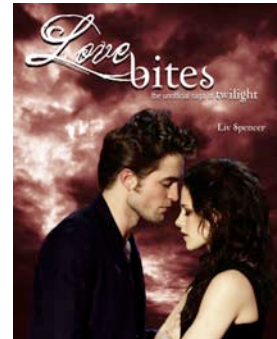


# *Love Bites: The Unofficial Saga of Twilight* by Liv Spencer Teacher Resource Guide



Teacher Resource Guide developed by Eleanor Creasey, B.Ed., M.Ed.

*Love Bites: The Unofficial Saga of Twilight* offers teachers an excellent opportunity to capitalize on student interest and engagement while connecting with curriculum. When students are enthused, they can “move the world” with their focus and hard work, and the Twilight phenomenon is one that is of great interest to thousands of middle school students. It is very likely that most students would have either read the books and/or seen the movies prior to reading this book, and teachers can make good use of this background knowledge, both in engaging student interest and in developing activities.

In this resource, several activities and ideas are suggested for working with this non-fiction text in the middle school (grades five through eight) classroom. Each of these suggested activities can be modified depending on the level of the students, but each is connected to curriculum outcomes in the language arts area. The activities range from the more complex to simple activities that will support student learning on a variety of levels as they explore the book. Because many students and teachers find graphic organizers helpful in collecting and organizing information, this resource suggests some graphic organizers (charts of different types, timelines, webs, and Venn diagrams) to support discussions and to help with planning. The resource also includes a variety of approaches to presenting what has been studied and learned.

## **Activity Group #1: Setting the Purpose**

A solid beginning to examining a book happens when the reader considers or predicts, prior to reading, what might be found in the book. Before reading *Love Bites: The Unofficial Saga of Twilight*, the teacher can guide this process by using some of the following possibilities:

✚ Link the students’ prior knowledge to the book:

- Discuss what the students liked/disliked about the books/movies.
- A comparison chart could be helpful as well. To begin, ask the students to complete the chart on the following page as a simplistic method of starting the process of what they appreciated about each format. They would check the area they believe to be most effective in the different formats. Then use their responses to discuss what they liked and did not like about the books/movies.

|   | Books | Movies |
|---|-------|--------|
| The setting is more effective in _____                |       |        |
| The plot is more intricate and involved in _____      |       |        |
| I (We) like the character description better in _____ |       |        |

- ✚ Lead the discussion into the genre of non-fiction as it applies in the case of this book. Talk about and look at the parts of the book (e.g. table of contents, page insets, headings). Review the contents to let students know what might be found here and discuss how this might help enhance their understanding of the books/movies. Talk about how reading a non-fiction book can be different than reading a story. The different parts of the book can be read in any order, and it possible to read only parts of the book to find meaning and value, whereas in a story, the whole must be read to attach meaning, and it must be read in the order presented by the author.
- ✚ Once background discussions have taken place, it is appropriate for students to predict what they will find or learn while studying or reading this book. Ask students to complete a KWL Chart to discuss their expectations or predictions for the book. At this point in time, they complete only the first two columns of the chart.

| K<br>What I Know | W<br>What I Would Like To Know | L<br>What I Learned |
|------------------|--------------------------------|---------------------|
|                  |                                |                     |
|                  |                                |                     |
|                  |                                |                     |

Let the students know they will be returning to this chart at the end of their exploration to see if their expectations were met or their predictions were correct. Students should have an opportunity to share their information orally once collected. This activity can be completed individually or as a small group project or it can be done by the class as a whole. If done individually or as a small group, there should be plans for sharing in some way with the large group.

### **Activity Group #2      Exploring the Text**

Biography is a theme that is present throughout the book. The book begins with a biography of Stephenie Meyer, the author of the Twilight series. Further on there are biographies of the major actors from the movie, Robert Pattinson, Kristen Stewart, and Taylor Lautner, as well as most of the other actors who appear in the movies. Additionally, there are comparisons made with some of the works of William Shakespeare, Jane Austen, and Emily Brontë. Teachers might take this opportunity to discuss and have the students work with the genre of biography in some of the following ways:

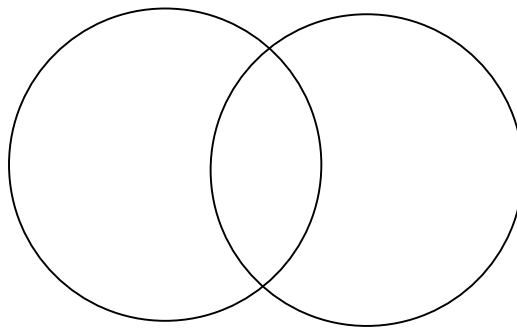
- ✚ Create a timeline for the life so far of one of the main actors, Robert Pattinson, Kristen Stewart, or Taylor Lautner. Include at least five major life events in chronological order. Try to find and include information under such categories as: early life, education, family influences, when they came to acting,

their path to success, and future plans. Develop and share this information in one of these ways:  
presentation software, poster, or pamphlet.

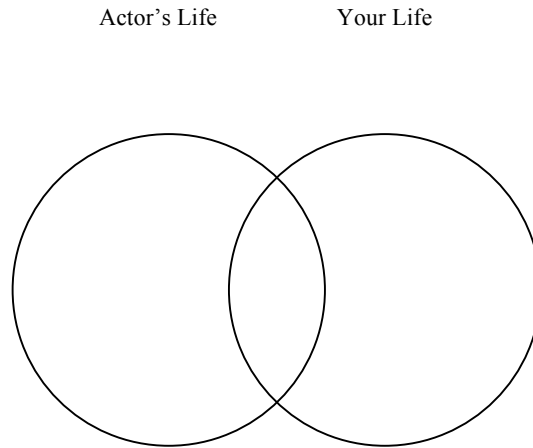
- ✚ Read the chapter on the life of Stephenie Meyer. Think about the impact of her life on her success and fame as an author. Working with a partner, think of ten questions you would like to ask her in an interview. Write the questions and her answers in interview format. Base the answers on information located in the chapter. Practice the interview and present it to the class.
- ✚ Research and compare the lives of Stephenie Meyer, using the book, and William Shakespeare, Jane Austen, or Emily Brontë, using the internet. Find at least five major life events for each. Then create a Venn diagram showing how their lives are similar and different.

Stephenie Meyer

William Shakespeare



- ✚ Choose one of the actors from the book and create a timeline for his/her life to this point, including early life, education, family influences, career, path to success, and future plans. Then create a timeline for your own life to this point. Use the information from both timelines to create a Venn diagram that shows how the actor's life and your life are similar and different.



### Activity Group #3 Responding to the Text

There are many possibilities that can be useful when working with students to respond to *Love Bites: The Unofficial Saga of Twilight*. Included below are some possibilities:

- ✚ Response Journaling/Dialogue Journaling

Students respond to different parts of the book, either on their own or as a dialogue journal with a classmate. They might be asked to consider questions such as:

- Based on what you have read in the text, would you like to live the life of Stephenie Meyer (or Robert Pattinson/Kristen Stewart/Taylor Lautner)? Why or why not?
- Different themes were explored in this book (e.g. biography, filming, fan bases, adapting a book into a film). In your writing, talk about your new learning as you read about these themes. What did you learn about, for example, filmmaking, turning a book into a film, biography, etc.? How will you incorporate this new learning into your life?

- How do the visual components (photos/insets) enhance your reading, understanding, and appreciation of the book?
- Focus on the personal challenges that have been faced by one of the actors in the book. What were the challenges? What is one personal challenge that you face and how are you trying to overcome or deal with this challenge?

#### ✚ Sketch Journaling

Students respond to parts of the book by sketching their response. They might be asked to sketch some of these ideas:

- Sketch a web showing the life events of Stephenie Meyer. Put her name in the centre of the web and sketch some of her life events on the other parts of the web.
- Sketch your new idea for a “Twicraft.” Make sure it is not an idea mentioned in the book

#### ✚ Letter Writing

Using the information they have gained from reading the book, students choose an actor and write a letter to the actor chosen. In the letter the student comments on information read in the book and asks the actor questions. The student then trades letters with a classmate and each writes the actor’s (imaginary) response.

#### ✚ Creating a Board Game

Students devise a board game to show that they have learned about the different actors discussed in the book.

#### ✚ Postcard Writing

Students choose two of Stephenie Meyer, William Shakespeare, Jane Austen, Emily Brontë, Robert Pattinson, Kristen Stewart, or Taylor Lautner. They write a series of imaginary postcards back and forth from one chosen person to the other, and in the postcards discuss and compare their life stories and motivation in choosing their life work.

✚ Poetry

Following instruction on limerick writing and acrostic poem writing, students choose an author or an actor from the book and write a limerick or an acrostic poem that shows they have learned about the person through their reading.

✚ Show and Tell

Students find objects that represent a figure in the book that they have chosen to highlight. Students bring in five objects and explain why the object is representative or important to the author or actor they have selected.

### **Activity Group #5 Reflecting on the Text**

When completing a book study, it is helpful to reflect on what has been learned and how this new learning compares with previous knowledge or understanding. Here are a few possibilities that could be helpful on completion of *Love Bites: The Unofficial Saga of Twilight*:

- ✚ How did reading this book help you to better understand the books and the movies? Write a response that discusses four ways that you found that helped your understanding of the books/movies by reading this book.
  
- ✚ Complete a chart that helps to show what, for you as a reader/viewer, was the most effective way of appreciating and understanding some things to do with the Twilight phenomenon. For each of setting, plot, characters, background information, check the most helpful of the three: book, movie, *Love Bites*. Use the information in the chart to help you explain and discuss what is most helpful about a reference book. This activity could be done as individual or small group work, and then shared as a whole class.

|  | Books | Movies | <i>Love Bites</i> |
|--|-------|--------|-------------------|
| Setting most effectively described in    |       |        |                   |
| Plot most effectively developed in       |       |        |                   |
| Characters most effectively shown in     |       |        |                   |
| Author biography best in                 |       |        |                   |
| Actor background best in                 |       |        |                   |
| Filming information best in              |       |        |                   |
| Comparison with other literature best in |       |        |                   |

- ✚ Return to the KWL Chart that you developed at the beginning of the study of the book. Complete the “What Have I Learned” or “L” part of the chart. This can again be done individually, in small group, or as a class. Regardless, the information should be discussed as a large group and can form an effective ending to the study. Completing this chart helps students to articulate their new learning and what they gained from reading the book.

| K<br>What I Know | W<br>What I Would Like To Know | L<br>What I Learned |
|------------------|--------------------------------|---------------------|
|                  |                                |                     |
|                  |                                |                     |
|                  |                                |                     |

## Activity Group #5 Extending the Text

Making the most of the opportunities presented by working with a book that capitalizes on student engagement and interest, teachers could extend the work further in some of the following ways:

✚ This book offers a myriad of possibilities for student research projects. Students could suggest possible topics of interest brought about through the book study. Some possible topics might include:

- Vampires and Werewolves
- William Shakespeare
- Emily Brontë
- Jane Austen
- Filmmaking
- Other adaptations of novels to movies

Students would collect information from a variety of sources including reference books, the internet, magazines, etc., and then they would share their research results in one of a number of formats. Some of these might include: collage, traditional research report, presentation software, or poster.

✚ Mention is made in the book of a number of comparisons with works by Shakespeare (*Romeo and Juliet*, *A Midsummer Night's Dream*), Jane Austen (*Pride and Prejudice*), and Emily Brontë (*Wuthering Heights*). Students might be interested, after reading *Love Bites: The Unofficial Saga of Twilight*, in further study of these literary works. Some ideas for this further study might include a class study of one of the Shakespeare plays, a novel study of *Pride and Prejudice* or *Wuthering Heights*, or perhaps a class movie afternoon featuring one of the works discussed in the book.