

# Hampire!

Written by Sudipta Bardhan-Quallen

Illustrated by Howard Fine

*Teacher's Guide created by Cassandra Reigel Whetstone*

## Story Summary

A duck in search of a midnight snack encounters the notorious hungry hog, Hampire. Duck runs from Hampire and gathers his friends along the way, who are all terrified that Hampire will make them his next meal. When cornered by Hampire, they discover that he only wants to eat jelly rolls and they all share a late night snack.

**Sudipta Bardhan-Quallen** writes from her home in New Jersey, where she lives with her three kids and an imaginary pony named Penny. Learn more about her at [HYPERLINK "http://www.sudipta.com."](http://www.sudipta.com) [http://www.sudipta.com.](http://www.sudipta.com)

**Howard Fine** is an award-winning illustrator who has been drawing pictures since he was two years old. Learn more about him at [HYPERLINK "http://www.howardfineillustration.com/."](http://www.howardfineillustration.com/) [http://www.howardfineillustration.com/.](http://www.howardfineillustration.com/)

## Pre-Reading (Activating Prior Knowledge, Categorizing)

Ask, “What does the expression ‘First Impression’ mean?” Discuss students’ experiences with first impressions such as: the first day of school, a new friend, or a new class. Ask “Are first impressions always accurate?” Discuss the expression, “You can’t judge a book by its cover.”

**Controlled Vocabulary for Pre-Reading Sheltered Instruction:** *glimpse, droplets, risky, mood, jelly roll, snout, trio, feast*

## Discussion Questions

*Show cover of book.* What do you think this story is going to be about? *prediction*

What does **fateful** mean? Discuss that the suffix “ful” means “full” or “having.” What sorts of things happen on fateful nights in stories? *inference, analytical*

Have you ever been unable to sleep? What sorts of things help you fall asleep? *personal experience*

What do you think **fowl** means? *context to determine vocabulary*

What is your impression of Hampire? What do you think Hampire might be thinking about the situation? *analytical*

What do you think of Red’s plan to go to the abandoned shed? *analytical*

The shed doesn’t have a back door. What does that mean for the animals? *literal, inferential*

Why was Hampire chasing Duck? What is your impression of Hampire at the end of the story? *literal, analytical*

How do you think the animals will interact the next day? *analytical*

## Response to Story: First Impressions vs. the Real Hampire (Character Analysis)

**Materials:** drawing paper, crayons, pencils, copy of HAMPYRE

**Directions:**

**Grades K-2**

Read the second page of text. Ask students to describe how the character of Hampire is portrayed in the beginning of the story. Record descriptions on the board.

Read the last page of text. Ask students to describe how the character of Hampire in portrayed at the end of the story? Record descriptions on the board.

Distribute drawing paper. Direct students to fold paper in half.

Have students write “Before” on the top of the left side of the paper and “After” on the top of the second side of the paper.

Have students draw a picture of Hampire depicting him as scary and dangerous on the first side, and then draw a picture of Hampire as friendly on the second half. Have students write words and phrases around each picture to describe Hampire, before and after. Second grade students should write a sentence summarizing Hampire on each side.

**Grades 3-5**

Do steps 1-3, above.

Have students write “First Impressions” on the left side of the paper and “The Real Hampire” on the second half of the paper.

Tell students to draw a picture of their first impression of Hampire on the first half of the paper. Have students write a paragraph describing Hampire. Repeat on the other side with a description and illustration of Hampire as he is depicted at the end of the story.

**Closure:** Share finished products. Compare and contrast the two different impressions of Hampire.

**Extension:** Have students work either as a whole class or independently to rewrite *HAMPIRE* from Hampire’s point of view.

**Hampire’s Hungry! (Cardinal Directions, P.E.,)**

**Materials:** Two blindfolds, compass, paper, marker, tape

**Preparation:** Using one piece of paper per direction, write the cardinal directions on pieces of paper. (**Grades K-2:** North, South, East, West; **Grades 3-5:** Add intercardinal directions - Northwest, Southwest, Northeast, Southeast).

**Directions:**

Review cardinal and intercardinal directions Use compass to determine directions in the classroom.

Tape directions around the room so that students can see the directions.

Select students to be Hampire, Duck, Hampire-Caller, and Duck-Caller.

Blindfold the Hampire and the Duck, and help them stand at opposites sides of the room.

Tell Hampire-Caller that s/he needs to use cardinal directions to direct the Hampire towards

Duck. Tell the Duck-Caller that s/he needs to use cardinal directions to direct Duck away from the Hampire. REMIND STUDENTS TO WALK.

Let students play the game until Hampire catches Duck or until three minutes have passed.

Repeat with other students.

**Modification:** Game can be played outside. Use chalk to mark the directions on the pavement if appropriate.

California State Standards Targeted by  
**Hampire Educator’s Guide**

<p><b>Kindergarten</b> Reading Comprehension 2.2, 2.3, 2.5 Literary Response and Analysis 3.3 Writing Strategies 1.1 Chronological and Spatial Thinking 4.0</p>	<p><b>Third Grade</b> Word Analysis, Fluency, and Systematic Vocabulary Development 1.6, 1.8 Reading Comprehension 2.2, 2.3 Literary Response and Analysis 3.3 Writing Strategies 1.1 Chronological and Spatial Thinking 4.0</p>
<p><b>First Grade</b> Reading Comprehension 2.2, 2.4, 2.6 Literary Response and Analysis 3.3 Writing Strategies 1.2 Chronological and Spatial Thinking 4.0</p>	<p><b>Fourth Grade</b> Word Analysis, Fluency, and Systematic Vocabulary Development 1.4 Reading Comprehension 2.3 Literary Response and Analysis 3.3 Writing Strategies 1.0 Chronological and Spatial Thinking 4.0</p>

**Second Grade**

Word Analysis, Fluency, and Systematic

Vocabulary Development 1.9

Reading Comprehension 2.4

Writing Strategies 1.0

Chronological and Spatial Thinking 4.0

**Fifth Grade**

Word Analysis, Fluency, and Systematic

Vocabulary Development 1.4

Writing Applications 1.0

Chronological and Spatial Thinking 4.0