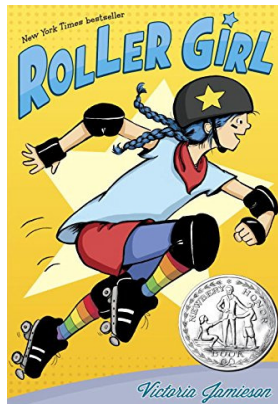


ROLLER GIRL

By Victoria Jameson



Grade Level (5 -9)

Lexile Level: 440

Synopsis:

Rising junior high students Astrid and Nicole have been inseparable friends since 2nd grade. When tickets to a Roller Derby bout inspires Astrid to sign up for derby camp - Nicole chooses to try a dance camp instead. Astrid must search her soul, find her place, make new friends, and try not to get trampled to bits by the older girls on the derby track. Through a difficult summer Astrid finds she has the true grit and determination it takes to be a roller girl.

Author Website

<http://www.victoriajamieson.com/>

Twitter

[@jamiesonv](https://twitter.com/jamiesonv)

Additional Materials:

- **Making of Roller Girl (free eBook)**
http://www.victoriajamieson.com/storage/MakingOfRollerGirl_sm.pdf
- **Roller Girl - Reader's Theater Teaser (by Victoria Jameson)**
https://docs.google.com/document/d/1_DzeeDPY_meTAKhEnAxtQDZy2BHNIVN7LPyl2BAw7s
- **Kirkus interview:**
- https://www.kirkusreviews.com/features/rolling-victoria-jamieson/#continue_reading_post

- **NW Kids Magazine:**
<http://www.nwkidsmagazine.com/2015/03/skating-to-success-an-interview-with-victoria-jamieson/>

Curricular Connections:

- Coming of age/Realistic Fiction
- Persuasive Writing
- Physics: Free Roller Derby and English/Physics Lesson- [http://www.science-niblets.org/English/Lesson Plan Physics Roller Derby.pdf](http://www.science-niblets.org/English/Lesson_Plan_Physics_Roller_Derby.pdf)

Lesson Ideas:

- **Dear Me From the Past:** One of the main sources of inspiration for Astrid are the encouraging letters from her hero ‘Rainbow Bite’. Have students identify a problem that they or a friend had while transitioning to middle or high school. Then have them compose a persuasive letter giving advice and encouragement to their former-selves or their friend. Alternatively, have students write a thank you note to a mentor or individual who helped them get through the problem they faced. They should include specific instances of ways that person helped or inspired them.
- **Asteroid and Slay Miserables** - Derby Girls often rely on the figurative language to make their “names” more memorable. Most employ a pun. Puns are a humorous play on words that relies on two or more meanings.
Show some other examples of puns. <https://youtu.be/5mL1G1NSrDs>

Discuss the purpose of puns: Why do authors (like Shakespeare) use puns?

Showcase several different types of puns:

<http://examples.yourdictionary.com/examples-of-funny-puns-and-punny-funs.html>

Dissect several and determine the word with double meanings and identify its two meanings.

Practice: Give the first part of the following puns and then have students in groups complete the second half looking for words that they might have in common.

I feel bad for shopping carts; _____ (pushed around, hold so much inside etc).

Two cell-phones got married; _____ (had reception, shared plan)

Two shoelaces had a race; _____ (ended in a tie).

What do you call an alligator in a vest? _____ (an investigator)

Why was the spider on the computer? _____ (to visit web site, catch bugs)

I was struggling to figure out how lightning works, then _____
 (it struck me, I made a shocking discovery)

What was the reporter doing at the ice cream shop? _____
 (Getting a scoop, shaking up things, 'floating' ideas)

Share a list of multiple meaning words: Spelling City has leveled word lists.

<http://www.spellingcity.com/multiple-meaning-words.html>

Create: Allow students to use the list and craft their own puns.

Allow them the opportunity to create their own Derby Name puns.

CCSS Grades 6-9			
<p>ELA-LITERACY.L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>ELA-LITERACY.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>ELA-LITERACY.W.6.10 Write routinely over extended time frames (time for research,</p>	<p>ELA-LITERACY.L.7.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>ELA-LITERACY.L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>ELA-LITERACY.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations</p>	<p>ELA-LITERACY.L.8.5.A Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>ELA-LITERACY.W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>ELA-LITERACY.W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or</p>	<p>ELA-LITERACY.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>ELA-LITERACY.W.9-10.10 Write routinely over</p>

<p>reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>for writing types are defined in standards 1-3 above.) ELA-LITERACY.W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>
--	--	--	---

Suggested Companion Titles

- *Friends With Boys* by Faith Erin Hicks
- *The Plain Janes* by Cecil Castellucci and Jim Rugg
- *Paige by Paige* by Laura Lee Gullledge.
- *A smart girl's guide to friendship troubles: Dealing with fights, being left out, and the whole popularity thing* by Patti Kelley Criswell.
- *Dear Teen Me: Authors Write Letters to Their Teen Selves* (True Stories) by Miranda Kenneally (Editor), E. Kristin Anderson (Editor).

Professional Reviews:

- *Booklist*, 3/1/2015
- *Bulletin of the Center for Children's Books* starred, 4/1/2015
- *Horn Book Guide* starred, 10/1/2015
- *Horn Book Magazine* starred, 3/1/2015
- *Kirkus Reviews* starred, 12/15/2014
- *Publishers Weekly* starred, 1/26/2015

- *School Library Journal* starred, 12/1/2014

Awards:

- Newbery Medal Honor, 2016
- American Library Association Notable Books for Children, 2016
- ALA Top Ten Great Graphic Novels for Teens - 2016
- Texas Bluebonnet Award Nominee 2016-17

Resources (including great discussion questions):

<https://texasbluebonnetaward2017.wordpress.com/roller-girl/>