



Reading Group Guide:

CREEPELLA VON CACKLEFUR: MEET ME IN HORRORWOOD

by Geronimo Stilton

Reading Levels: GRL: R LEX: 540L DRA: 40

TALK ABOUT THE STORY (RL: 2.1-2.3, 2.10, 3.1-3.3, 3.10; RF: 2.4, 3.4; SL: 2.1-2.4, 3.1-3.4)

BEFORE READING

- **A monster is missing** Begin by asking students what happens when someone or something goes missing. What things do people do to find what they've lost? Record students' ideas on chart paper (e.g., use clues, hang posters, offer rewards, ask for help from friends. Ask students to look for the actions you listed while reading *Creepella von Cacklefur: Meet Me in Horrorwood*. They should record what page they found the action on the chart.

AFTER READING

- **A monster is found** Talk about how Creepella von Cacklefur and Billy Squeakspeare found the monster Bobbina. What things did they do that were helpful and what things weren't so helpful? Also discuss the different characters' reactions in finding Bobbina. Who was happy and why? (Gorgo was happy because Bobbina was his true love.) Who was less happy? (Billy, because he accidentally got stuck inside Bobbina).

BUILD VOCABULARY (RF: 2.3, 2.4, 3.3, 3.4; SL: 2.1-2.4, 3.1-3.4; L: 2.4, 2.6, 3.4, 3.6)

- **Look for mouse jokes** Distribute the Student Activity: Mouse Humor. Ask students to look for examples of mouse-related wordplay while reading the story. For example, Billy Squeakspeare is referred to as a "gentlemouse." Have them record their examples on the Student Activity, along with the words that are the basis of the joke (*gentleman* in the above example). Encourage students to look up any of these original words if they are unfamiliar. After reading, have students share their favorite examples of mouse humor in the story.
- **Illustrate words** Words are illustrated throughout *Creepella von Cacklefur: Meet Me in Horrorwood*. Oftentimes the illustrations add to the meaning of the word. For example, the word *shadow* on page 1 is illustrated with an actual shadow behind it. The word *chilly* on page 4 has ice caps forming on the top. Encourage students to similarly illustrate one of your weekly spelling or vocabulary words. Post the illustrations on a bulletin board for all to enjoy.

OTHER ACTIVITIES TO TRY (RL: 2.1-2.3, 2.10, 3.1-3.3, 3.10; RF: 2.4, 3.4; SL: 2.1-2.4, 3.1-3.4; W: 2.3, 3.3; RI: 1.10, 2.10)

- **Write monster love stories** Invite students to write a short love story similar to Gorgon and Bobbina's starring two monsters, such as Frankenstein and a ghost or Godzilla and a zombie. Have students write the final drafts of their stories on black and orange paper hearts. Post the hearts on a bulletin board titled "Halloween Love."
- **Plan an invisible dinner** During the story, Billy Squeakspeare is served an invisible dinner. Invite students to use the menu from this dinner to write their own menus for an invisible meal. What would they serve and who would they invite?
- **Talk about Shakespeare** Do students know the inspiration for the character Billy Squeakspeare? How about his uncle William? Have students share what they know about the famous playwright. Then share an age-appropriate story about the subject, such as Alikì's *William Shakespeare and the Globe* or Diane Stanley and Peter Vennema's *Bard of Avon*.

SITES TO VISIT

Play Geronimo Stilton games at scholastic.com/geronimostilton.

Post reviews of *Creepella Von Cacklefur: Meet Me at Horrorwood* at teacher.scholastic.com/activities/swyar

NOTE: Questions are keyed to the Common Core Standards www.corestandards.org

RL: Reading Standards for Literature

RI: Reading Standards for Informational Text

RF: Reading Standards: Foundational Skills

W: Writing Standards

SL: Speaking and Listening Standards

L: Language Standards



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There are lots of words that get turned into mousy jokes in *Creepella von Cacklefur: Meet Me in Horrorwood*. List the examples you find below.

[illegible]