



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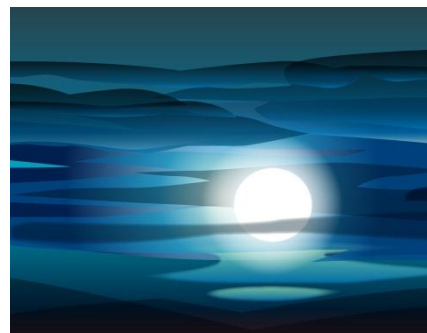
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According to the books, vampires sleep during the day and stalk their prey at night. I set my alarm for midnight so I could catch Tootie in the act. Turns out I didn't need to.

WAHHHH!

Find the illustrations featuring the big brother lying in his bed looking at the alarm clock.

- What time does his alarm clock read?
- Is this time close to midnight?
- Do you know what time vampires go out at night?
- The big brother is wearing something around his neck. Do you know what it is and why he is wearing it?
- There is book on his bed. What kind of book is it?



In the next illustration, Mom tells the big brother that Tootie is crying because she is hungry.

- Do babies wake up at night crying because they are hungry?
- Why is Mom not afraid of Tootie?
- Do babies chew on things? Bite things? Like vampires do?
- Do you think that Tooties is really a vampire?

Tootie may be a vampire baby.

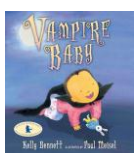
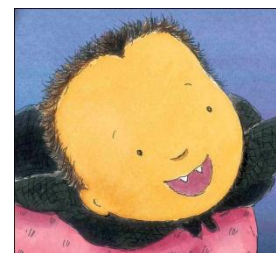
But she's my vampire baby.

Chomp!

"Youch! Tootie, no bite!"

Look back through the pages of *Vampire Baby* and recall the number of times that Tootie bites, either the big brother or the vampire boy.

- Do all babies chew on things?
- Is biting a normal thing for babies to do?
- What made the big brother change his mind about giving Tootie to the vampire family?
- What does the big brother mean when he says that Tootie is his vampire baby?
- Are there things that big brothers and sisters have to have a special understanding for with their baby siblings?
- Could another word for this special understanding be 'love'?



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Elements of Story Structure

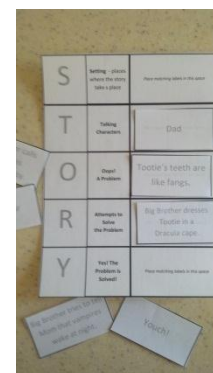
Objective: To use the reading strategy of visualization to teach the five elements of story grammar: characters, setting, problem, attempts to resolve the problem, and resolution.

Materials:

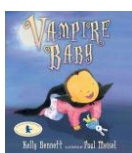
- Elements of Story Structure matrix found on page 7
- Elements of Story Structure labels found on page 8 & 9
- Elements of Story Structure answer labels found on page 10 & 11
- Scissors
- Cardstock
- Markers or crayons (optional)
- The book *Vampire Baby*

Procedure:

- Print matrix and labels on cardstock.
- Trim around the frame of the matrix and the labels.
- Review the matrix with the child, pointing out the five elements of story.
 - Setting – places where the story takes place.
 - Talking characters.
 - Oops! A problem.
 - Attempts to solve the problem.
 - Yes! The problem is solved!
- Read *Vampire Baby* with the five elements of story in mind.
- After *Vampire Baby* has been read and discussed, have the child try to match the Elements of Story Structure labels next the correlating element of story.
- Check the child's work using the answer labels found on pages 9 & 10
- As an easy, self-correcting option for younger children, simply use the answer labels to match on the matrix.
- If the child would like to illustrate the backs of some other cards, they can use their illustrated cards as matching labels, as well.



McLaughlin, Maureen, and Brenda J. Overturf. *The Common Core: Teaching K-5 Students to Meet the Reading Standards*. Newark: International Reading Association, 2013. (pps. 95-6.)



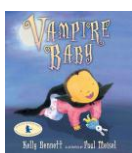
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S	Setting - places where the story takes place	<i>Place matching labels in this space</i>
T	Talking Characters	<i>Place matching labels in this space</i>
O	Oops! A Problem	<i>Place matching labels in this space</i>
R	Attempts to Solve the Problem	<i>Place matching labels in this space</i>
Y	Yes! The Problem is Solved!	<i>Place matching labels in this space</i>



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Elements of Story Structure Labels

Tootie becomes
Vampire baby.

Tootie's teeth are
like fangs.

Big Brother shows Mom
vampire pictures to prove
Tootie is a vampire.

Big Brother dresses
Tootie in a
Dracula cape.

Big Brother calls
Tootie his
vampire baby.

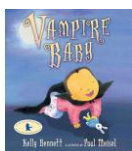
Big Brother tries to tell
Mom that vampires
wake at night.

The Doctor

Dad

Chomp!

Youch!



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Tootie

Vampire Baby

Big Brother

Mom

Home

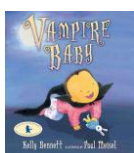
Costume aisle at
the store

Vampire Family

Bat Boy

Baby Tootie
bites.

Big Brother saves
Tootie when Bat Boy
yells at her.



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Elements of Story Structure Answer Labels

Tootie becomes
Vampire baby. (O)

Tootie's teeth are
like fangs. (O)

Big Brother shows Mom
vampire pictures to prove
Tootie is a vampire. (R)

Big Brother dresses
Tootie in a Dracula
cape. (R)

Big Brother calls
Tootie his vampire
baby. (Y)

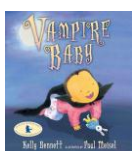
Big Brother tries to tell
Mom that vampires
wake at night. (R)

The Doctor (T)

Dad (T)

Chomp! (O)

Youch! (O)



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Tootie (T)

Vampire Baby (T)

Big Brother (T)

Mom (T)

Home (S)

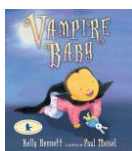
Costume aisle at
the store (S)

Vampire
Family (T)

Bat Boy (T)

Baby Tootie
bites. (O)

Big Brother saves
Tootie when Bat Boy
yells at her. (R)



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Picture Pages

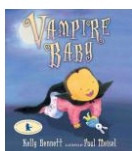
Objective: For the child to identify with the text and illustrations of a particular scene.

Materials:

- The book *Vampire Baby*
- Picture Pages Discussion Questions found on page 13 & 14
- Picture Pages found on pages 15 to 17
- Markers or crayons

Procedure:

- With the book in hand, lead the child in a guided discussion about the connection of between illustration and text with a few selected scenes.
- Remind the child about the roles of the author and illustrator in the creation of books.
- In the framed box found on the Picture Pages, have the child illustrate a time that they shared a feeling similar to that of the big brother in story.
- Have the child write a little statement about their illustration in the space provided below their illustration. If the child is unable to do so, have an adult transcribe their words for them.



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Picture Pages: Discussion Questions

The Feeling of Enjoyment:

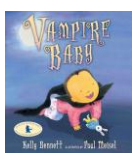
Study the picture featuring the big brother lying on his stomach playing with his little sister.

- What do you see in this picture?
- What is the dog doing?
- What type of expressions is on the big brother's face?
- How is Tootie feeling?
- Read the words printed below the picture. How do they match with the illustration?
- On this page, the big brother and Tootie are having a nice time together – the feeling of enjoyment.
- Have you felt this way before?
- Think of a time that you felt enjoyment.
 - Illustrate this moment in the framed space provided on page 15.
 - Write about this moment on the lines provided under the frame.

The Feeling of Being Misunderstood:

Study the picture featuring Tootie seated in her highchair, Mom is seated at the kitchen table, and the big brother is holding a book.

- What do you see in this picture?
- What is Mom doing?
- How is Tootie behaving?
- What is the big brother doing?
- What page is the big brother's book opened to? What is the illustration he's showing Mom?
- Read the words printed below the picture. How do they match with the illustration?
- The big brother believes something to be true. What is it?
- Does Mom understand what big brother is trying to say?
- On this page, the big brother is not able to convince Mom of something. What is it?
- The big brother is feeling misunderstood. Have you ever felt this way before?
- Think of a time that you've felt misunderstood.
 - Illustrate this moment in the framed space provided on page 16.
 - Write about this moment on the lines provided under the frame.



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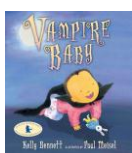
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The Feeling of Being Protective:

Study the page featuring the big brother holding his little sister. Tootie is crying. The vampire boy is covering his nose with his hand.

- What do you see in this illustration?
- Why is Tootie crying?
- Why is the vampire boy holding his nose?
- Look at the big brother's expression. What is he feeling?
- Why is the big brother upset?
- Read the words printed below the picture. How do they match with the illustration?
- On this page, the big brother is guarding his sister's feelings. He is being protective. Have you ever felt this way before?
- Think of a time that you felt protective.
 - Illustrate this moment in the framed space provided on page 17.
 - Write about this moment on the lines provided under the frame.



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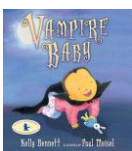
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Picture Pages: Enjoyment



The Feeling of Enjoyment



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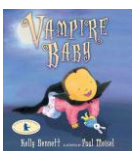
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Picture Pages: Misunderstanding



The Feeling of Being Misunderstood



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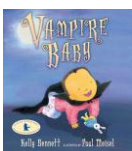
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Picture Pages: Protective



The Feeling of Being Protective

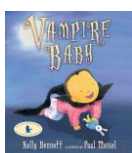
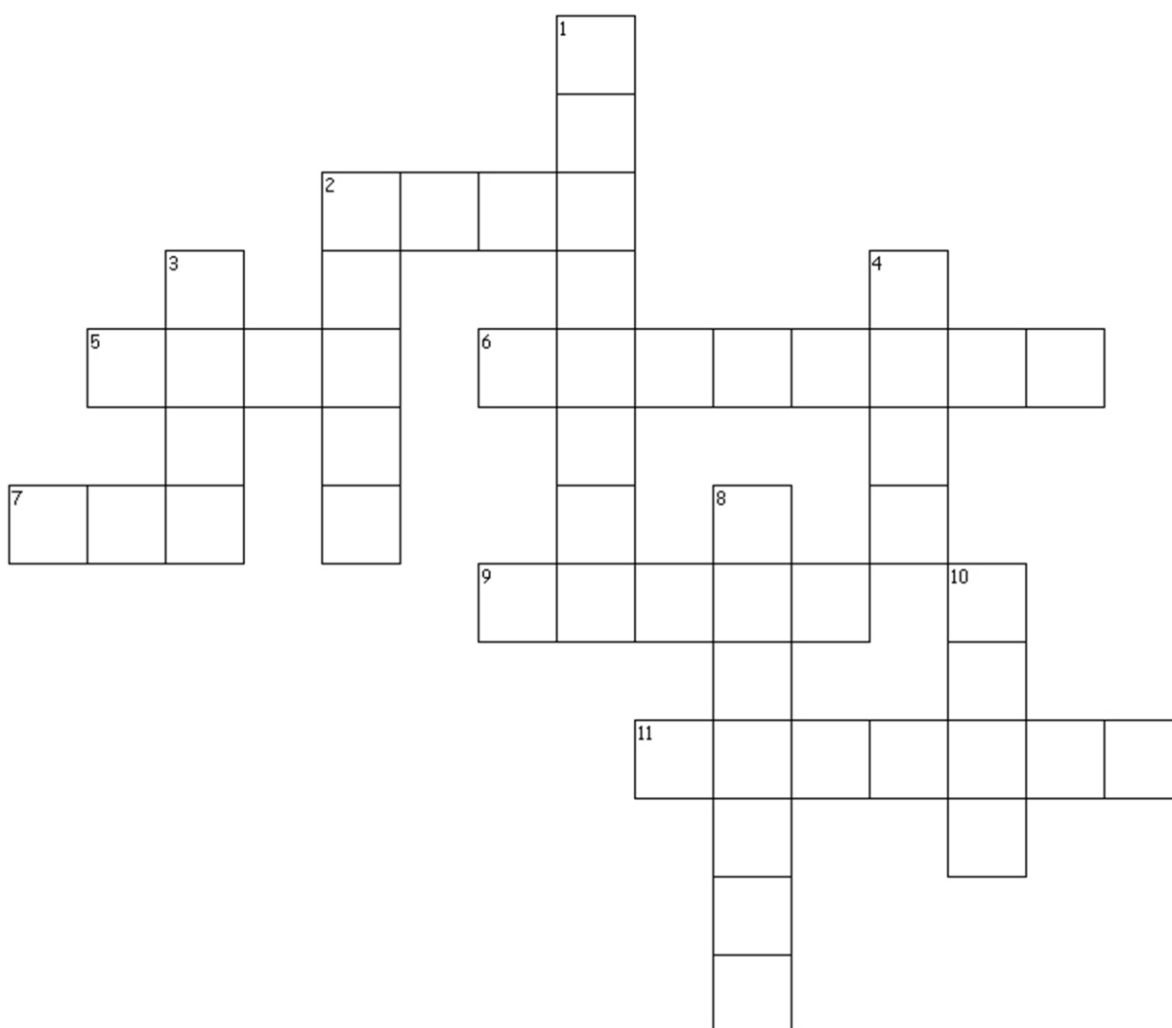


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Picto-Puzzle



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Picto-Puzzle Clues

Across

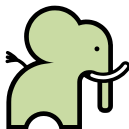
2.



5.



6.



7.



9.



11.



Down

1.



2.



3.



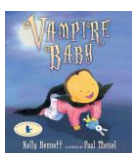
4.



8.



10.

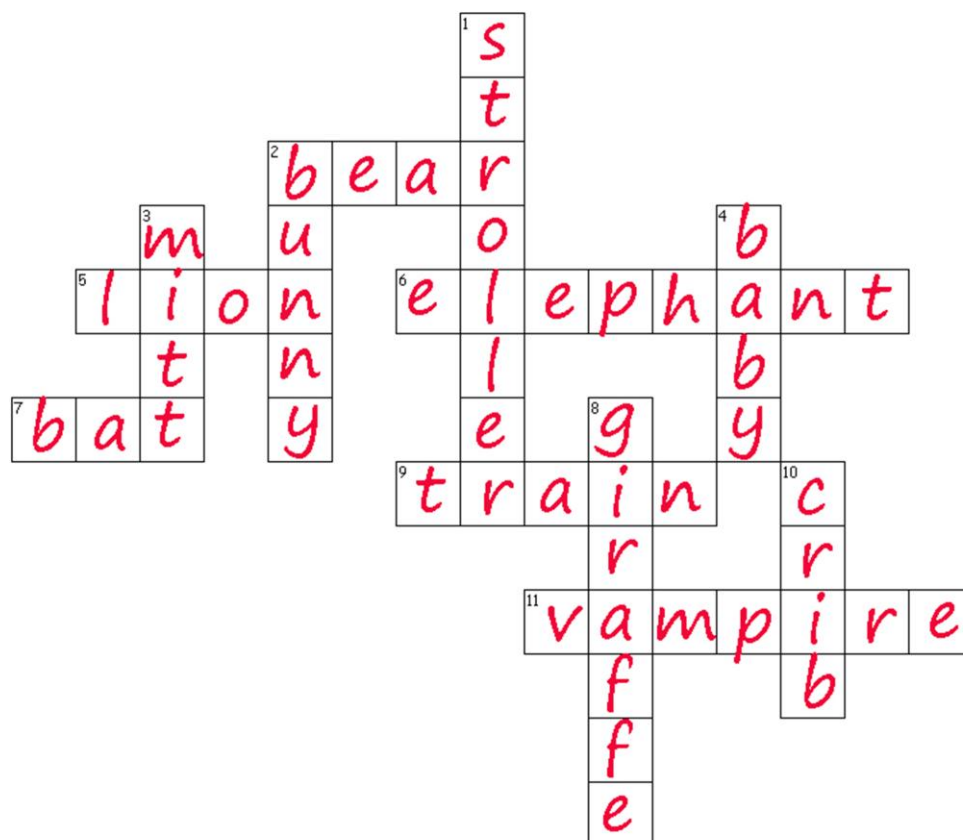


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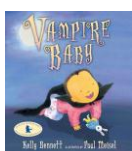
Picto-Puzzle Answers



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Vampire Baby Teeth

*It happened when Tootie got teeth – two in one night.
They were not teensey-weensy, itsy-bitsy baby teeth, either.
They were long, sharp, pointed FANGS.*

Objective: To have some silly fun making vampire teeth from apple slices.

Materials:

- An apple
- A knife (Careful, little ones!)
- A cutting board



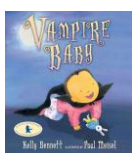
Procedure:

- Cut a thin wedge about 1/8 of an inch thick.
- Cut two elongated fangs in the white, meaty portion of the apple wedge.
- Place your apple teeth between your upper lip and gums.
- Now go scare somebody!



CHOMP!

YOUCH!



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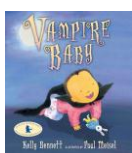
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Common Core State Standards Annotations

English Language Arts: Reading Literature

		Pre-Reading Discussion	Post-Reading Discussion	Elements of Story	Picture Pages	Picto - Puzzle
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	✓	✓	✓	✓	
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	✓	✓	✓	✓	
RL.K.4	Ask and answer questions about unknown words in a text.					✓
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	✓	✓			
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	✓	✓	✓	✓	
RL.K.10	Actively engage in group reading activities with purpose and understanding.	✓	✓	✓	✓	✓
RL.1.1	Ask and answer questions about key details in a text.	✓	✓	✓	✓	
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	✓	✓	✓	✓	
RL.1.3	Describe characters, settings, and major events in a story, using key details.	✓	✓	✓	✓	
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.				✓	
RL.1.6	Identify who is telling the story at various points in a text.	✓	✓	✓	✓	
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	✓	✓	✓	✓	



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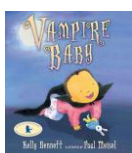
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RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	✓	✓	✓	✓	
RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	✓	✓	✓	✓	
RL.2.3	Describe how characters in a story respond to major events and challenges.		✓	✓	✓	
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.			✓		
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	✓	✓	✓	✓	
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓	✓	✓

English Language Arts: Writing

W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.			✓	✓	
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	✓	✓	✓	✓	
W.1.3	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		✓	✓	✓	
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	✓	✓	✓	✓	



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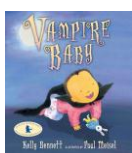
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English Language Arts: Speaking and Listening

		Pre-Reading Discussion	Post-Reading Discussion	Elements of Story	Picture Pages	Picto- Puzzle
SL.K.1	Recall information from experiences or gather information from provided sources to answer a question.	✓	✓	✓	✓	
SL.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	✓	✓	✓	✓	
SL.K.1b	Continue a conversation through multiple exchanges.	✓	✓	✓	✓	
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	✓	✓	✓	✓	
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	✓	✓	✓	✓	
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	✓	✓	✓	✓	
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.				✓	
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	✓	✓	✓	✓	
SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups	✓	✓	✓	✓	✓
SL.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	✓	✓	✓	✓	
SL.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	✓	✓	✓	✓	
SL.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.	✓	✓	✓	✓	



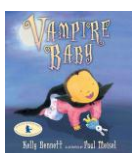
Bennett, Kelly. *Vampire baby*. S.I.: Candlewick Press, 2013.

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SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	✓	✓	✓	✓	
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	✓	✓	✓	✓	
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	✓	✓	✓	✓	
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.				✓	
SL.1.6	Produce complete sentences when appropriate to task and situation.	✓	✓	✓	✓	
SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	✓	✓	✓	✓	
SL.2.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	✓	✓	✓	✓	
SL.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.	✓	✓	✓	✓	
SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.	✓	✓	✓	✓	
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	✓	✓	✓	✓	
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	✓	✓	✓	✓	
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.				✓	
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	✓	✓	✓	✓	



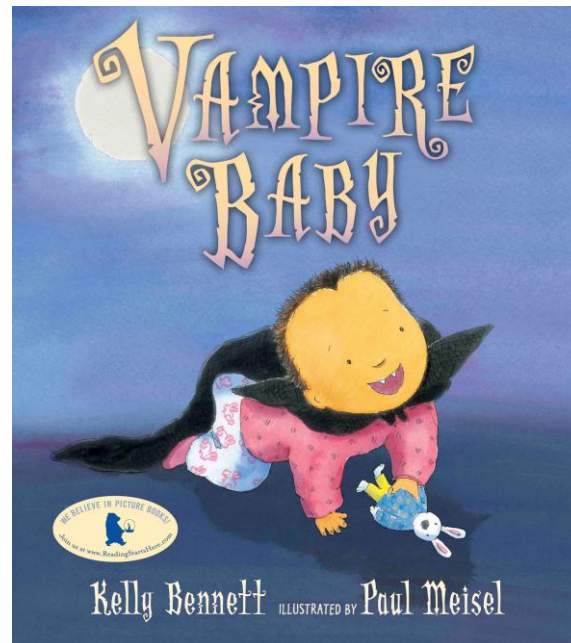
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Acknowledgements



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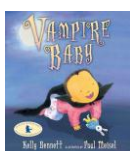
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