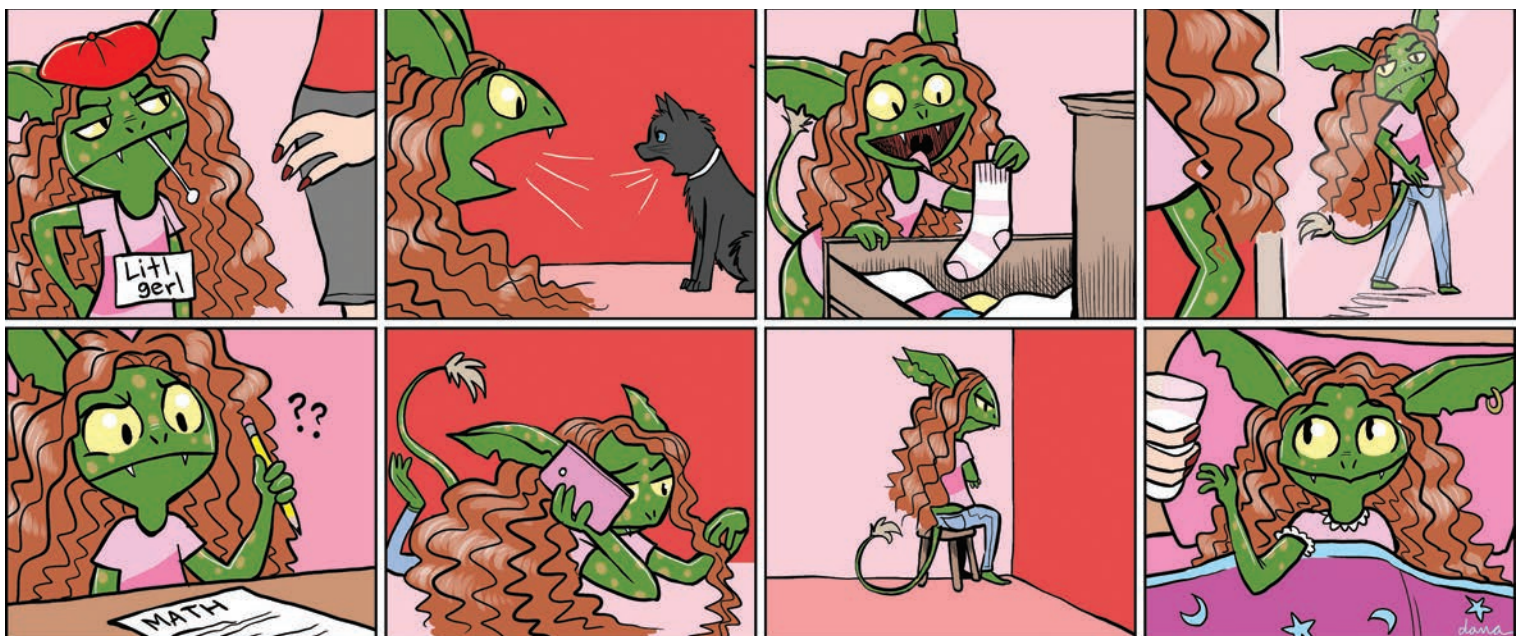
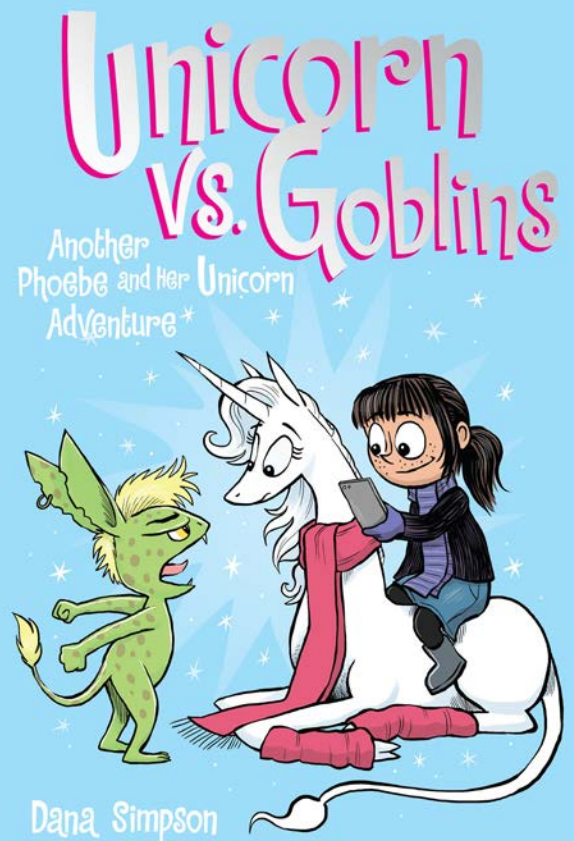
 **Andrews McMeel**  
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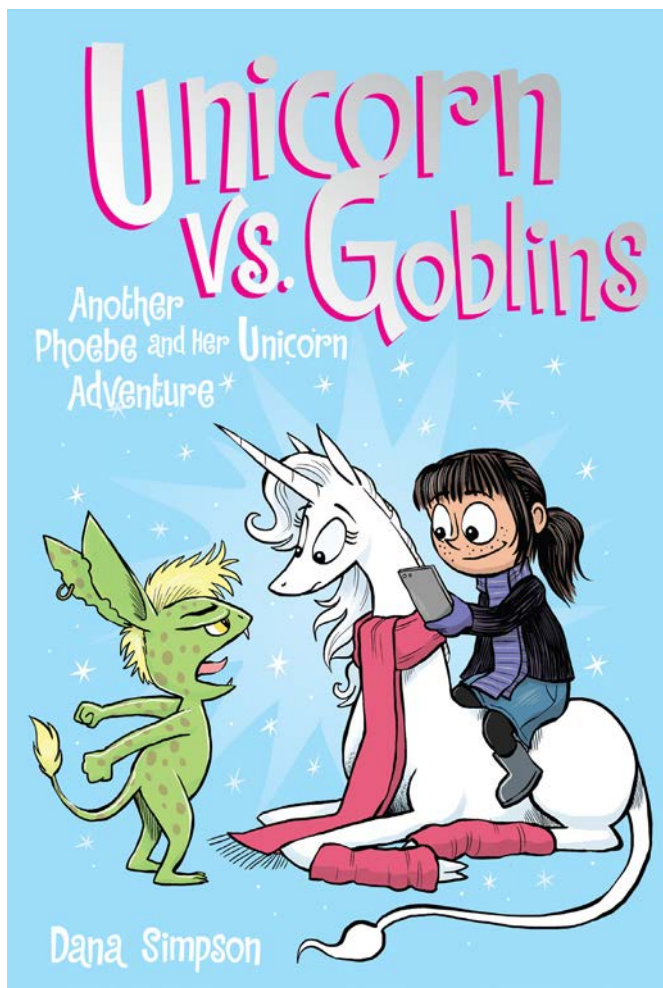
# TEACHER'S GUIDE



## *Unicorn vs. Goblins* *Another Phoebe and her Unicorn Adventure*

### Curriculum Connections and Activity/Discussion Guide

The activities in this guide align with Next Generation English Language Arts Standards for grades 3–5.



## Unicorn vs. Goblins

Dana Simpson

AMP! Comics for Kids

Andrews McMeel Publishing

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**GRADE LEVEL: 3–5**

### CURRICULUM CONNECTIONS

Language Arts—Reading, Language

### CONTENT STANDARDS

Language Arts

Common Core State Standards: [www.corestandards.org](http://www.corestandards.org)

### OVERVIEW

Students will read *Unicorn vs. Goblins* and look for interesting or unfamiliar adjectives. Students will also analyze special lettering in the text that creates emphasis or context for particular words. Students will then select adjectives from the text and create game cards for the words they have chosen. On the fronts, they will create artistically lettered versions of the adjectives that show something about the words' meanings, sentences that give the meaning of the adjectives in context, and some nouns that the adjectives might modify. On the backs, they will write definitions of the words. Finally, students will trade cards and attempt to define one another's adjectives.

## 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]
- \* Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. [CCSS.ELA-Literacy.RL.3.4]
- \* 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]

### LANGUAGE

- \* Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. [CCSS.ELA-Literacy.L.3.1.a]
- \* Use sentence-level context as a clue to the meaning of a word or phrase. [CCSS.ELA-Literacy.L.3.4.a]

## Grade 4

### READING

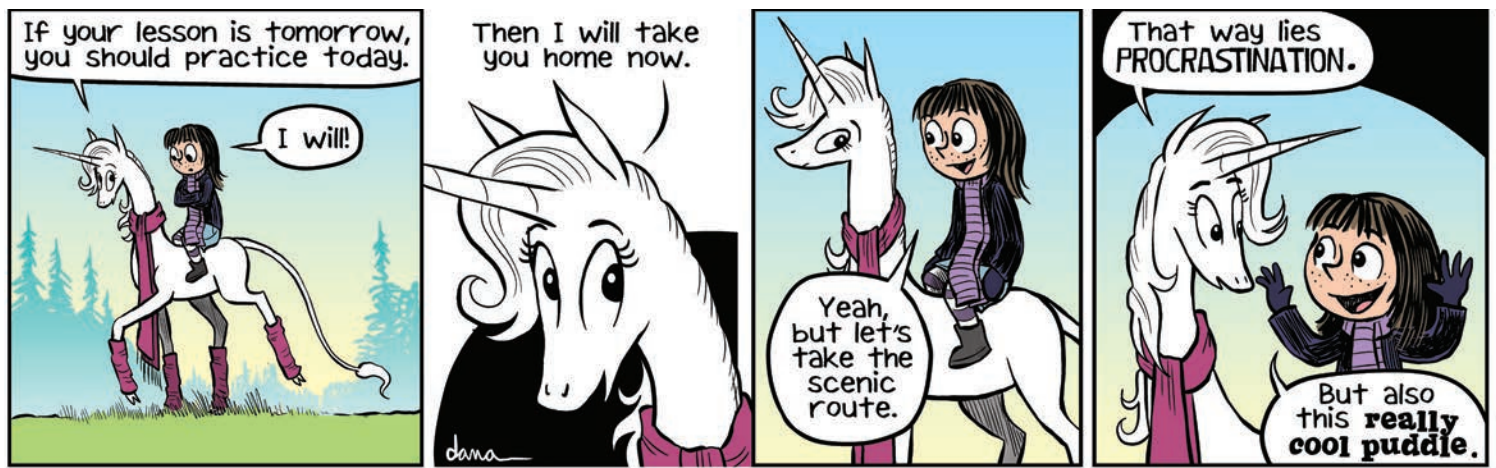
- \* Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. [CCSS.ELA-LITERACY.RL.4.1]
- \* Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Herculean*). [CCSS.ELA-Literacy.RL.4.4]

### LANGUAGE

- \* Order adjectives within sentences according to conventional patterns (e.g., *a small red bag rather than a red small bag*). [CCSS.ELA-Literacy.L.4.1.d]
- \* Choose words and phrases to convey ideas precisely.\* [CCSS.ELA-Literacy.L.4.3.a]
- \* Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. [CCSS.ELA-Literacy.L.4.4.a]







## 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]
- \* Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. [CCSS.ELA-Literacy.RL.5.4]
- \* 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]

### LANGUAGE

- \* Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. [CCSS.ELA-Literacy.L.5.4.a]
- \* Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. [CCSS.ELA-Literacy.L.5.5.c]

### BEFORE READING

1. Take students on a quick book walk through *Unicorn vs. Goblins* 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 those characters, and make predictions about the characters based on visual cues. If students have read other Phoebe and Her Unicorn books, have them share what they know about the characters.

## Procedure

### OBJECTIVES

- \* Students will read and *Unicorn vs. Goblins* and record interesting and unknown adjectives.
- \* Students will analyze special lettering in the text that creates emphasis or context for particular words.
- \* Students will create special lettering showing the meaning of an adjective.
- \* Students will write sentences that show the meaning of adjectives in context.
- \* Students will list nouns that adjectives can modify.

### TIME FRAME

- \* Two class periods, plus time for students to read the book

### MATERIALS

- \* Copies of *Unicorn vs. Goblins*
- \* Paper and pencils
- \* Chart paper, a whiteboard, or other writing display
- \* A copy of the *What Does It Mean? Game Card* page for each student
- \* Colored pencils, markers, or other drawings supplies

3. Together as a class, read page 18 aloud. Discuss the page using the following prompts.
  - \* Describe the lettering for the different forms of the word *lovely*.
  - \* Is the lettering for these words different from the other words on the page? How?
  - \* How does the lettering tell you about the meaning or importance of the words?
  - \* What do you think Phoebe means by, "Too bad you didn't go to adjective camp?"



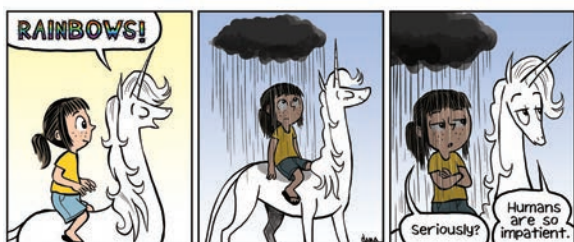
4. Ask students to explain what an adjective is. Write a student-driven definition of *adjective* on the board. If needed, supply this simple definition: "A word that modifies a noun or pronoun." Tell students that as they read the book, they should look for interesting adjectives and for adjectives that they don't know.

## DURING READING

5. Have each student keep a list of interesting or unknown adjectives, and the pages on which they appear, as he or she reads.

## AFTER READING

6. With the class, have students share the interesting or unknown adjectives they found in the book. Create a list of the adjectives on chart paper, a whiteboard, or other display.
7. With the class, look at the word *Rainbows* on page 40. Ask students to describe the special lettering that author Dana Simpson used for that word. Ask why they think she lettered this word differently from the other words on the page.



8. Have students look through the book for other examples of special lettering. They will find bold and italic words, as well as words in special fonts and colors. Discuss some of these words using the following prompts.

- \* Use adjectives to describe the style of lettering. (e.g., *bold*, *italic*, *colored*, *sparkly*, *curly*, *thick*, etc.)

- \* Why do you think the author used this type of lettering for these words?
- \* What does the special lettering tell you about the words?
- \* How does the special lettering affect the way you would say these words aloud?

9. Distribute copies of the *What Does It Mean?* Game Card page to students. Tell students that they are each to choose one adjective from the book (they can refer to their notes or the class list) and create a *What Does It Mean?* game card. Review the directions with students and answer any questions. Urge students to choose unfamiliar adjectives that their classmates might not know. If desired, show students the example game cards included in this lesson plan. If you will be using the assessment checklist, share it with students so they know what is expected.
10. Give students time to complete their adjective game cards.
11. Gather students in small groups, and have each group sit at a different table. Have each group lay its *What Does It Mean?* cards face up on its table. Then, have each group move to a different table so it sees a new set of cards.
12. Give each group time to discuss the cards on the table in front of it (without turning the cards over) and to try to determine the meaning of each adjective. On your signal, allow groups to turn over the cards and check the definitions.
13. Have groups rotate and repeat the activity until all groups have seen all of the cards. When each group is back to its original table, have students guess and check the cards on that table.
14. If desired, use the assessment checklist to assess student work.

# Assessment

Use this checklist to evaluate students' work on the adjective game cards. Be sure to share it with students before they begin work so that they know what is expected of them.

✓	ASSESSMENT CHECKLIST
	The adjective chosen was interesting or unusual.
	The specially lettered version of the adjective gave some information about its meaning.
	The sentence showed the meaning of the word in context.
	The nouns listed made sense with the adjective.
	A correct definition of the word was written on the back of the card.

As exit slips, have each student write the definition of an adjective and a sentence using at least three adjectives. Then, have each student highlight, circle, or underline the adjectives he or she used in his or her sentence.

## DIFFERENTIATION AND EXTENDED LEARNING ACTIVITIES

### ADJECTIVE RACE

Place students in several groups. Have each group choose a character from the book (Phoebe, Marigold Heavenly Nostrils, Sue from camp, Dakota, Florence Unfortunate Nostrils, Sam, Queen Prunella von Bläart, etc.). Each group should have a different character. Challenge students to come up with as many adjectives as possible for their characters in a set time. When time is up, count how many adjectives each group has, and compare the lists to see if any words appear on all or several of the lists. Then, have students decide within their groups on the one best adjective to describe their character and explain why they chose that word.



### ADJECTIVE CHARADES

Have each student write an adjective on a slip of paper and put it in a container. Then, let each student pull one slip of paper from the container, without showing it to anyone else. Finally, have each student act out the meaning of the adjective on the piece of paper he or she pulled—no speaking allowed—and let the rest of the students guess the adjective.

### SUPER, AMAZING, COLOSSAL ADJECTIVE SENTENCE

Challenge students, just for fun, to write a sentence with as many adjectives as possible. The sentence has to make sense! Depending on students' prior knowledge, you may want to discuss the use of commas between modifiers.



# WHAT DOES IT MEAN?

## GAME CARD

Directions: Create a card for the *What Does It Mean?* game by following these steps:

1. Choose an adjective and write it in plain text in the top box on the front of the card.
2. In the second box, write your adjective in special lettering. The style of lettering should give some idea about the meaning of the adjective.
3. In the third box, write a sentence using your adjective. The sentence must show the meaning of the word in context.
4. In the last box, write a few nouns that your adjective might be used to modify.
5. Cut out your *What Does It Mean?* card and fold it in half along the dotted line.
6. On the back of your card, write a definition of your adjective. You can use a dictionary if you like.

Adjective:	Definition:
Special lettering:	
Sentence:	
Nouns the adjective can modify:	



**Adjective:**

GRACEFUL

**Special lettering:**

Graceful

**Sentence:**

The ballerina's dance was beautiful, smooth, and graceful.

**Nouns the adjective can modify:**

Dancer, butterfly, swan

**Definition:**

Pleasing or attractive in appearance or movement; characterized by elegance or beauty

**Adjective:**

TERRIFYING

**Special lettering:**

TERRIFYING

**Sentence:**

The movie was so terrifying that the entire audience screamed and ran out.

**Nouns the adjective can modify:**

Monster, nightmare

**Definition:**

Causing extreme fear or dread; extremely frightening

