

MIGHTY ALICE

Goes Round and Round

A Cul de Sac Book

Richard Thompson



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KIDS

TEACHER'S GUIDE

Curriculum Connections and Activity/Discussion Guide

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



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AMP! Comics for Kids

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GRADE LEVEL: 2–6

Curriculum Connections

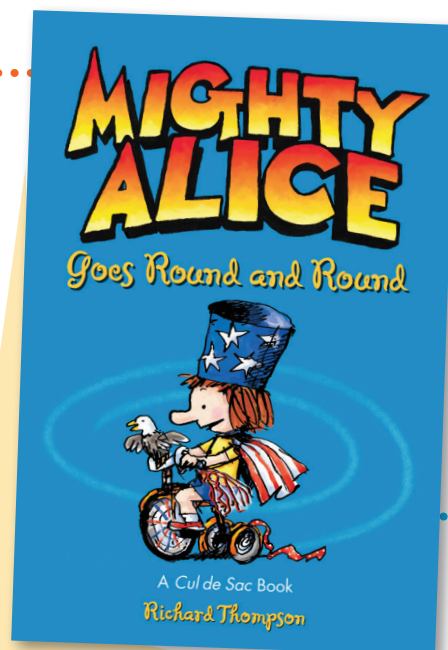
English Language Arts

Thematic Connections

Family * Friendship * School * Imagination * Discovery

Overview

Alice Otterloop and her family (brother Petey, Mom, and Dad) live in the cookie-cutter suburbs not far from the interstate. Alice attends preschool where she and her friends Beni and Dill make life interesting for Miss Bliss, their teacher. This comic book portrays their day-to-day life as it unfolds with simple joys, tiny infractions and laughable moments.



English Language Arts Lesson Plan: Creative Writing and Collaborative Discussion

Objective

Students will read this comic book, participate in a class discussion and complete individual creative writing exercises prompted by the book.

Pre-reading

- * The book features a large group of characters interacting. Ask students to keep a list of every character in the book and divide the list into “major” and “minor” characters. If the character isn’t named, have them use a description.
- * Ask students to keep a vocabulary notebook as they are reading the book. They should record any unfamiliar words or phrases, note their interpretation of the word from the context and then use a dictionary to look up and record the real definition.

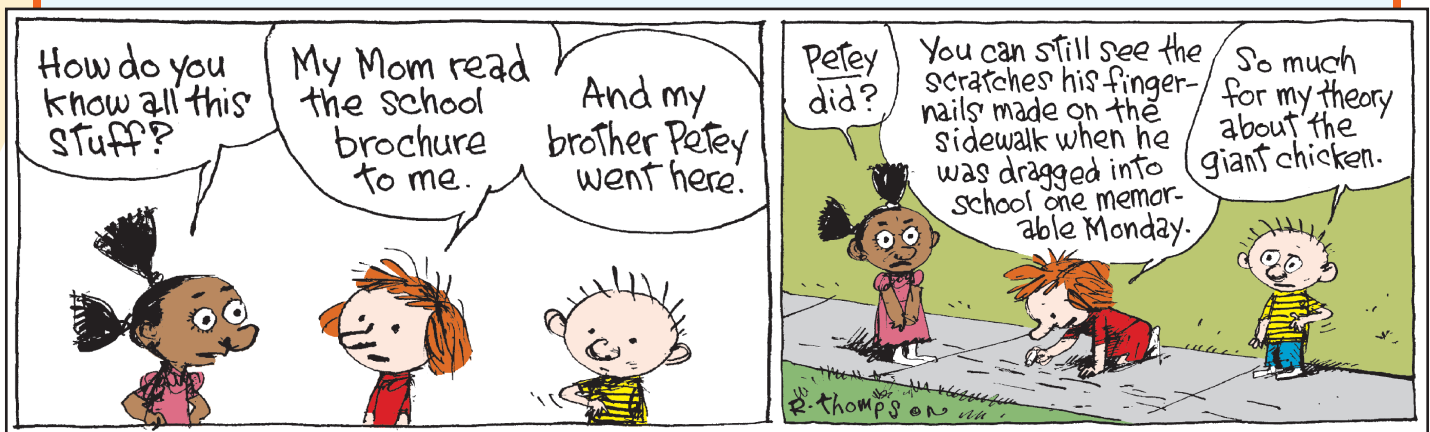
Post-reading Discussion Questions

- * Ask students whether or not they thought the book was funny. Why or why not?
- * The stories told in the book are mostly about ordinary, everyday events. Ask students how they think the artist is able to find humor without exaggerated events or imaginary creatures. Do they think life is as funny as the artist makes it seem?
- * A lot of the humor in the stories comes about because the kids don't understand the adults, and the adults don't understand the kids. Do students feel that the kids are really smarter than their parents? Why is it funny when parents are made to seem ridiculous?
- * Ask students why they think Alice is called "Mighty Alice." Can they suggest other words to describe Alice? To describe Petey? What might the book be called, and how would the story be different, if Petey were the main character?
- * What does Beni's hammer tell us about his character? Ask students what tool or item would be associated with them if they were in the story.
- * Do students think that Alice and her friends are "normal" preschoolers? Why do they think the artist chose to make a comic featuring 4-year olds? How different would the story have been if it took place in middle school? If the characters were animals?

Creative Writing

Have students choose two of the following to complete.

- * On page 122, Petey tells Alice what New Year's means, and Alice decides to be Sonia, an eight-foot tall rabbit. If a new year meant a new you, what would that be? Write a description of your new self.
- * There are several story panels involving a Jack-in-the-Box toy that the kids are afraid of. Write a description of something that scared you when you were little. Can you laugh about it now?
- * Imagine 3 or 4 of your friends, and yourself, as you were in preschool, and describe what you were like.
- * What if Alice and Petey were your sister and brother? Imagine that you are the third sibling in the Otterloop family—describe yourself and how you fit in.
- * Describe your imaginary preschool class from the point of view of your class pet.



English Language Arts Standards this guide aligns with:

Grade 3:

Reading: RL.3.1, RL.3.3, RL.3.4, RL.3.6, RL.3.10

Writing: W.3.10

Speaking and Listening: SL.3.1, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, SL.3.4, SL.3.6

Language: L.3.2, L.3.2a, L.3.2g, L.3.3, L.3.3a, L.3.3b

Grade 4:

Reading: RL.4.1, RL.4.3, RL.4.6, RL.4.10

Writing: W.4.4, W.4.10

Speaking and Listening: SL.4.1, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d, SL.4.4

Language: L.4.2, L.4.2a, L.4.2d, L.4.3, L.4.3a, L.4.3b, L.4.3c, L.4.4, L.4.4a, L.4.4c

Grade 5:

Reading: RL.5.1, RL.5.3, RL.5.4, RL.5.6, RL.5.10

Writing: W.5.4, W.5.10

Speaking and Listening: L.5.1, SL.5.1a, SL.5.1b, SL.5.1c, SL.5.1d, SL.5.4

Language: L.5.2, L.5.2a, L.5.2e

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

www.corestandards.org/the-standards



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