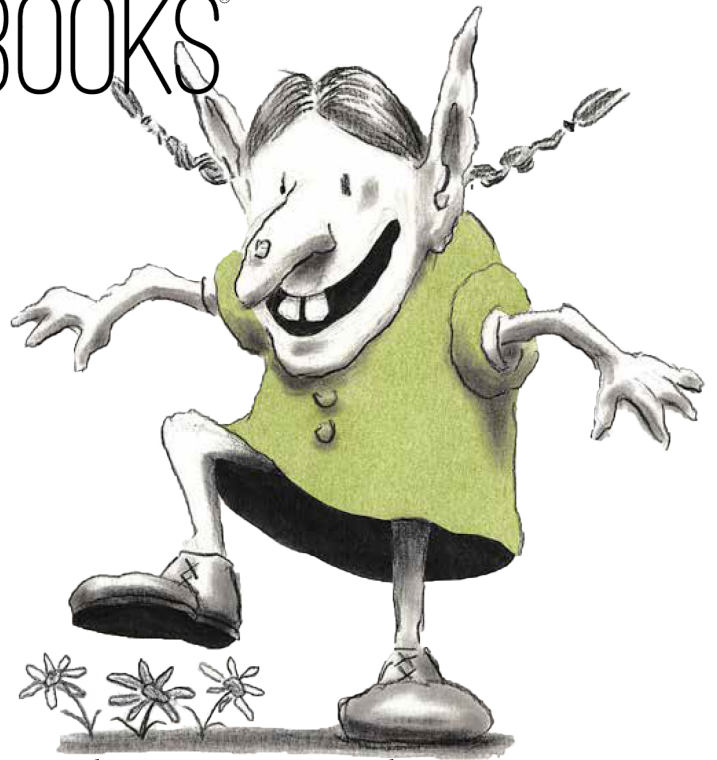


*Pretty Ugly*  
by David Sedaris and  
Ian Falconer

TOON Level Two  
Grades = 1-2  
F&P Reading Level =K  
ISBN = 978-1-6626-6527-1  
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FOR VISUAL READERS  
**TOON BOOKS®**



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## CCSS-aligned Guided Reading Lesson Plan

Standards indicated for grades 1 and 2

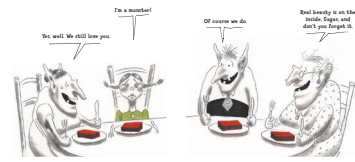
<b>Overview</b>	<p>What factors make us think that something or someone is beautiful or ugly?</p> <p>Are there different ways to think about beauty and ugliness?</p>
<b>Subject</b>	Aesthetics, philosophy
<b>Grade Level</b>	1-2
<b>Suggested Time</b>	40 minutes
<b>Materials</b>	Paper, pencil, crayons or colored pencils, clay or plasticene, paint
<b>Objectives</b>	<p>To examine and discuss the concepts of beauty and ugliness.</p> <p>To help children understand that there are different ways to think about beauty and ugliness.</p> <p>To help children understand that subjective, societal, and cultural factors influence our ideas about beauty and ugliness.</p>
<b>BEFORE READING</b>	
	<p>When and where have you heard people use the words “beautiful” and “ugly”?</p> <p>What do you describe with the words “beautiful” and “ugly”?</p>

## DURING READING

RL.1.1, RL.1.4, RL.2.1

What do you think makes someone or something beautiful?

Anna's grandmother says, "Real beauty is on the inside." What do you think that means? Do you think it's true?



What do you think it means when people say, "Beauty is in the eye of the beholder"? [A beholder is someone who looks at something or at someone else.]

RL.1.1, RL.1.3, RL.1.7,  
RL.1.10, RL.2.1, RL.2.3,  
RL.2.7

How does Anna's family react at first to her change? How do they react afterward? How can you tell?

RL.1.1, RL.1.2, RL.1.3,  
RL.1.7, RL.1.10, RL.2.1,  
RL.2.7, RL.2.10

How does Anna behave when she's good? How does she behave when she's bad? Give examples from the book.



RL.1.1, RL.1.2, RL.1.3,  
RL.1.7, RL.1.10, RL.2.1,  
RL.2.7, RL.2.10

How do you behave when you're good? How do you behave when you're bad? Give examples.

What are some things you think are beautiful? Why?

Who is someone you think is beautiful? Why?

What are some things you think are ugly? Why?

Who decides what is beautiful and what is ugly? Should you make your own decisions about what is beautiful or go along with what other people think? Why?

Are there different kinds of beauty?

Do all people think the same things are beautiful?

Do you think different cultures have different standards for beauty?

Sometimes people think that others who don't look like them are ugly. Why do you think this is so?

Do people treat others who are "beautiful" and others who are not differently? Can you give examples? Why do you think so?

Can something be beautiful and ugly at the same time? Explain what you mean, using examples.

Can sounds be beautiful or ugly? Give some examples of each.

RL.1.1, RL.1.7, RL.1.10,  
RL.2.1, RL.2.7, RL.2.10

What makes this book funny?

RL.1.1, RL.1.2, RL.1.7,  
RL.1.10, RL.2.1, RL.2.2,  
RL.2.7, RL.2.10

What did you learn from this book?

## VISUAL EXPRESSION

RL.1.1, RL.1.7, RL.2.1, RL.2.7

How do the illustrations help to make this book funny?

RL.1.1, RL.1.3, RL.1.7,  
RL.2.1, RL.2.6, RL.2.7

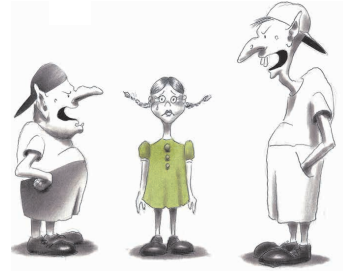
How does the artist make Anna and her family look “ugly”? Do they look ugly to one another? How do you know?

RL.1.1, RL.1.3, RL.1.7,  
RL.2.1, RL.2.6, RL.2.7

When Anna changes, how does the artist make her look “beautiful”? Tell as many ways as you can, describing both her face and her body. Does her family think she’s beautiful? How do you know?

RL.1.1, RL.1.3, RL.1.7,  
RL.1.9, RL.2.1, RL.2.3,  
RL.2.6, RL.2.7

How do other children react to the change in the way Anna looks? How can you tell?



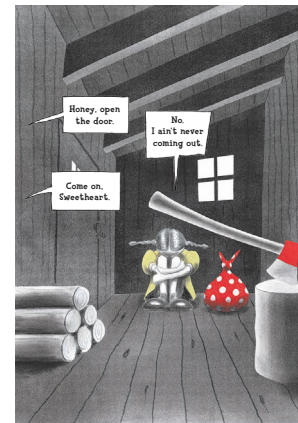
RL.1.1, RL.1.3, RL.1.4,  
RL.1.7, RL.1.9, RL.2.1,  
RL.2.3, RL.2.6, RL.2.7

How does Anna feel about the change in the way she looks? How can you tell? What does she do when she feels this way?

RL.1.1, RL.1.2, RL.1.7,  
RL.2.1, RL.2.3, RL.2.7

There is only one illustration in this book with a complete, detailed setting with perspective, the one in the woodshed. Why do you think this might be?

*This is the place where Anna will have her revelation. Perhaps the artist wanted to stress the importance of this. Maybe it represents her internal world: it might show the psychological darkness in which Anna finds herself. The light coming in might indicate hope, foreshadowing her return to happiness.*



RL.1.1, RL.1.7, RL.2.1, RL.2.7

Do you think Anna’s bundle looks like a bunny? Why might the artist have done this?

*Maybe it is an echo of Anna’s scary bunny face earlier in the book.*

RL.1.1, RL.1.3, RL.1.7,  
RL.2.1, RL.2.7

When does the artist use red in this book?

*For Anna’s bundle, for the axe, for food, and for the red cross on the nurse’s cap.*

Can you think of any reasons why he might have chosen to use red for these objects? *For example, the red on the axe (which dominates the foreground) might highlight the violence of Anna’s thoughts or of the transformation she is about to undergo, chopping away her bad feelings and “ugliness.”*

RL.1.1, RL.1.3, RL.1.7,  
RL.2.1, RL.2.7

Discuss the use of gray in the book. What ideas can you come up with about why and how the artist used it?

RL.1.1, RL.2.1

What other colors are in the book?

*Green for Anna’s dress, brown for the food she and her family are eating, yellow for Anna’s dress in the woodshed, pink for the “new Anna” turned inside out.*



RL.1.1, RL.1.7, RL.2.1, RL.2.7

Why might Anna’s dress be yellow in the woodshed instead of green?

*Perhaps to show that the “old” Anna is fading away. Or to show that colors sometimes look different in the dark.*

### **AFTER READING**

*Make a worksheet with two columns, one labeled BEAUTIFUL and the other labeled UGLY. Have children draw and color something or someone “beautiful” in the first column and something or someone “ugly” in the second column. Then have them share their results with a small group of their peers or with the whole class. See if the other children agree or disagree and why they feel that way. Ask them what choices they made in creating their items and why. This activity can be done with clay or Plasticene as well. Children can paint their pieces.*

*On a similar worksheet, have students make a list of “beautiful” things and a list of “ugly” ones. See if there are items that come up repeatedly, and discuss the results. Are there any that only one student came up with? Ask each child if the things in each column have anything in common. Students can illustrate each item, and you can post the results.*

RL.1.1, RL.1.2, RL.1.9,  
RL.2.1, RL.2.2, RL.2.9

Can something “ugly” end up being “beautiful”? Read or have the children read and discuss (depending on age and reading level) Hans Christian Andersen’s *The Ugly Duckling*.

Can the opposite happen?

Retell the story in your own words.

#### **Reader’s Theater:**

RL.1.3, RL.1.4, RL.1.7,  
RL.1.9, RL.2.3, RL.2.6, RL.2.7

Have students read various scenes aloud from the book. Pay attention to their expressions. If possible, have students play multiple roles, and be sure that they adjust their performances accordingly. Ask them to try to incorporate visual information from the images into their performance. This can be done in small groups.

#### **Improvisation:**

RL.1.3, RL.1.4, RL.1.7,  
RL.1.9, RL.2.3, RL.2.6, RL.2.7

Have students choose a scene from the book and act it out, inventing their own dialogue.

Below are the ELA Common Core State Standards for Reading for Literature addressed in this book by grade level.

	<b>Key Ideas and Details</b>	<b>Craft and Structure</b>	<b>Integration of Knowledge and Ideas</b>	<b>Range of Reading and Level of Text Complexity</b>
<b>1</b>	<p>CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details.</p>	<p>CCSS.ELA-LITERACY.RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p>CCSS.ELA-LITERACY.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>CCSS.ELA-LITERACY.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p>	<p>CCSS.ELA-LITERACY.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>
<b>2</b>	<p>CCSS.ELA-LITERACY.RL.2.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>CCSS.ELA-LITERACY.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.</p>	<p>CCSS.ELA-Literacy.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading aloud.</p>	<p>CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>CCSS.ELA-LITERACY.RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>CCSS.ELA-LITERACY.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>