

Unicorn on a Roll

Another
Phoebe and Her Unicorn
Adventure



by Dana Simpson

TEACHER'S GUIDE

Curriculum Connections and Activity/Discussion Guide

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



Unicorn on a Roll: Another Phoebe and her Unicorn Adventure

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AMP! Comics for Kids

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GRADE LEVEL: 3–5

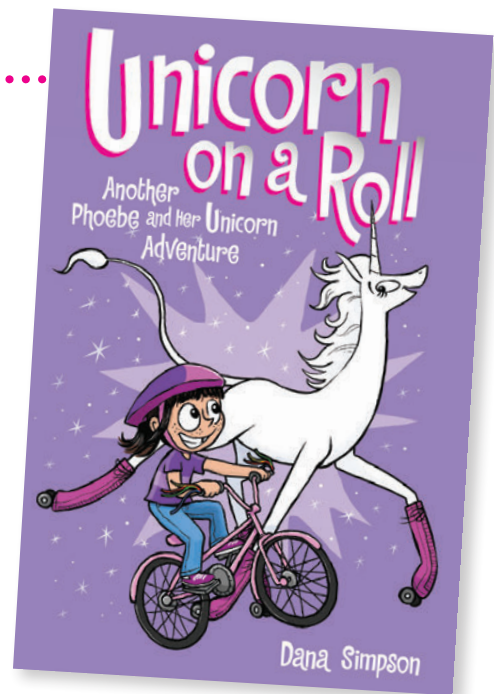
Curriculum Connections

Language Arts—Reading, Text-Based Questions, Listening and Speaking

Content Standards

Language Arts

Common Core State Standards: www.corestandards.org



Overview

Students read *Unicorn on a Roll* and make notes about their personal reactions to and connections with the text. In small groups, students discuss the book and their notes and questions about it. Working together, groups write a complex, text-based question about the book, and then answer each other's questions using text evidence.



Grade 3

Reading

- * Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [CCSS.ELA-LITERACY.RL.3.1]
- * Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. [CCSS.ELA-LITERACY.RL.3.3]
- * Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting) [CCSS.ELA-LITERACY.RL.3.7]

Speaking and Listening

- * Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. [CCSS.ELA-LITERACY.SL.3.1]
- * Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. [CCSS.ELA-LITERACY.SL.3.1.A]

- * Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). [CCSS.ELA-LITERACY.SL.3.1.B]
- * Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. [CCSS.ELA-LITERACY.SL.3.1.C]
- * Explain their own ideas and understanding in light of the discussion. [CCSS.ELA-LITERACY.SL.3.1.D]

Grade 4

Reading

- * Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. [CCSS.ELA-LITERACY.RL.4.1]
- * Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). [CCSS.ELA-LITERACY.RL.4.3]

Speaking and Listening

- * Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. [CCSS.ELA-LITERACY.SL.4.1]
- * Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. [CCSS.ELA-LITERACY.SL.4.1.A]
- * Follow agreed-upon rules for discussions and carry out assigned roles. [CCSS.ELA-LITERACY.SL.4.1.B]
- * Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. [CCSS.ELA-LITERACY.SL.4.1.C]
- * Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. [CCSS.ELA-LITERACY.SL.4.1.D]

Grade 5

Reading

- * Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [CCSS.ELA-LITERACY.RL.5.1]
- * Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). [CCSS.ELA-LITERACY.RL.5.7]

Speaking and Listening

- * Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. [CCSS.ELA-LITERACY.SL.5.1]
- * Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. [CCSS.ELA-LITERACY.SL.5.1.A]

- * Follow agreed-upon rules for discussions and carry out assigned roles. [CCSS.ELA-LITERACY.SL.5.1.B]
- * Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. [CCSS.ELA-LITERACY.SL.5.1.C]
- * Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. [CCSS.ELA-LITERACY.SL.5.1.D]

Time Frame

Two class periods, plus time for students to read the book.

Objectives

- * Students will read and make notes about their personal responses to Unicorn on a Roll.
- * Students will discuss their reactions to the book with other students in a small group setting.
- * Students will work in groups to create and answer complex, text-based questions about the book.

Materials

- * Copies of Unicorn on a Roll
- * Sticky notes
- * A copy of Complex, Text-Based Question for each group of students

Procedure

Before Reading

1. Take students on a quick book walk through Unicorn on a Roll without reading the dialogue. Ask students what they think the book is about.
2. Ask students to point out who they think the main characters are in the comic, describe them, and make predictions about the characters based on visual cues.
3. Tell students that as they read, they will be making notes about their own reactions to the story. Show students this list of the kinds of things they might make note of.



This part made me laugh.
 This part made me sad or worried.
 This part made me wonder.
 This part surprised me.
 I didn't understand this part.
 This part reminds me of my own life.
 This part reminds me of another story.
 I would change this part because...

Add to the list any additional types of notes that students suggest. Display this list in the classroom for students to refer to as they read. Remind students that in comics, information comes from the words as well as the pictures (and the way they work together), so they should make notes about the drawings, as well as the dialogue.

Procedure Continued

During Reading

4. Give students sticky notes. Tell them that as they read they should jot down on the sticky notes any thoughts they have related to the list they made earlier and stick their notes to the pages. They will be referencing these notes later, so they should be legible. (If sticky notes are not available, students can write on small scraps of paper and tuck them between the pages like bookmarks.)



And how like you, to conceal yourself in a garbage can. How splendidly humble.



This part made me wonder what Lord Splendid Humility really looks like.

This part reminded me of the time I was in the school play.



I didn't understand why Phoebe wanted to be invisible.

Procedure Continued

After Reading

- 5.** Tell students that they will be discussing the book in small groups. Either review your class rules and procedures for discussion, or have students create guidelines or rules (e.g., Talk when it's your turn; Be a good listener; Come to group prepared.) Review with students the Self-Assessment Checklist (below) so that they will know what is expected of them.
- 6.** With students, list some sentence starters that will help them have positive conversations (e.g., I agree/disagree because...; I'm confused about...; In my opinion....)
- 7.** Place students in small discussion groups. These can be teacher-assigned or student choice. Let students know that they don't need to write anything down for this part (unless they want to), but that they should have an engaging discussion that includes all members of the group and keep in mind the standards on the Self-Assessment Checklist. Display the following discussion directions for students to refer to during their group discussion.
 - a.** Summarize: What was the story about?
 - b.** Describe each character (using evidence from both the images and the text).
 - c.** Share with the group the parts of the story that you marked with sticky notes.
- 8.** Have each group report back to the class on how their discussion went. Have students share any exciting discoveries they made about the book or about each other. Discuss what might be improved in future discussions.
- 9.** Distribute a copy of Complex, Text-Based Question to each group. With students, review the concept of a complex, text-based question. A text-based question is one that someone should be able to answer by looking at the words and pictures in the book. A complex question uses words like how and why and requires an answer of more than a word or two. Review the examples and non-examples on the worksheet with students.
- 10.** Direct students to work together with their group to create a text-based, complex question about the book and write it in the first column of the chart. Monitor the groups and assist as necessary so that every group has a complex, text-based question.
- 11.** Have each group trade papers with another group. On the paper they receive, they should work together to find text evidence to answer the question, looking at both the words and the pictures, and write their evidence and answer in the chart.
- 12.** Have each group return its completed paper to the group that wrote the question. Ask each group to share with the class the question they wrote and the text evidence and answers they received.

Assessment

- * Have students use this self-assessment checklist to evaluate their group participation. Be sure to share it with students before the groups begin work so that they will know what is expected of them.

Self-Assessment Checklist

- _____ I read the book and made notes.
- _____ I was a polite participant in my group.
- _____ I shared my ideas.
- _____ I asked questions to clarify my understanding.
- _____ I listened and reacted carefully to the ideas of others.

- * To assess students' understanding of text-based questions, have students write a text-based question about Unicorn on a Roll as an exit ticket. Depending on the developmental level of your students, you could require them to write a simple text-based question (yes or no or discrete answer) or a complex question that requires deeper reading.

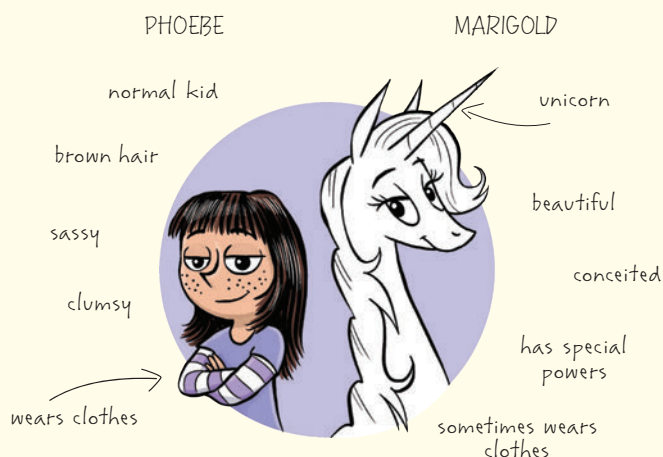
Differentiation and Extended Learning Activities

Comic Jam

Place students in groups of three. Tell students that they are going to work together to create comics. Have each student draw a three-panel comic frame on a blank sheet of paper. Tell students to begin a story by drawing only in the first panel. Give them about 10 minutes to draw this panel and then have them pass their papers to the left. Now, students should draw in the center panel of the paper they received to continue the story that the first student started. They should try to keep the story going in a logical progression. After 10 more minutes, have the students pass their papers again, so they can draw in the last panels to finish each story. Have each group share their three cooperative comics with the class.

Character Compare & Contrast

Ask students to compare and contrast the characters of Phoebe and Marigold. Have students draw a Venn diagram and write in examples from the art and text to support their analysis of each character. Then, have students create a poster showing both characters, calling out their differences and similarities in text.



Complex, Text-Based Question

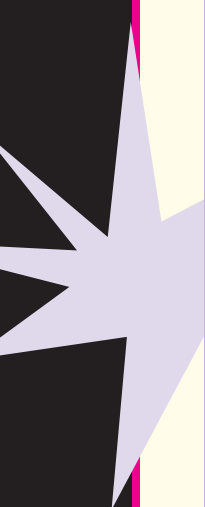
As a group, create a complex, text-based question about this book and write it in the chart below. Someone should be able to answer your question by looking at the words and pictures in the book, but it shouldn't be an easy question to answer in just a few words. Use words like how and why to make your question more complex.

Non-example and example questions:

- * TOO EASY: What color are Marigold's scarf and legwarmers?
- * NOT TEXT-BASED: What was your favorite part of the story?
- * TEXT-BASED, COMPLEX QUESTION: How does Phoebe feel about Max?
How can you tell?

Once you've written your complex, text-based question, trade papers with another group.

On the paper you receive, work together to find text evidence to answer each question, looking at both the words and the pictures, and use this evidence to write an answer to the question.



Question	Text Evidence in Words	Text Evidence in Pictures	Answer

