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Also available as an e-book

What happens when a one-horned calf with impeccable logic is convinced they're a unicorn?

Use *I'm a Unicorn* in your classroom to discuss finding evidence to make inferences, eating the rainbow, using a dictionary, and self-awareness.



I'M A UNICORN

- Our narrator is excited to discover that they might be a unicorn. Have your students look for the evidence presented to support this idea and any evidence that refutes it. Is there evidence that suggests they might be a different animal? What animal do your students think it is?
- Rainbow poop isn't created by eating foods of each color of the rainbow, but that is a healthy way to eat. With your class, identify the different foods shown for each color in the book. Then have students come up with lists of other foods of each color, noting whether the food is considered healthy.
- Using a dictionary or encyclopedia is a way to discover information about something that is unfamiliar. Have each student pick something to learn about, look it up in a dictionary or encyclopedia, and write down three facts they learn about it.
- The narrator is confident at first but becomes insecure when faced with their unicorn shortcomings. Nonetheless, the unicorns support the narrator's belief that they are a unicorn. Ask your students to consider their own strengths and limitations and to describe something they have done that demonstrates something they are proud of about themselves.

