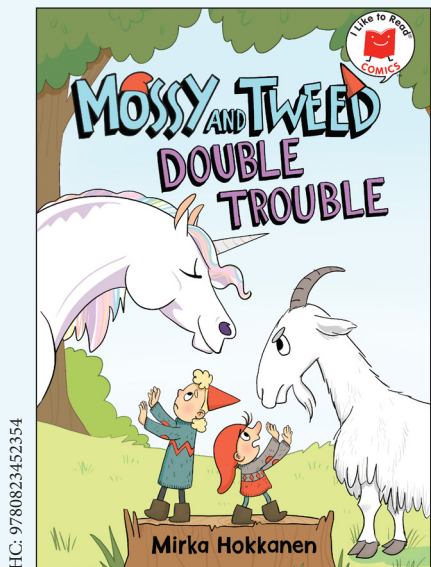


# HOLIDAY HOUSE | LESSON PLAN



An **I Like to Read**® Comics Book

## Mossy and Tweed 2: *Double Trouble*

written and illustrated by **Mirka Hokkanen**

Mossy and Tweed enjoy a perfect day by the pond with their friend the Wise Old Unicorn (who is really just a goat). But when a baby bird falls in the pond, a NEW—and very shiny—unicorn appears and saves the day!

Grade Level: PreK–3

Ages: 4–8

### OBJECTIVES

Students will be able to:

- Read for purpose and understanding
- Use different voices for characters when reading dialogue aloud
- Answer comprehension questions using text and illustrations for support
- Retell the story
- Demonstrate understanding of the central message or lesson

### INSTRUCTIONAL STANDARDS:

**Reading Literature:** RL.2.1, 2, 3, 6, 7, 10

**Reading Foundation Skills:** RF.2.4

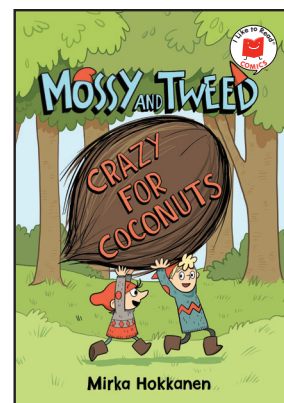
**Speaking and Listening:** SL.2.1, 2, 3, 4, 6

### BEFORE READING

This should be an interactive, back-and-forth conversation.

- Discuss the front cover illustrations and the book title, and make predictions about the storyline.
- Do you think this book is fiction or nonfiction? How do you know?
- Explain that in this story Mossy and Tweed are enjoying a perfect day by the pond with their friend the Wise Old Unicorn (who is really just a goat) when a baby bird falls into the pond and a shiny NEW unicorn saves the day. Wise Old Unicorn begins to feel useless and jealous of the new unicorn. Mossy and Tweed set out to help their friend realize that the forest needs him too.
- Take a picture walk and explain how to read a graphic novel. (Pages are meant to be read from left to right and in a “z-like” pattern—you read the rows as they’re tiered and make your way down the page. Each page consists of panels—single illustrations, usually sequential, that tell the story. And the space that separates each panel is known as the gutter. This space, although usually void of text, is essential to the story.)

### ALSO AVAILABLE



HC: 9780823452347



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## DURING READING

As students read softly, notice what individuals do and support when necessary.

- To promote reading with intonation, demonstrate reading a sentence that ends with a period. Point out that your voice goes down at the end of the sentence. Demonstrate reading a sentence that ends with a question mark. Point out that your voice goes up at the end of the sentence. Demonstrate reading a sentence that ends with an exclamation point. Point out that your voice gets louder and more excited. Prompt the student to make their voice change depending on the punctuation mark and which character is talking.
- When a student struggles to read a word, promote the use of more than one strategy: Will the picture help you? Does it sound right and make sense? What sounds do those letters make?
- If needed, demonstrate how to read with appropriate phrasing and explain that reading should sound like talking.

## AFTER READING

Have students share their responses to the story. Encourage them to listen and respond to each other's thinking. Use some of these questions during the discussion. Encourage students to refer back to the text and illustrations to support their thinking.

- Where does the story take place? Or, what is the setting?
- Who are the main characters in the story?
- Why does everyone like the shiny New Unicorn?
- Why is the Wise Old Unicorn sad?
- How do Mossy and Tweed try to make the Wise Old Unicorn feel useful? Does it work? What happened?
- What are some other things the New Unicorn does to be helpful?
- What happens when the New Unicorn eats berries?
- How is the problem solved?
- How do the two unicorns work together to help the baby bird?
- How does the story end?
- What words in the text and/or illustrations throughout the story show how the characters were feeling?
- What are some details in the drawings that helped you understand the story (develop character, emphasize aspects of the setting, create mood, etc.)?
- What is the central message of the story? What lesson did the Wise Old Unicorn learn?

## Partner Work

- Create a chart or write the following on the board:
  - Beginning
  - Detail #1
  - Detail #2
  - Detail #3
  - Ending
- Have each pair of students retell the story, taking turns and explaining each part of the story with a sentence or two.



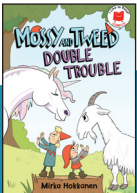
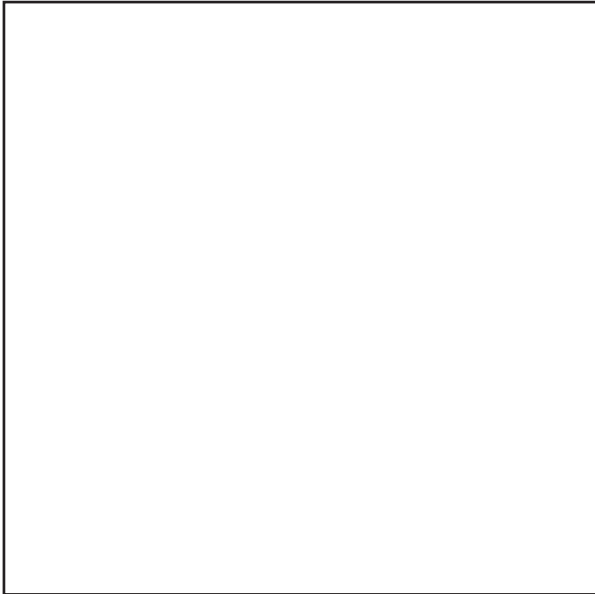
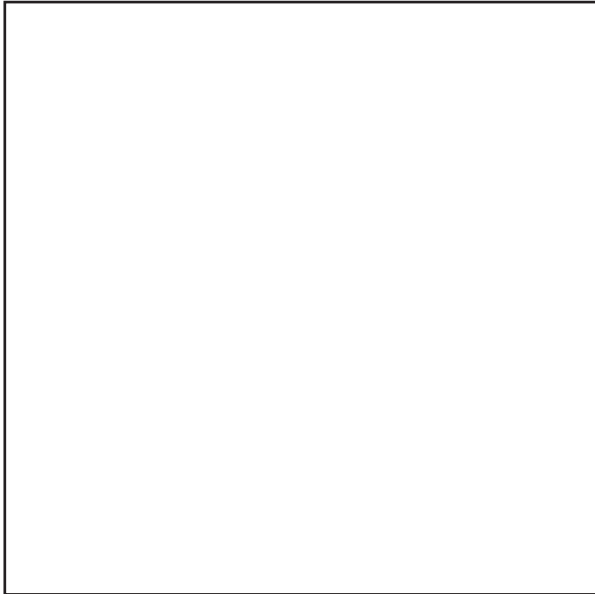
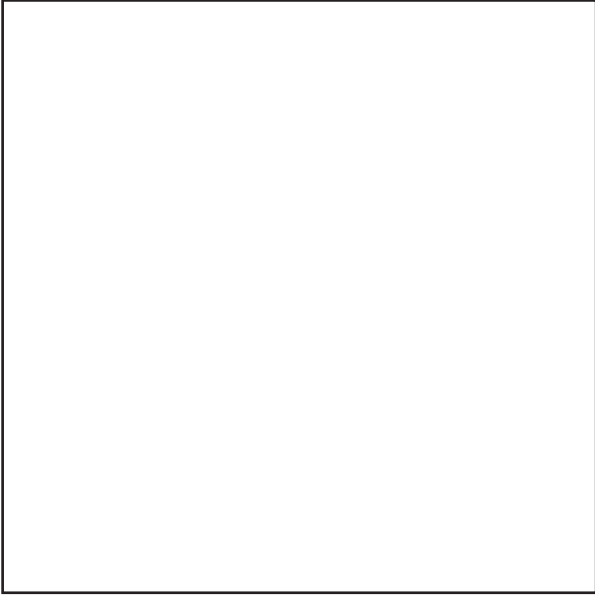
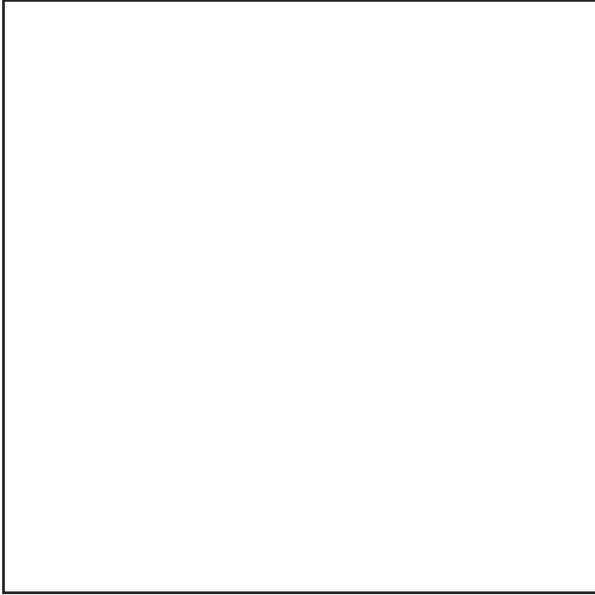
# HOLIDAY HOUSE

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### A New Ending!

Create a new ending for the story with words and pictures.



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*Double Trouble*  
by Mirka Hokkanen

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