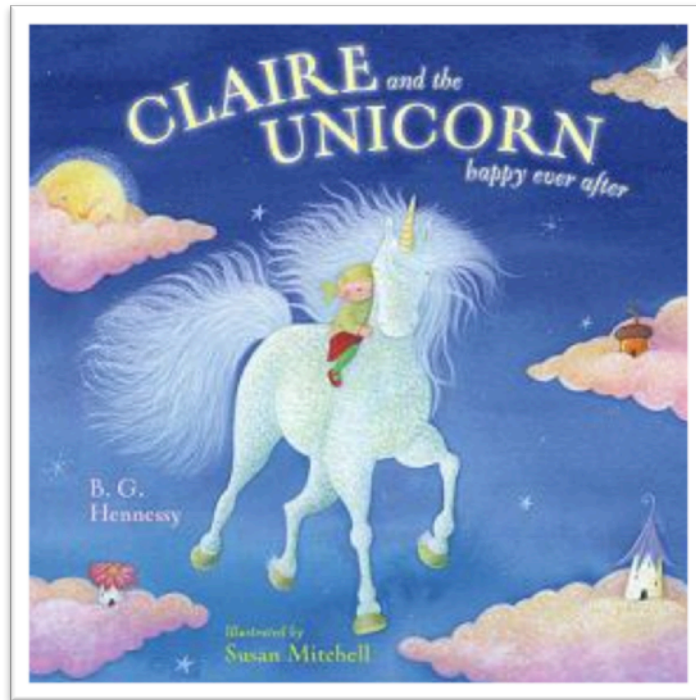


GRADES 1-3

HAPPY EVER AFTER?

TEACHER'S GUIDE created by **PAMELA YANG FOR**
CLAIRE AND THE UNICORN, HAPPY EVER AFTER



Story by **B. G. HENNESSY** with pictures by **SUSAN MITCHELL**
Published by **Simon & Schuster Book for Young Readers**



CLASSROOM ACTIVITIES & DISCUSSIONS

Critical Thinking, Problem Solving, Cultural Diversity,
Art, Geography, Creative Writing,
Gender Differences and More



About the Book

A dreamland adventure unfolds as a little girl named Claire and her stuffed unicorn, Capricorn, decide to find out what makes someone happy forever. They embark on a quest to ask fairytale characters about their recipe for living happily ever after and receive interesting responses from each character Claire draws upon these responses to make her own conclusion.

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About the Author

B.G. Hennessy is the author of over thirty-five children's books. She majored in fine art and learned how to design, print and bind handmade books in the University of Wisconsin, Madison. During this period, she also took courses in Children's Literature. Fascinated with book production, she worked as a designer and art director in children's book publishing in New York City for seventeen years. She did not begin to write until she had children of her own, and now her work has been published in many different languages and loved by people from many countries around the world. She lives in Paradise Valley, Arizona.

For more information go to www.bghennessy.com

OTHER SELECTED TITLES BY B. G. HENNESSY

The Once Upon a Time Map Book (Big Book Edition)

The Scary Places Map Book

The First Night

Corduroy Lost and Found

Mr. Ouchy's First Day

The Boy who Cried Wolf

Because of You

The Once Upon a Time Map Book

Meet Dinah Dinosaur

One Little, Two Little, Three Little Pilgrims

Road Builders

School Days

The Dinosaur Who Lived in My Backyard/ Viking/ 1988

COMING in 2014: A Christmas Wish for Corduroy

Pre-Reading Activity

This book introduces characters from distinctly different fairytales. After briefly introducing the fairytales that these characters come from, group students to form five groups and hand out work sheets (see page 9) to prompt discussion about students' existing knowledge of each tale and its characters. Come together as a class again after discussion to read the book together.

THEMATIC CONNECTIONS

Theme I: Problem Solving

Questions & Discussion

Lead a discussion on the following questions:

- What question did Claire want to find the answer to?
- How did Claire find the answer to her question?
- Did the fairytale characters answer her question?
- What did she do when she did not receive a satisfying answer?
- How many fairytale characters did she meet?
- How did she approach these characters with her question?
- How did she choose which characters to ask?
- Did Claire get frustrated?
- What advice would you give Claire about her quest?

Activity

On chart paper or on the board make a list of their ideas. Then shift the discussion to focus on what someone could do if he or she was Claire.

Theme II: Friendship

Questions & Discussion

Regardless of the dreamland setting, Claire and Capricorn exhibit true friendship.

- Brainstorm with the class the characteristics of friendship and make a list on the board.
- Compare the list generated by the students to the characteristics that they possess and discuss the following questions:
 - Why is friendship a necessity?
 - What makes Capricorn willingly set on this quest with Claire?

- Could they have quarreled on their way?
- Could they have made new friends with the storyland characters?

Activity

Have each student select one character to role-play. (You may use work sheet on page 10)

- While in character write a friendly letter of self-introduction to another character from the book played by other students.
- Make friends with other classmates while role-playing as the letters circulate around the room and other students respond to them.

Theme: Attitude & Adventure

Breaking Gender Stereotypes

Claire is a story-loving girl who cuddles with her stuffed Capricorn when she goes to sleep. Her imagination wanders around a dreamland filled with fairytale characters. The illustrations are colorful and present heart-warming, soft textures.

This is supposedly “girlish” book. However, Claire’s actions are daring and pragmatic. Claire flies off with her Capricorn to find a satisfying answer to her question. They visit many places and relentlessly ask their question again and again.

Developing Independent and Critical Thinking Skills

Claire does not readily jump to conclusions, but remembers all the answers. By the end of the story, she reexamines her collection of possible answers, but then decides that maybe this is just one of those questions that don’t really have just one answer, which is a rather mature way of thinking.

Being Optimistic and Having a Pragmatic Attitude

By embarking on the quest, Claire exemplifies her optimistic and pragmatic attitude; her curiosity to think critically; her capacity to accept vague and unsure solutions and most of all, her open-mindedness and maturity to draw her own conclusion.

Questions & Discussion

- What lessons do you learn from Claire’s way of thinking about things?
- What findings did Claire learn through her adventure?
- What would you have done differently than Claire and her Unicorn?
- Would you agree with Claire’s conclusion? If not, what do you think makes people happy?
- Would it have been more helpful to ask even more fairytale characters?
- If that is the case, what characters would you have visited if you were Claire?

Activity

Think-Pair Share Time: Ask students to share their thoughts with the person sitting near them.

INTERDISCIPLINARY CONNECTIONS

In order to integrate students' reading experiences with other subject areas, teachers can weave in interdisciplinary points.

Reading and Role Play

After reading the book once, list the characters from the book on the whiteboard and have students volunteer to role-play.

Activity

First introduce what characteristics the characters have.

Then separate them into groups

The teacher travels among the groups to guide the students in reading the dialogues.

Encourage groups to present their dialogue to the class.

Language

As young readers develop their reading fluency and comprehension, this book becomes useful in familiarizing words and expressions used in dialogues. Facilitate a discussion about the language used in this book.

Activity

Ask for examples of the words or phrases used to depict different characters.

Furthermore, discuss the depiction of these characters during conversational contexts and how such speech manners reflect certain characteristics.

For example, why do they speak in certain ways? What do their actions tell us?



Art and Geography

Claire and Capricorn traveled far and wide into dreamland to talk with fairytale characters.

Activity

- In groups, ask the students to construct their own version of dreamland.
- Hand out a worksheet with existing coordinates that they could later refer to for class presentation (e.g. A~H; 1~15) and lines that form squared blocks. (free downloadable map templates are available at: <http://bghennessy.com/wp-content/uploads/map-grid-new-.pdf> or click on this link: [Map Grid](#))
- Ask them to include all the characters that Claire visited.
- Invite students to think up other places to complete a dreamland kingdom.
- Ask for two volunteers from each group to share with the class their ideas of dreamland.
- Student audiences are given “question cards” so that they could interact and ask the presenters. (Question cards could have questions like, “What place is in E5?” or “Where is the Frog Prince’s Castle?”).

Note to teachers: The dreamland that boys create might be very different from girls. Therefore, when teachers give examples or provide templates to the students, make sure to include characters that boys can relate more to. For example, superheroes like Batman and his mansion with a secret basement: Hulk and his hut in the forest.

Creative Writing



Discussion Points on Gender

Discuss as a class about how this story might have been different if a boy had been the main character instead of Claire?

Activity

- Brainstorm ideas about what places this boy would have visited in his dream?
- What or who would have been his partner?

Claire and the Unicorn Teacher's Guide

- After the discussion, hand out pictures (dragons, knights, horses, trucks, pirate ships, Superman, Spiderman, etc.) to help students visualize and go on to imagine their own version of the story.
- Hand out a guided work sheet with a word bank of suggested words but also leave a lot of space for students to record their own ideas.
- The second part of the worksheet could contain sentences from the original version of the story (*Claire and the Unicorn Happy Ever After*), with blanks for students to fill in with descriptive adjectives/verbs/adverbs.
- Have students copy their stories neatly into their journals and read them to the whole class.



Activity

Make a Wish!

- On notecards each student should write the name their favorite fairy tale character on one side.
- On the other side write down what they think their character would wish for.
- Collect the cards and have a guessing contest. Read the name and see if the class can guess whose wish it is.

V. Sharing

Parents read to their children just as Claire's father read to her in the book. However, beginner readers should be encouraged to take initiative in reading. Teachers can do their part by providing simple readings at student's level and help them develop interest in reading to others. The idea is to let the students influence each other, cultivate the young readers to finish a book, and obtain a sense of achievement in delivering meaningful ideas from books to others.

Activity

Reading Buddies

- Hand out small books with simple stories and ask students to read the stories to their reading buddies in class.
- Have students collect signatures from the classmates that they read to. The idea of “Reading buddies” is to create a cooperative learning culture. (See page 10)
- Students may also develop new “reading buddy relationships” with other students. By swapping books to read, teachers may encourage reading and establish a book-friendly atmosphere in the classroom.
- Set a goal for each student to accumulate five signatures.

Recognizing Cultural Diversity

In today's culturally diverse classrooms, it is important to acknowledge that students might have grown up knowing different fairytales. Teachers can provide spaces for students to share out their stories and research multicultural folklores.

Activity

- Have the five groups of students represent a country of their choice and present to class a fairytale from their adopted nationality.

ESL & ELL Teaching Strategies

For students that did not grow up with English as their mother tongue, teachers can adopt the following strategy to engage them into the classroom activity.

- Introduce challenging words first, and then ask the students to read aloud with their teacher together.
- Slow down from time to time or repeat more difficult sentences or phrases.
- Paraphrasing while reading is also recommended to improve understanding.

Pre-reading Work Sheet

Group: _____

In groups, please work together.

1. Search the Internet for the answer to what a fairytale is.
2. Write the answer down on this work sheet.
3. Pick one character from the Character Bank below.
4. Brainstorm what the story involving the character is about.
5. Write down brainstormed ideas.
6. Later present to class by explaining why you chose those ideas.

Character Bank:

The Library Fairy

The Princess and the Pea

The Frog Prince

Cinderella's Fairy Godmother

The Wishing Well

A fairytale is: _____

My Character is _____

from the story _____.

My character likes _____ . My character does not like

_____ because _____

ROLE PLAYING WORKSHEET

Choose a character from *Claire and the Unicorn* and start making friends with others.

My name is _____

1. Write a brief introduction of yourself while role-playing your character.
2. Exchange it with the person next to you.
3. Ask them to respond (example: It was nice meeting you, Frog Prince!) and then sign the name of their chosen character at the bottom of the work sheet.
4. Try to collect four signatures in total by exchanging your worksheet with 3 other classmates.

Hi, my name is _____

Friend 1: _____ Signature: _____

Friend 2: _____ Signature: _____

Friend 3: _____ Signature: _____

Friend 4: _____ Signature: _____