DIVE INTO READING!
ABOUT THE BOOK
Narwhal is a happy-go-lucky narwhal. Jelly is a no-nonsense jellyfish. The two might not have a lot in common, but they love waffles, pirates, and adventures. Join Narwhal and Jelly as they discover the whole wide ocean living in a wonderfully wacky and graphic novel featuring three stories. In the first, Jellyma, learn that Narwhal is a real good friend. Then Narwhal and Jelly form their own pod of awesomeness with their ocean friends. And finally, Narwhal and Jelly read the best book ever—even though it doesn’t have any words... at pictures! Ben Clanton showcases the joys of friendship, the benefit of working together and the power of imagination in the delightful Narwhal: Unicorn of the Sea.

ABOUT THE AUTHOR
Ben Clanton is a part-time musician and full-time author-illustrator. He loves to make up stories such as Me! Outside. It Came in the Mail, Narwhal and Jellybean, Ben Clanton: The Table Sea and You and What is the Matter? He is the illustrator of the Jasper (John Dooley series by Caralyn Buehner) and Me and the Fish by Wiley Birtnel. He lives with his wife, Seattle, Washington. Visit Ben at www.benclanton.com or under the sea.

HOW TO USE THE BOOK IN THE CLASSROOM
Graphic novels have become a powerful tool for educators and are included in most balanced literacy programs. The strong visual element is appealing to the reluctant and advanced readers in your classroom and can be used to address the instructional needs of most readers. Narwhal: Unicorn of the Sea is the perfect book to act as an introduction to the popular genre. The funny and heartwarming tale can be used to identify key components of the genre, teaching inference and using context to solidify understanding, and to discuss concepts such as friendship, imagination and humor.

PRE-READING DISCUSSION / ACTIVITIES
1. What do you know about narwhals? Jellyfish?
2. Considering the title, Narwhal: Unicorn of the Sea and looking at the cover, do you think you might enjoy this book?
3. Do you think it is important to have a good imagination? Why or why not?
4. Without reading, quickly skim the first few pages of the book. What do you notice about how the story is told? Do you know what format is called? Have you read any other stories in this format before? What other popular format is this type of book similar to?

1. Narwhal is Really Awesome

- Real the story of Narwhal and Jelly’s first meeting in your own words.
- When Narwhal introduces himself as a "sourcer of the sea," why might jellyfish have thought he doesn’t want to travel?
- The story is told through Narwhal and Jelly’s conversations but there is an instance when jellyfish speaks directly to the reader. Locate this part of the story. How does the story affect the tone?
- Jellyfish tries to prove that he is real by shaving Narwhal. If you were in Jelly’s position, what would you have done differently to prove that you were real?
- After reading this story, how would you describe Narwhal and Jelly? Use examples from the illustrations and the text to support your thinking. Is personality more like Narwhal or Jelly? How so?

2. Really Fun Facts

- After reading the Really Fun Facts, what did you learn about a narwhal and a jellyfish habitat, longevity and physical appearance?
- What else do you want to know about each of these sea animals? Create a list of the questions about each, and in pairs, small groups or as a class, create a plan of how you will find out the answers to your questions.
- Consider visiting the World Wildlife Fund’s website to learn more about narwhals and jellyfish. Do you learn any facts that the author may have used to help create the Narwhal and Jelly characters?

3. Narwhal’s Pod of Awesomeness

- Why didn’t Narwhal initially invite Jelly to be part of the pod he was creating? What did each of the new members have to say that they were part of the pod?
- What did Narwhal think a pod did together? Do you have your own pod, or special group of friends or family? What do you like to do together?
- There are several pages on words, also known as puns, in this story. Explain the following puns: “sea shark,” “podiatric” “hurricane,” "trinocular.”

4. The Narwhal Song

- Hum a melody to accompany the Narwhal song. Do you think it would have a fast or slow tempo? Why?
- Write the next verse of the song.

5. Narwhal and the Best Book Ever

- How does Narwhal show Jelly that his book is the best book ever?
- Create your own story by following Narwhal’s directions:
  - Close your eyes.
  - Think about one of your favorite things in the world.
  - Make a picture of it in your head.
  - Next, think about a robot, picture a giant, angry robot.
  - What happens next? Tell your story in a graphic novel format.

6. Graphic Novels

- What are the traditional elements of a story? Are all of these elements present in graphic novels, including Narwhal? How would you describe the graphic novel format to somebody unfamiliar with it? What is the main difference between a graphic novel and a picture book? Make a list of some of the format’s main characteristics and use Narwhal as an example.
- What are some of the advantages and disadvantages of using the graphic novel format to tell a story? How does the author show the characters thinking without using dialogue?
- The story is told through Narwhal and Jelly’s speech. How do the illustrations help explain the way the characters are feeling? Find an example of when jellyfish is relieved, surprised, angry, sad, happy and skeptical, as shown through the pictures.
- Research photographs and/or videos of narwhals and jellyfish. What features of real-life narwhals and jellyfish does the author use in the description of the animals? How do the illustrated versions of the animals in the story affect your feelings about the characters in the story? Select a common sea animal and look at real-life pictures of it. Create a graphic novel version of the sea animal that would be appropriate for a humorous story. Then create a version that would be appropriate for an action adventure story.
- What are the main colors used in the book? How does the author use color to develop certain parts of the plot?

7. Become Part of the Pod

- 1. Narwhal’s favorite food is:
  a) pancake
  b) strawberry
  c) waffles
  d) multi
- 2. A group of jellyfish is called a:
  a) cramp
  b) stack
  c) school
  d) mass
- 3. Narwhal can live up to:
  a) 50 years
  b) 90 months
  c) 34 months
  d) 9 days
- 4. Narwhal imagines that pods are:
  a) ear waffle together
  b) fish critter together
  c) play ultimate cannonball together
  d) have super awesome parties together
  e) all of the above
- 5. Jelly tries to prove to Narwhal that he is real by:
  a) tickling Narwhal
  b) rigging Narwhal
  c) telling Narwhal a story
  d) becoming Narwhal’s friend

A-MAZE-ing!

Narwhal got lost in the world wide water! Help him find his pod.

POD SEARCH

Search and circle the following words:
- q
- d
- h
- d
- o
- b
- w
- y
- d
- b
- g
- f
- r
- d
- w
- q
- o
- r
- u
- l
- e
- t
- r
- u
- u
- s
- t
- o
- n
- r
- h
- y
- w
- y
- z
- e
- r
- i
- k
- e
- f
- a
- q
- u
- s
- t
- d
- p
- d
- o
- v
- z
- l
- r
- n
- p
- i
- e
- n
- i
- g
- a
- m
- i
- e
- t
- h
- a
- s
- i
- f
- y
- l
- l
- e
- j
- x
- t
- m
- z
- h
- s
- h
- a
- r
- k
- w
- n
- d
- g
- d
- n
- e
- i
- r
- s
- c
- h
- f
- c
- p
- filled
- waffle
- blowfish
- imagine
- strawberry
- jellyfish
- robot
- narwhal
- shark
- pod
- turtle

COMMON CORE STANDARDS:

CCSS.ELA-Literacy.RL.2.1. Ask and answer questions about key details in a text.
CCSS.ELA-Literacy.RL.2.2. Use a table of contents and other detail to describe characters, settings, or events.
CCSS.ELA-Literacy.RL.2.3. Ask and answer questions about key details in a text.
CCSS.ELA-Literacy.RL.2.4. Use text features (illustrations and sidebars) to provide information on the text as needed for a variety of texts.
CCSS.ELA-Literacy.RL.2.5. Explain how specific aspects of a story or drama (e.g., creating emphasize aspects of a character or setting)

Speaking and Listening
CCSS.ELA-Literacy.L.2.5. Participate in collaborative conversations with diverse partners about grade topic and work with peers and adults to develop faith and small groups.
CCSS.ELA-Literacy.L.2.6. Participate in collaborative conversations with diverse partners about grade topic and work with peers and adults to develop faith and small groups.

CCSS.ELA-Literacy.L.2.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade topic and work, building on others’ ideas and expressing their own clearly.

CCSS.ELA-Literacy.L.2.4. Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade topic and work, building on others’ ideas and expressing their own clearly.

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