



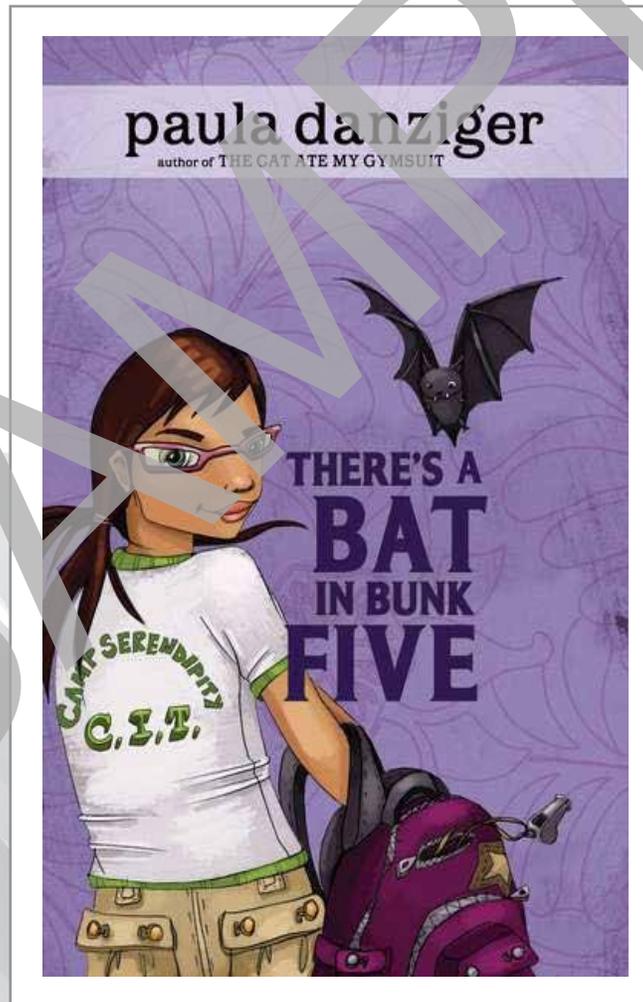
TEACHER GUIDE

GRADES 3-5

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

There's a Bat in Bunk Five

Paula Danziger



READ, WRITE, THINK, DISCUSS AND CONNECT

There's a Bat in Bunk Five

Paula Danziger

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Table of Contents

Summary	3
About the Author	3
Introductory Activities	4
Fourteen Chapters	10
Chapters contain: Vocabulary Words and Activities, Discussion Questions, Supplementary Activities	
Conclusion	26
Post-reading Activities	27
Teacher Information	34
Assessment	38

Skills and Strategies

Thinking

Classifying and categorizing,
comparing and contrasting,
evaluating, analyzing details

Writing

Narrative, expository,
descriptive

Vocabulary

Synonyms/antonyms,
multiple meaning words,
analogies

Comprehension

Predicting, sequencing,
cause/effect, inference

Literary Elements

Character, setting, plot
development

Listening/Speaking

Participation in discussion
and cooperative groups,
entertain others with
dramatic or poetry activities

Summary

Marcy Lewis is fourteen and eleven twelfths, a counselor-in-training at a Creative Arts Camp directed by her favorite teacher, and in love! Could things in her life get much better? Maybe not, but they could—and do—get worse! Her own personal family problems seem to get less and less significant as she deals with Bunk Five's problem camper, the needs of the other campers assigned to the bunk, a late night raid on the bunk by the boys, and the bat. Marcy comes to believe that her "life goes on like a novel with lots of character development."

About the Author

Paula Danziger was born August 18, 1944, in Washington, D.C. She attended Montclair State College, B.A., 1967. She was a teacher before becoming a full-time writer in 1978.

Paula Danziger is a best-selling author for young adults. Of her work, she says, "Children are inarguably the most important members of society—they are the future. And they can be very tough critics, particularly as they are often forced to deal with problems of the parents' making. For anyone who has ever felt alone—and who hasn't in truth—a book can make a very good friend. Like a good friend, a book can help you see things a little more clearly, help you blow off steam, get you laughing, let you cry.

"All writers write from deep experience. For me, that is childhood. From it flow feelings of vulnerability, compassion, and strength. Ideas for books come to me all the time. But before I can sit down and start writing, I have to have lived with the idea for quite some time. I get a lot of sensual enjoyment from the act of writing. The feel of felt-tip pens against the paper, the movement of my hand making the letters, the look of all those marks across the page—even the way a keyboard feels.

"I think there is so much in life that is hard and sad and difficult and that there is so much in life that is fun and joyous and funny. There's also a lot in between those two extremes. As a writer, I try to take all of those things and put them together. That way people can say, 'I know that feeling' and identify with it. My major ability as a writer, hopefully, is to tell a good honest story and let people laugh when it is appropriate. My other ambition is to be a stand-up comic. But I have trick knees and can't stay up too late."

Note: Please be selective and use discretion when choosing the activities that you will do with the unit. It is not intended that everything be done, but that the discretionary choices that are made are the most appropriate for your use and group of students. A wide range has been provided, so that individuals as well as groups may benefit from these selections.

Attribute Web

The attribute web below will help you gather clues the author provides about a character in the novel. Fill in the blanks with words and phrases which tell how the character acts and looks, as well as what the character says and what others say about him or her.

Acts

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

Feels

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

Looks

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

Says

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

Discussion Questions

1. Marcy is trying to write a letter home. What would be your answer to her question? “What do you say about camp to someone who’s not there to get the whole experience” (page 34)? Do you agree or disagree with Marcy, that “being there” puts a different perspective on a situation? Why? Discuss responses. (See Supplementary Activities #1 and #2.)
2. Corrine and Marcy are to have Ginger Simon in their Bunk. Read pages 36-38. Make a list of information that is given regarding Ginger. Read over the list. From the information given, describe the person that you would expect Ginger to be. How did you come to this conclusion? Discuss student responses. Use this information to start a character attribute web for Ginger. Add to it as the story continues. (For example, list *Ginger’s parents are divorced. Ginger has a “chip on her shoulder.” She is a fine artist. She did cruel and nasty things during the previous year, and was a general disturbance.*)

Supplementary Activities

1. Imagine that you are a CIT at the camp. Write a letter home to tell of your impressions and feelings regarding the camp and the staff. Use your imagination to create situations and experiences that differ from those that Marcy has encountered. Include small illustrations with the writing.
2. Make a cartoon out of the situation in which the goat eats Marcy’s letter home (page 34).
3. Start the “creative arts” aspect of the unit. Allow the students to form groups having similar interests to publish a newspaper, use art media, compose music, perform a drama or a musical, make audio/visual recordings of presentations, etc. Alternatively, students may work individually on a personal goal.

Chapter 5—Pages 39-53

Vocabulary

epidemic 40 designated 40 vegetarian 49

Vocabulary Activity

Put the word *VEGETARIAN* vertically on a sheet of paper. Define the word. Use each letter to start a word that goes with the definition. For example: Vegetarian—one who eats only vegetables and plant products.

V egetables

E ggplant

G rains

E scarole

T omato

A rtichoke

R adish

I ceberg lettuce

A sparagus

N uts

Discussion Questions

1. The parents of Helene, Mr. and Mrs. Gerver, want to inspect the cabin. Helene asks that she be allowed to go there alone. Mr. Gerver replies, "Okay, we won't come up. Kids. They always think we baby them too much" (page 43). Do you agree or disagree with Mr. Gerver that kids think that their parents baby them too much?

What are some examples of this? Did any of this ever happen to you? If so, how did you feel about it? Allow students to discuss their feelings.

2. Reread pages 46 and 47. Stacey helps Alvin deal with his fear of goats. What is your opinion of the technique that is used by Stacey? Would you make any changes? If so, what/why?
3. Ginger arrives and makes unkind remarks about Stacey. How do the other girls react to this? What do they do? (*Pages 51-53, Kitty tells Ginger that she is also at the camp on a scholarship. Ellen puts her arm around Stacey, and asks that they not be judged on the basis of Ginger's behavior. Alicia tells Stacey to ignore Ginger. "She's not worth it." Betsy swaps lollipops with Stacey.*) What do you think of the response of the girls? Discuss. What do you think that you would have done if put in that situation?

Supplementary Activities

1. Marcy meets Linda, the first of the campers for their bunk. Linda is going to be a stand-up comic, and tells jokes that often involve the color green (pages 40-41). Make a list of everything that you can think of that is green. Make up your own riddle or joke that involves something from your list, or prepare a comic routine to present to the group.

For example: broccoli, lima beans, string beans, pole beans, grass, leaves, split peas, peas, iceberg lettuce, romaine lettuce, parsley, turnip greens, okra, pea pods, celery, cabbage, carrot tops, radish tops, frog, etc.

2. Corrine has a bag of lollipops to share with the girls in the cabin. What flavor would you choose if the bag were offered to you? Make a graph of the choice of the members of your group. If possible, ask the flavor choice of students who are members of other groups. Add this information to the graph. When complete, summarize the information.