

# DESMOND PUCKET

And the  
**MOUNTAIN FULL OF MONSTERS**

MARK TATULLI



## TEACHER'S GUIDE

### English Language Arts Curriculum Connections

*The activities in this guide align with Common Core State Standards for English Language Arts for grades 3–5.*



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# **Desmond Pucket and the Mountain Full of Monsters**

**Mark Tatulli**

AMP! Comics for Kids

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**GRADE LEVEL:** 3–7

## **Curriculum Connections**

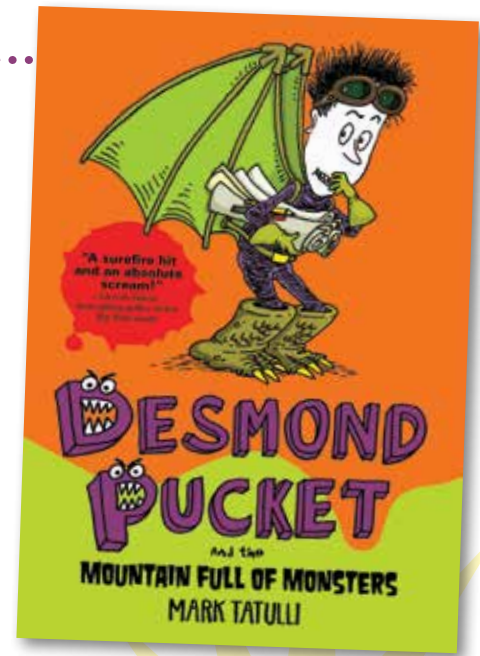
English Language Arts

## **Thematic Connections**

Imagination \* Friendship \* Science \* Monsters \* Humor \* School \* Creativity

## **Overview**

Desmond has been waiting his whole life for this day. It is the sixth-grade field trip to Crab Shell Pier, home to the world's most awesomely fantastic ride, and Desmond has one goal: convince Tina Schimsky to ride it with him. But once inside the amusement park, Desmond finds that executing his master plan will be no simple feat. Accompanied by his best friend, Ricky, Desmond must outwit both the tyrannical Mr. Needles and his nefarious mortal enemy Scott Seltzer, along with anyone or anything else that gets in the way.



## **English Language Arts Lesson Plan**

### **Objective**

Students will read this book independently, participate in class discussions, conduct short research projects, and complete individual writing exercises based on the book.

### **Post-reading Discussion Questions**

- \* Ask students if they have read *Desmond Pucket Makes Monster Magic*, the first book about Desmond. If so, have them compare the two books. Which did they enjoy more? Are they looking forward to more books?
- \* When Desmond finally gets to go on the Mountain Full of Monsters ride, it's just as amazing as he imagined. Ask students to share something they've desperately wanted

to do. Have they gotten to do it, or are they still waiting? Was it all they'd imagined, or were they disappointed?

- \* Desmond loves riding the Mountain Full of Monsters ride because of how terrifying it is—with its graveyard of zombies, giant spider, and exploding volcano. Ask students to share a time when they enjoyed being scared: watching a horror movie, riding a scary ride, or visiting a haunted house. Why do you think people enjoy being scared sometimes? At what point does being scared stop being fun (like when Keith decided to use giant killer clowns with chain saws in one of their “scares”)?
- \* Discuss the role of the adults in the book. Are adults always the enemy, or always foolish? Have students list all the adult characters and talk about their good and bad traits. Are all parents and teachers out of touch? Do students have adults in their lives who are “kindred spirits,” like Mr. Humphries is for Desmond?

### Research and Report

- \* Desmond is a big fan of old horror movies, as evidenced by his collection of clocks and watches. Have students research the history of horror movies using the Internet and the library. Suggestions from Desmond include Ray Harryhausen, *Jason and the Argonauts*, *The Creature from the Black Lagoon*, Lon Chaney, and the *Phantom of the Opera*.
- \* In Desmond's mind, the Mountain Full of Monsters ride is the most amazing ride imaginable. Have students research amusement parks in the United States and pick the three rides they find most interesting. After this, have them write a paper describing these rides: how they work, why they are scary, and one possible innovation that would make each one just a little bit better.

### Writing Exercises

- \* On page 2, Desmond rummages through scraps of paper on his bulletin board. Ask students to imagine and describe this board. Why would he save a particular photo or scrap? Would he have any non-monster items on the board or is he completely focused on this one thing?
- \* Desmond has two main enemies: Mr. Needles and Scott Seltzer. Have students compare and contrast the two. Which one poses the bigger threat to Desmond? Are they both bullies, or are they just cranky? How does the author/artist show their nastiness to readers, with text and art? Examine each of their motivations for picking on Desmond.
- \* A lot of different things happen in the book, but all of them are shown from Desmond's point of view. Have students choose a chapter, rewrite it from a third-person point of view, and then read it aloud to the class. Does some of the humor get lost, or are the events still funny?
- \* The action of the book takes place in several settings: at school, at Desmond's home, and at Crab Shell Pier. Have students write a description of a “scare” job that takes place in an entirely new setting.
- \* The Mountain Full of Monsters is Desmond's dream ride—a “recycled horror show” as he calls it (page 70). Ask students to imagine and describe their own dream ride. How would it work? What materials would it be made out of? How would it look?

**English Language Arts Standards (abbreviated version)  
this guide aligns with:**

**Grade 3**

**Reading:** RL.3.1, RL.3.2, RL.3.3, RL.3.7, RL.3.9

**Writing:** W.3.1, W.3.2, W.3.3, W.3.4, W.3.7, W.3.8, W.3.10

**Speaking and Listening:** SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6

**Language:** L.3.1, L.3.2, L.3.3

**Grade 4**

**Reading:** RL.4.1, RL.4.2, RL.4.3, RL.4.6, RL.4.7

**Writing:** W.4.1, W.4.2, W.4.3, W.4.4, W.4.7, W.4.8, W.4.9, W.4.10

**Speaking and Listening:** SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.6

**Language:** L.4.1, L.4.2, L.4.3

**Grade 5**

**Reading:** RL.5.1, RL.5.2, RL.5.3, RL.5.6, RL.5.7

**Writing:** W.5.1, W.5.2, W.5.3, W.5.4, W.5.7, W.5.8, W.5.9, W.5.10

**Speaking and Listening:** L.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.6

**Language:** L.5.1, L.5.2, L.5.3

Visit the Common Core State Standards website to read about the individual standards:

[www.corestandards.org/the-standards](http://www.corestandards.org/the-standards).

