

# Just One More

A teacher's guide created by Marcie Colleen  
based upon the picture book  
written and illustrated by Jennifer Hansen Rolli



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## Jennifer Hansen Rolli

### Author-Illustrator of Just One More

As far back as Jennifer can remember, she has had a perpetual desire to create. Her father took notice and was more than pleased to have his youngest follow in his footsteps. Outfitted with telescopic easels and wooden boxes filled with fresh oils, they traipsed through their beautiful countryside of Bucks County where he taught her the fundamentals of color and light through paint. He proceeded to enter her work into a local art exhibit, hung “clothes line” style, earning the small cash prize for first place! She was hooked and snubbed the idea that an artist must starve. She has carried with her a feeling of “lucky” to know where she was heading in life, having a true friend in her love of art.



In the years to come, she studied design and illustration and enjoyed a prolific career with her firm, Hansen Design in Philadelphia, achieving national recognition in Communication Arts, Graphis and Print publications. She also found a terrific husband somewhere in there and after their third child she dialed back her work for a few years. Since she wasn't creating (yes, she was finger-painting and glittering and pasting) she decided to keep a journal for the first time in her life. She was finding herself in parental predicaments that were too good to forget. She knew she was living amidst the makings of storybooks but, for the moment, was too busy doing mom things to do anything about it.



Out of the blue, her husband showed up with a serious easel and reminded her that she always wanted to paint. As she painted a following of collectors across the land and overseas, her mind wandered back to that well broken-in little notebook. She found it buried on her flat files and started flipping through the silly memories. Realizing there was much to share in camaraderie and outrageousness, the time had come to stop sitting on them. Pausing at the scribbles of all the “Just One More” anecdotes, this was a good place to start.

Just One More is Jennifer's first of many books for kids. She says, “Creating picture books for kids is a big conglomeration of everything I have done in the art world rolled into one and it feels so natural to finally be doing it. I have always treasured the books I had as a child and today, story time is my family's favorite time of the day, even for my puggie Clyde who comes running when I call STORY TIME!” Next up is Fairy Flu, written by Erin Russell (daughter of Rachel Renee Russell, Dork Diaries), Claudia and Moth, and a follow-up to Just One More.

## How to Use This Guide

This classroom guide for Just One More is designed for students in kindergarten through second grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate Just One More into English language arts (ELA), mathematics, science, and social studies curricula. Art and drama are used as a teaching tool throughout the guide.

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.

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This guide was created by Marcie Colleen, a former teacher with a BA in English Education from Oswego State and a MA in Educational Theater from NYU. In addition to creating curriculum guides for children's books, Marcie can often be found writing picture books of her own at home in Brooklyn, NYC. Visit her at [www.thisismarciecolleen.com](http://www.thisismarciecolleen.com).



JUST ONE MORE

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Sometimes Ruby needs just one more minute of sleep, one more thingy for her hair, one more push on the swing, and one more scoop on her cone, (and one more, and one more, and one more . . .) until one more is just too much.

Maybe it's time for just one?

If you know someone like Ruby, Just One More will be just right!

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# English Language Arts

## Reading Comprehension

Before reading *Just One More*, help students identify the basic parts of a picture book: jacket, front cover, back cover, title page, spine, end papers, and jacket flap.

### The Front Cover~

- Describe the cover illustration.
  - Who do you see?
  - What is she doing?
- Mimic what the character is doing.
  - How does it make you feel?
  - What do you think she is thinking?
- Read the title of the book and look closely at the cover illustration. Can you guess what the story might be about? What are some clues?
- Explain that Jennifer Hansen Rolli's name is the only name on the cover because she is both the author and the illustrator of *Just One More*. What does an author do? What does an illustrator do? What does it mean if there is an author-illustrator?

### The Back Cover ~

- Describe what you see.
- Stand up and pretend to be the girl in the illustration. Pay close attention to her facial expression and body shape. How do you think she feels? How does this pose make you feel?
- Have you ever been on a swing and said, "just one more"? Why? What did you want more of?
- Read the text on the back cover aloud. Describe Ruby in your own words, using the front cover and back cover illustrations, along with the back cover text as clues.

### **The Endpapers ~**

- Describe what you see.
- How many scoops of ice cream can you find?
- How many different scoops of ice cream can you find?
- Create names and flavors for the many scoops of ice cream on the endpapers. Feel free to be silly and inventive!
- If you could have “just one more” scoop of ice cream, which flavor would you choose?

### **The Title Page ~**

- Describe what you see.
- Have you ever asked for “just one more” book? If so, when?
- Why might a rubber ducky be in the illustration? Can you make any predictions?

### **Now read or listen to the book.**

### **Help students summarize in their own words what the book was about.**

- Without looking at the book, can you remember some of the times that Ruby said, “just one more”?
- How many can you remember?
- Create a list as a class and then read the book again to see if you forgot any.
- What happens when Ruby asks for “just one more scoop” of ice cream?
  - Why does this happen?
  - What is Ruby’s reaction?
  - Ruby has too many choices, but her first choice of ice cream is her favorite—cotton candy! Can you find the cotton candy scoop of ice cream that she chose first? How long will it take her to get to her favorite scoop?
  - How does having “just one” scoop make it better?
- Describe the “one toy” Ruby as in the tub. Why do you think she chose this toy?
- Describe the “one book” Ruby reads before bed. Why do you think she chose this book?

- At the end of the story, what does Ruby get “just one more” of?
  - Why do you think it was ok to ask for “one more” at that moment?
  - Discuss why sometimes its ok to ask for more.

## More “Just One More”

Can you come up with a list of other times you have asked for “just one more”?

Do you think Ruby would have asked for just one more with you?

Using Rolli’s illustrations in Just One More as inspiration, draw your own “just one more” situation.

Examples can include:

- Just one more squirt of whipped cream.
- Just one more stomp in a puddle.
- Just one more pet.

Then, using the same situation, draw a “just one” version.

Example:

- Just one squirt of whipped cream. How big would the squirt be that you take?

Display the “just one more” and “just one” illustrations together on a bulletin board.

## Writing Activities

### Who is Ruby ~ Character Study

How a character acts and what a character says can tell readers a lot about who the character is.

Read Just One More paying close attention to the character of Ruby. Scene by scene, record your thoughts, in a chart like the one below.

What Ruby says	What Ruby does	How would you describe Ruby?
Example: “Just one more minute.”	Lifts “Beauty Rest” eye mask a bit, keeps one eye closed, holds finger to mouth in a “hush”, tiny smile	Sleepy, comfortable, maybe having good dreams, confident she will get her wish

After gathering information regarding Ruby's character, use the scenarios below to write a new scene for Just One More. What would Ruby do and say in one of the following situations?

- At dinner time.
- On a car trip.
- At the beach.
- At a birthday party.
- When watching television.
- In a sandbox.
- At school.



## What Happened ~ Just One More's Plot

Just One More has a simple plot line that follows Ruby over the course of her day. Help students define the events in terms of a plot arc by using the following chart.

Beginning	Middle	End
Introduce character:	As the day progresses...	Resolution. How are things solved?
	4.	9.
	5.	
In the morning, Ruby...	6.	10.
1.	7.	11.
2.	8.	The ending...
3.		
	The Climax, when everything changes...	



BONUS: Using the basic plot structure above, students can create an original story about their own day. Students can work individually or as a class.

Art center ~ Provide a variety of art materials including crayons, pencils, markers, paint, scissors, colored paper, old magazines, and glue for students to illustrate the scenes in their stories.

Drama center ~ Provide puppets, costumes, and props so students can recreate their new stories.

## “One More, Please ” Persuasive Essay

Ruby is always persuading her mother for “just one more”. Ask your students if they know what “persuade” means. If not, can they make any guesses?

**Discuss** what it means to persuade and times or situations in which you might want to persuade someone (i.e., persuade your parents to let you stay up “one more minute.”)

When you write to persuade, you are trying to convince the reader to agree with you. Your persuasive essay should: tell the reader what you believe; give the reader at least three reasons why you believe it; have a good concluding sentence.

Students should pretend they are Ruby and write a persuasive essay to her mother called “Just One More \_\_\_\_\_” using the following TREE structure:

T = Topic sentences

The topic sentence tells the reader (or mother, in this case) what you think or believe. Remember, you are writing from the point of view of Ruby. Example: I think I should be able to have one more ride on the mechanical horse.

R = Reasons

The reasons tell the reader (or mother, in this case) why you believe you need one more ride on the mechanical horse. (Remember, you are writing as if you are Ruby.) Write at least 2 -3 sentences supporting 3 reasons. Use evidence directly from the text or illustrations, when possible.

E = Ending

Wrap it up with a conclusive sentence.

E = Examine

Look closely. Does your essay have all the necessary parts?

Share your essays with the class. Which is the most persuasive? Why do you think so?

## Writing Narrative and Dialogue

Just One More is mostly written in dialogue or speech. A majority of the text is Ruby's speech (or the mother's, at times) says. This provides a great springboard to discuss narrative and dialogue in a story.

Narrative ~ An account of the connected events. Often through a narrator who gives information on the feelings and actions of the story.

Speech/Dialogue ~ The written conversational exchange between two or more characters.

Rewrite Just One More using the following:

- Create captions and thought-bubbles for Ruby and any other characters who appear in each spread.
- Write a version of the story using only narrative. For example, "One day Ruby woke up and she was sleepy. She really needed one more minute of sleep." Continue through the entire story like this, describing the action on each page without the use of speech.
- Combine the two versions into a new version of Just One More, in which the other characters speak and a narrator carries the action of the story.

How do the new versions compare with the original version of Just One More? Which do you prefer? Why?

## My 'Just One' story

Ruby makes sure to make it a good one when she is told "just one." She chooses the biggest book, splashiest bath toy, and the tastiest ice cream.

As a class, brainstorm how to make the most of "just one" in any given circumstance.

- Television show
- Game
- Drink
- Friend
- Outfit

Have the students write a story about being given “just one” wish. What would they wish for and why?

Each story should include a beginning (where the wish is proposed), a middle where the wish is granted, and an ending. Situations in Just One More can be used as a mentor text.

Optional: Create the story together as a class.

## Speaking and Listening Activities

Picture books are written to be read aloud. Here are some other ways to bring Just One More to life in your classroom and also have fun with speaking and listening skills!

### Choral Reading

- Turn Just One More into a script. (\*see Writing Narrative and Dialogue in ELA section for ideas). Read the script out loud together. Emphasize memorization of the students' parts as well as good vocal expression.

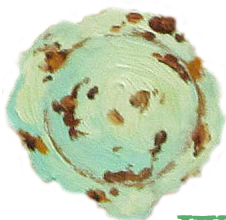


### Mime

- While the teacher reads the book aloud, students can act out the events in the book. Emphasize body motion and facial expressions, as well as listening skills.

### Drama

- Brainstorm a list of situations in which someone might ask for “just one more.” Without making noise, students act out something from the list in front of the class. Ask the rest of the class to guess which situation the student is acting out. Use the images shown above as “emotional” inspiration.
- Create a TV commercial to encourage people to read Just One More.



# Math

## Word Problems

Note to teachers: Use the word problems below as inspiration to write your own, based on Just One More or any other book of study. For younger students, the use of pictures or props might be needed to figure out word problems.

- 1) Ruby puts 5 hair thingys into her hair. 1 hair thingy falls out. How many hair thingys does Ruby have in her hair?

$$5 - 1 = ?$$

- 2) Ruby has 4 scoops of ice cream on her ice cream cone. She asks for 2 more. Then 1 more. Then 1 more. How many scoops are on Ruby's ice cream cone?

$$4 + 2 + 1 + 1 = ?$$

- 3) There are 6 books on the bookshelf. Ruby takes 2 books to read for bedtime. How many books are left on the bookshelf?

$$6 - 2 = ?$$

- 4) Ruby rides the mechanical horse 2 times. She asks for 2 more rides. How many times does Ruby ride the mechanical horse?

$$2 + 2 = ?$$

- 5) There are 9 different kinds of ice cream at the ice cream shop. Ruby likes 7 of the flavors. How many flavors of ice cream does Ruby NOT like?

$$9 - 7 = ?$$

Additional challenge:

- 6) 1 hour + 1 more minute = ? minutes  
7) 1 dozen + 1 more donut = ? donuts  
8) 1 week + 1 more day = ? days  
9) 1 year + 1 more month = ? months  
10) 1 dollar + 1 more penny = ? pennies

## Just One More Try Math Game

Split the class into two teams, the Mint Chocolate Chippers Vs. the Rocky Roaders.

On the white/chalk board draw a cone for each team along the bottom.

Have a series of math problems from your current unit available.

Teams take turns answering problems, one kid at a time.

If a team member gets an answer wrong, they can ask for “Just One More Try”...if they still get the wrong answer, they lose their next turn and the other team gets an opportunity to answer 2 problems in a row.

For every correct answer you put a scoop in the team’s cone, the team who gets to 20 scoops first WINS!



## Science

### How many is too many : Learning Capacity and Volume

How many ice cream scoops can one cone hold? One scoop? Seven scoops? This activity helps students learn capacity and volume, while also developing prediction skills.

For this activity you will need:

- Several different sized and shaped containers
- Dried beans/marbles/beads

Students are to guess which containers will hold the most beans/marbles/beads and which containers will hold the least. Have students put the containers in order according to their capacity. Once the class has agreed on the order, fill each container, one at a time. Count how many are in each container. Were you right about the order?



## The Science of Ice Cream

As a class, review following the terms matter:

Solid

Liquid

Gas

Introduce the following ingredients: milk, sugar, vanilla, ice and salt. · Have students describe each ingredient as a solid, liquid, or gas.

Explain that, in this lesson, the different states of matter will be combined to make something new –ice cream!

This recipe is enough for one student, so that each student can make their own.

You will need:

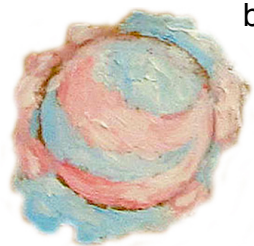
- 1/2 cup milk
- 1/2 teaspoon vanilla
- 1 tablespoon sugar
- 4 cups crushed ice
- 4 tablespoons salt
- 2 quart size Zip-loc bags
- 1 gallon size Zip-loc freezer bag

Tip: wearing mittens or gloves will keep hands and fingers from freezing!

1. Mix the milk, vanilla and sugar together in one of the quart size bags.
2. Seal the bag tightly, allowing as little air to remain in the bag as possible. Too much air left inside may force the bag open during shaking.
3. Place the bag of milk, vanilla, and sugar inside the other quart size bag, again leaving as little air inside as possible and sealing well. By double-bagging, the risk of salt and ice leaking into the ice cream is minimized.
4. Put the two bags inside the gallon size bag and fill the bag with ice, then sprinkle salt on top. Again let all the air escape and seal the bag.
5. Gently shake the bag, making sure the ice is evenly spread out. Shake and knead the bag continuously. Five to eight minutes is adequate time for the mixture to freeze into ice cream.

Further Study: How does it work?

Just as salt is used to melt ice on roads in the winter, the salt in this recipe also causes the ice to melt. When salt comes into contact with ice, the freezing point of the ice is lowered. By lowering the temperature at which ice is frozen, an environment is created in which the milk mixture can freeze at a temperature below 32 degrees F into ice cream.



## Social Studies

### The History of Ice Cream

Using the timeline below as a starting point, have students create their own fully-illustrated timeline of the long history of ice cream to display on a classroom bulletin board.

- 300 B.C. – Alexander the Great is known for his love of snow and ice mixed with sweeteners like honey and nectar.
- 1295 – Marco Polo returns to Italy with recipe that eventually evolves into “cream ice.”
- 1744 – William Bladen, governor of Maryland, receives a letter from a friend that references ice cream. This is the first record of the treat in the United States.
- 1777 – First ice cream advertisement appears in the New York Gazette.
- 1790 – President George Washington spends \$200 on ice cream throughout the summer, according to records retained by a New York merchant.
- Late 1700s – early 1800s – President Thomas Jefferson is known to have a favorite ice cream recipe, which involves 18 steps. You can view the recipe [here](#).
- 1851 – Ice cream production becomes industrialized by a Baltimore milkman, and the sweet treat becomes more affordable.
- 1886 – An Italian immigrant named Italo Marchiony invents the ice cream cone in New York City.
- 1903 – Marchiony is granted a patent for his ice cream cone.

- 1904 – At the World’s Fair in St. Louis, a pastry vendor bends his dessert into cones and offers them after a neighboring ice cream vendor who had run out of serving dishes. The “cornucopia cones” become a big hit.
- 1984- President Ronald Reagan designates July as National Ice Cream Month and the third Sunday as National Ice Cream Day.

### **Further Study:**

- Visit the International Dairy Foods Association at <http://www.idfa.org/news-views/media-kits/ice-cream/the-history-of-ice-cream> for further research.
- Choose an event from the timeline above to research in more detail.
- Designate an official School Ice Cream Day and plan a class celebration.
- Take a trip to the school library. With the help of the librarian, conduct research on ice cream

Possible sources for information:

- Nonfiction books
- Encyclopedias
- The Internet

## **New Vocabulary: Gratitude**

Ruby is always asking for “just one more.” But when asking for something, we must always remember to say “please” and “thank you” as well. This is called gratitude.

Lead students in a class discussion on gratitude.

1. What is gratitude?

- Being thankful for what you have or what you receive.

2. When have you felt gratitude?

3. What are some ways we can demonstrate gratitude?

4. Design a poster encouraging gratitude. Hang the poster in your classroom, or get permission to hang it in the school library, the office, main hall, etc.

## Dear Friend, Thank You

It is always nice to formally thank someone who does something nice for you.

Using the events from Just One More as inspiration, pretend that you are Ruby and write a thank you letter to the ice cream man.

The letter should include

- a brief re-cap of what the ice cream man has done for you
- a thank you
- a closing

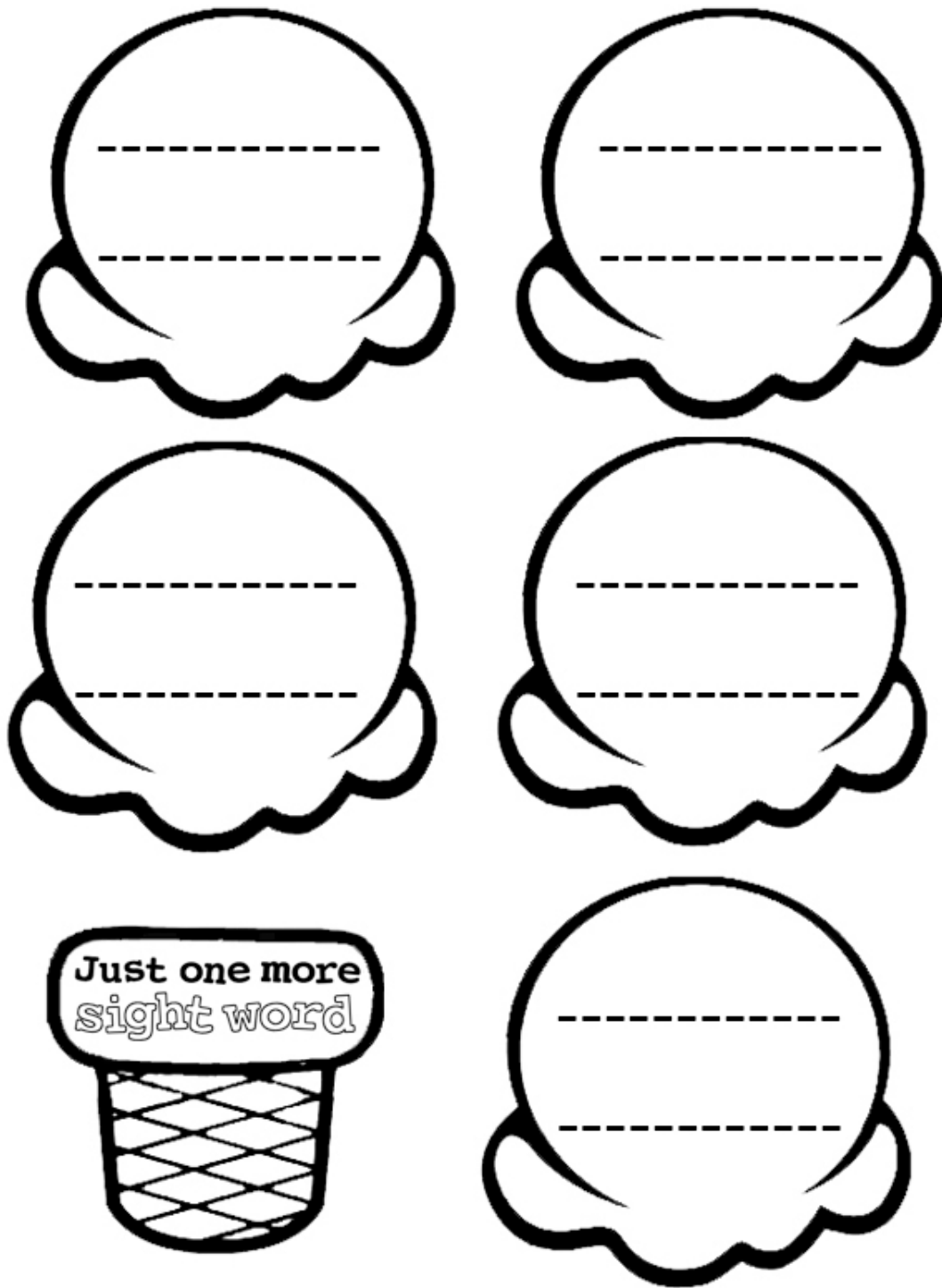
Then, think of someone in your life answers your requests for “just one more” and make them a thank you card. As a class, invite these special friends to the class for a party and present the thank you notes to them.



## Appendix

Use the following reproducibles for just more FUN!





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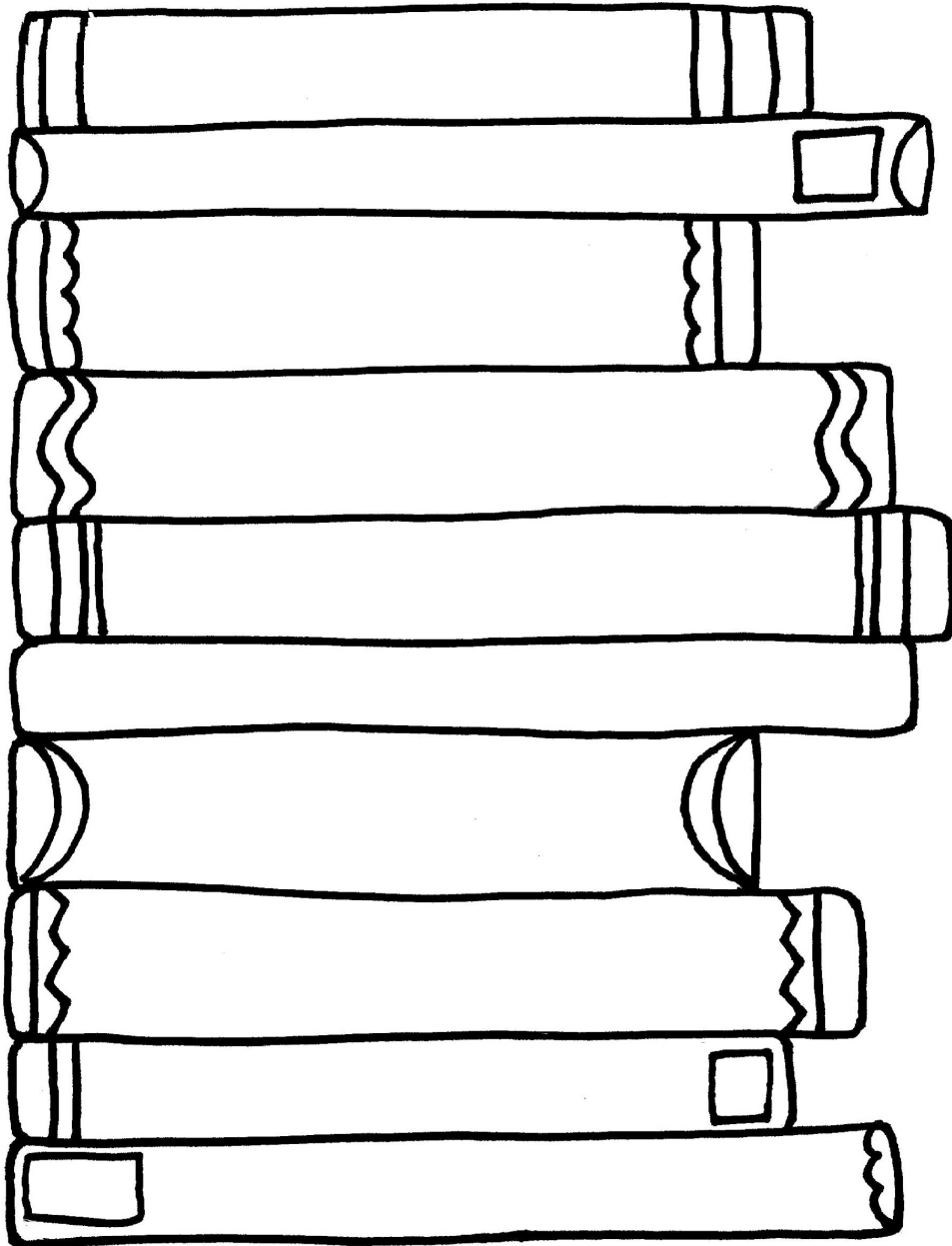
Students color cone and scoops after adding sight words on dotted lines.

Cut, assemble and glue cone together. More scoops can be printed out and added to make one super tall cone as sight words are learned.



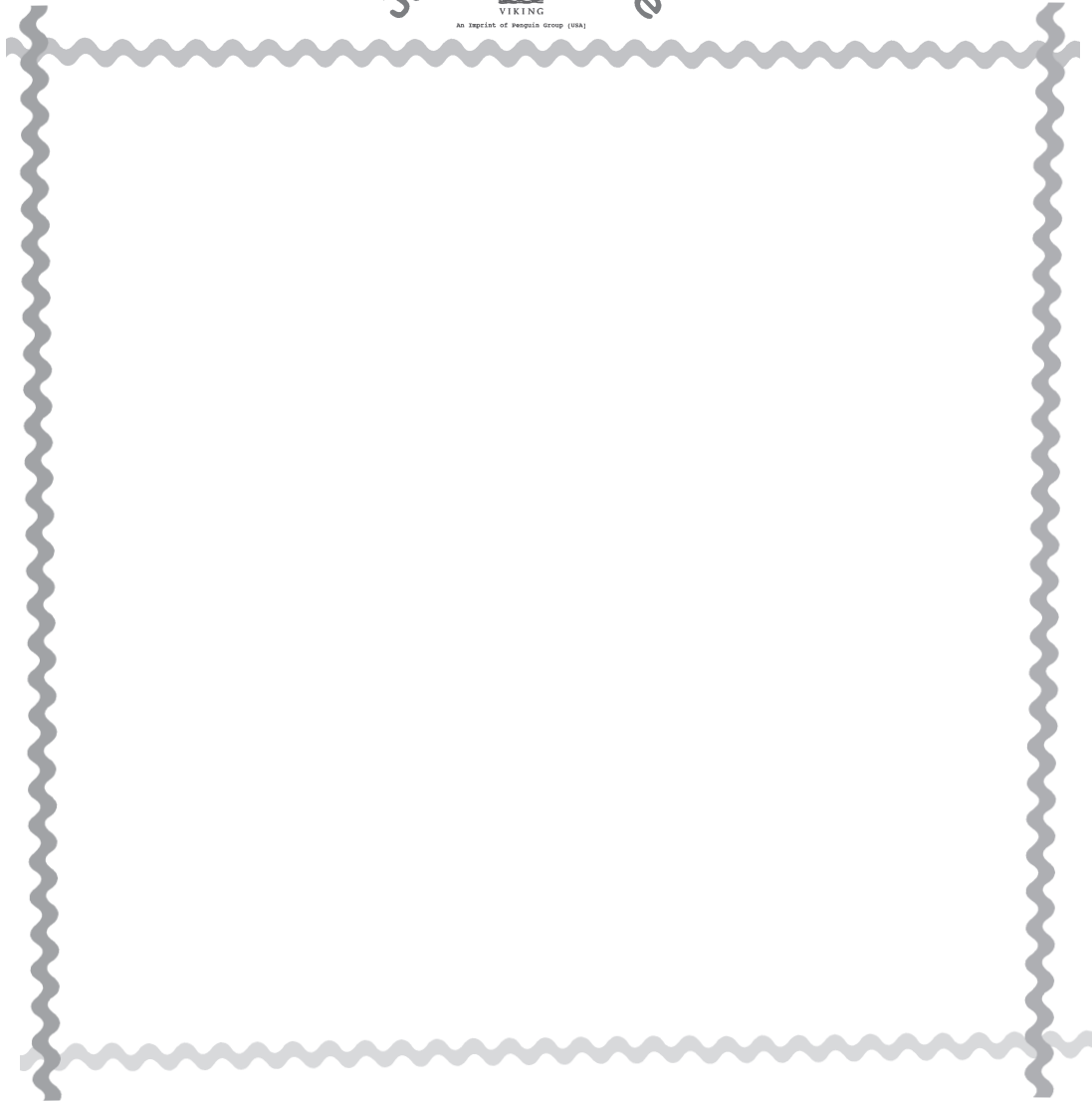
**Read just one more book!**

name: \_\_\_\_\_



Print at 120%

Each student can keep track of their reading progress by filling in the title on the spine. Educator can make an incentive for each completed bookshelf.



name: \_\_\_\_\_

**Just one more...**

\_\_\_\_\_

Print at 120%

Students write and illustrate their own “just one more”.