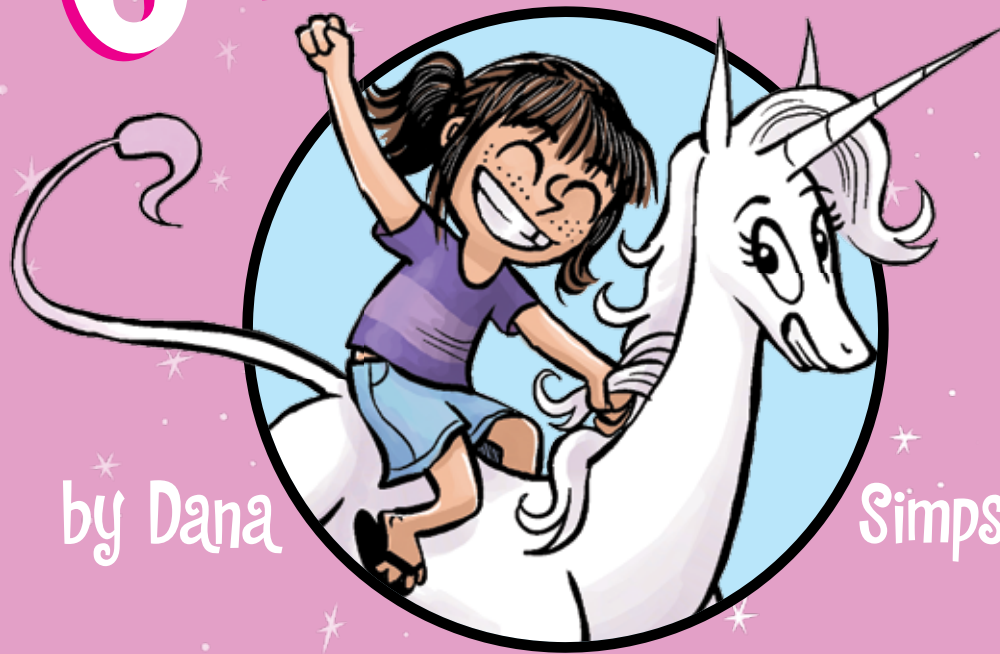


# Phoebe and Her Unicorn

A Heavenly Nostrils Chronicle



by Dana

Simpson



Andrews McMeel  
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KIDS

## 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.



Andrews McMeel  
Publishing

# ***Phoebe and Her Unicorn: A Heavenly Nostrils Chronicle***

**Dana Simpson**

AMP! Comics for Kids  
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**GRADE LEVEL:** 3–7

## **Curriculum Connections**

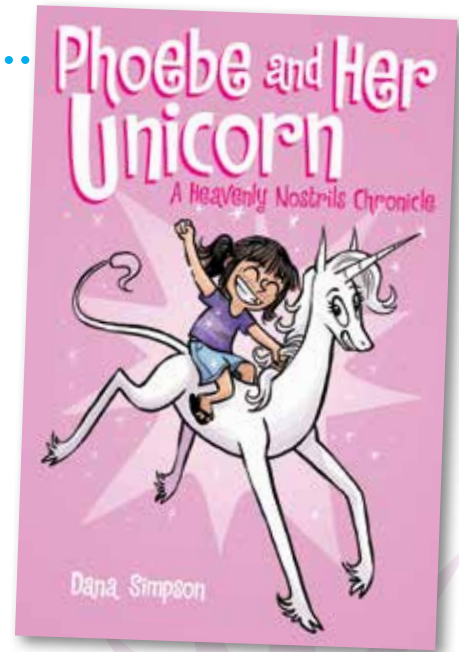
English Language Arts

## **Thematic Connections**

Fantasy \* Friendship \* Family \* Imagination \* Animals

## **Overview**

Can a vain mythical beast and a nine-year-old daydreamer really forge a connection? That's exactly what happens when Phoebe makes a wish that grants her a best friend: Marigold Heavenly Nostrils, a unicorn. Through hilarious adventures, where Phoebe gets to bask in Marigold's "awesomeness," the friends come to acknowledge they'd been lonely before they met, and to truly appreciate the bond they share.



## **English Language Arts Lesson Plan**

### **Objective**

Students will read this graphic novel independently, extend vocabulary, participate in class discussions, and complete individual writing exercises based on the book.

### **Pre-Reading**

#### **Vocabulary Activities:**

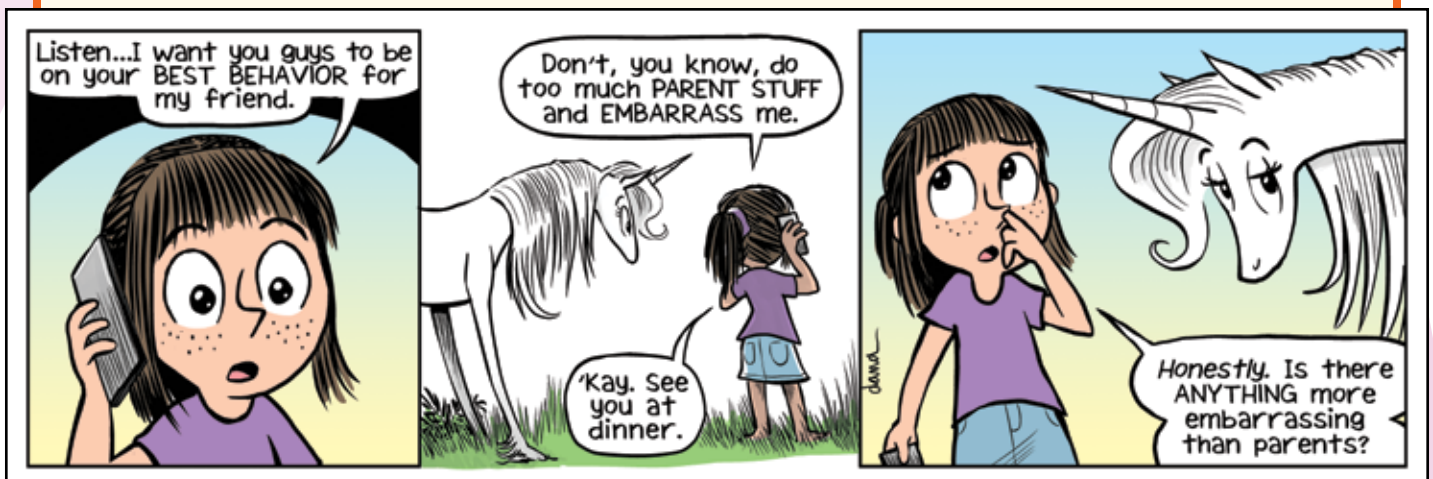
Ask students to keep a vocabulary notebook as they are reading the book. They should record any unfamiliar words or phrases, note their interpretation of the word from the context, and then use a dictionary to look up and record the real definition.

## Post-Reading Discussion Questions

- \* Start by asking students if any of them have read other books or other graphic novels about unicorns. Have they watched movies or cartoons about unicorns? What do they know about unicorns from these other stories? How was Marigold alike or different from other unicorns? How did the setting make this a different kind of unicorn story?
- \* Ask students to identify the main characters of the book. Then ask how the story might have been different if both the child and the unicorn were boys instead of girls. Would it have been better, worse, or just different? Do students consider this to be a “girl book” or do they think it was interesting to both boys and girls? Do both girls and boys in the class enjoy superhero comics? Can they imagine this author/artist drawing comics featuring more action scenes?
- \* Phoebe hopes that being Marigold’s best friend will make her archenemy, Dakota, jealous. Discuss the conflict between Phoebe and Dakota, giving examples from the story. How does Marigold help or hinder that relationship? Do students have archenemies of their own? What do they think might help them reconcile their differences?
- \* Ask students to describe how the friendship between Phoebe and Marigold changes and grows throughout the story. How does the author/artist depict these changes, with art and with text? In the beginning, do readers like both girl and unicorn equally? If not, how does that change as the story evolves?

## Writing Exercises

- \* Marigold tells Phoebe that unicorns remain a myth because the “shield of boringness” causes others to find them not important enough to mention. Have students write two or three paragraphs suggesting scenarios where a shield of boringness would be useful.
- \* On page 111, Phoebe asks “Honestly, is there anything more embarrassing than parents?” Ask students to write about why Phoebe would say that, using examples from the scenes with her parents in the book. Do students agree with Phoebe? Have them share examples from their own parents.
- \* Ask students to compare and contrast the characters of Phoebe and Marigold, using examples from the art and text to support their analysis. Why do students think they are able to be friends in spite of pointing out each other’s perceived flaws? Who is a funnier character? Why?



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

**Grade 3**

**Reading:** RL.3.1, RL.3.3, RL.3.4, RL.3.7

**Writing:** W.3.1

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

**Language:** L.3.1, L.3.2, L.3.3, L.3.4, L.3.5

**Grade 4**

**Reading:** RL.4.1, RL.4.3, RL.4.4, RL.4.7, RL.4.9

**Writing:** W.4.1, W.4.4

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

**Language:** L.4.1, L.4.2, L.4.3, L.4.4, L.4.5

**Grade 5**

**Reading:** RL.5.1, RL.5.3, RL.5.4, RL.5.7, RL.5.9

**Writing:** W.5.1, W.5.4, W.5.9

**Speaking and Listening:** SL.5.1, SL.5.2, SL.5.3

**Language:** L.5.1, L.5.2, L.5.3, L.5.4, L.5.5

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

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

