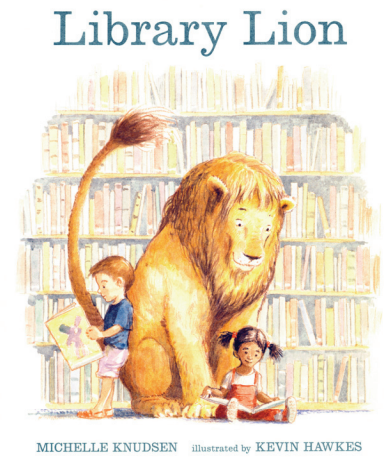


Ideas and Activities to Use with
Library Lion
Written by Michelle Knudsen
Illustrated by Kevin Hawkes
Ideas and Activities
Created and Compiled by Karen Antikajian



Themes: libraries and librarians, feelings, rules, writing

Before Reading:

1. Have a discussion of the cover. Make cards with the 5 W's and the H. Let students draw a card and try to come up with a question about the cover and the story beginning with that question word. If the student drawing the card can't think of one, let a volunteer state the question. (Examples: **Who** are the children? **What** is a lion doing in a library? **When** did he come? **Where** did he come from? **Why** are the children sitting with him? **How** did he get into the library?) Of course, the best questions are ones that occur naturally to the reader, but this gives students practice in asking questions and lets them know that this is something that readers do before reading. What other questions do they have?
2. Look at the end papers and the title page. (A document camera works well – or a scan that can be projected.) Let students compare the entryway lions on the front end papers and title page with those on the back end papers. What do they tell us about the story?
3. Some vocabulary words you might want to introduce are: circulation desk, stacks, and card catalog. Explain what these are and why a card catalog is no longer used.
4. Ask students why we have rules. Record some answers. Then ask if it is OK to break rules. Record some answers. You can come back to this after reading and have a discussion that includes what they learned in the story.

During Reading:

5. After reading that story hour was over, (“Then he roared very loud.”) ask the students why the lion was roaring. Was there another way he could have told them how he felt?
6. After reading “. . . asked him to lick all the envelopes for the overdue notices.” ask how Miss Merriweather feels about the lion. Has her feelings changed from when she first saw him? If so, how?
7. After reading, “How did we ever get along without him?” How did the patrons (people visiting the library) feel about the lion at first? Did their feelings change at all? If so, how?
8. At the end of that page, ask “Does everyone like and appreciate the lion?” Have students explain their answers.

After Reading:

9. List some words for the lion's feelings. Encourage students to use interesting words and avoid bad or good. If students can't think or don't know some possible words, introduce them, explain them, and write them on the list.
 - a. How did the lion feel . . .

- ∞ when he walked into the library (curious, brave, interested, cautious, etc.)
 - ∞ when waiting to see if Miss M. would let him return (anxious, hopeful, pleading, etc.)
 - ∞ when he was allowed to help around the library (proud, helpful, ambitious, etc.)
 - ∞ when the children sat with him (content, happy, comfortable, etc.)
 - ∞ when Miss Merriweather fell (concerned, frightened, worried, etc.)
 - ∞ when he ran to get help (determined, frantic, desperate, etc.)
 - ∞ when he knows he has broken the rules (ashamed, dejected, upset, etc.)
10. Clues in the Story (inference):
 - a. How did the library patrons show they missed the lion? (sad faces, distracted, searching, reactions when he returned, etc.)
 - b. How can you tell Miss Merriweather misses the lion? (sad, quiet, refuses help, sits at desk doing nothing, runs down hall (breaking rule) hugs lion, etc.)
 - c. How do you know that even Mr. McBee misses the lion? (looked all over for him, smiling at the end, looking proud that he solved the problem, etc.)
 11. Writing: Explain the use of 3's and parallelism to students if they are not familiar with it (see page of **Writing Techniques** included with *Henry and the BB*). Point out places in the book where the author uses this technique. (see page called **Use of 3's and Parallel Structure**)
 12. Rules: Have a discussion. Return to the list made prior to reading the story. Change or add to the list. Some questions that might generate discussion are:
 - a. Why do we have rules? What is the purpose for rules? (Often students are much more willing to follow rules if they know they are for a purpose—and understand the reasons for them.)
 - b. Are there times when you can break the rules? Why? Give examples.
 - c. Do rules change? If yes, give examples.
 13. Family rules: Let students work in pairs to list some rules their families have. They can use a **Venn Diagram** or similar graphic to compare their rules. Suggest things such as chores, homework, bedtime, dealing with siblings, etc.)
 14. Libraries:
 - a. Talk about libraries and the different kinds there are (public, school, university, Library of Congress, big city, rural, home). One of the first public libraries in the United States was started by Benjamin Franklin in Philadelphia in 1731. In the late 1800's Andrew Carnegie donated over \$60 million (a vast fortune then) to build over 2,811 free public library buildings in the United States. Older students may want to do more research on the beginnings of libraries.
 - b. Talk about how you find books in a library. What is available besides books. A favorite thing to do at the library (school or public).
 - c. Make a chart to compare the Library Lion's library with the school library or a public library. (See **Library Comparison Chart**)
 15. Ask students how people borrowed books if they couldn't get to a library because it was too far away? Some might know about bookmobiles. Do they know how these people borrowed books a long time ago or how people in different countries might borrow books? Read *That Book Woman* by Henson (about a pack-horse Librarian in the Kentucky Hills during the 1930's) and *My Librarian is a Camel: How Books Are Brought to Children Around the World* by Ruurs (which is filled with photos showing how books are delivered by camel, elephant, boat, wheelbarrow, and other ways).

16. Let the students use the **My Comic Strip** page to show the important events of *Library Lion*.
17. Read *Winston the Book Wolf* by McGee. As a class, compare it with *Library Lion* using the **Compare Two Stories Chart**.
18. Read *Stella Louella's Runaway Book* by Ernst. As you go through the book, Stella's missing book is alluded to, but the title is never given. Use this to talk about inference. Use **Stella Louella's Missing Book Chart** to list the clues about the book, the connection each clue has with the person giving it, and how it relates to the actual book.
19. Read *But Excuse Me, That's My Book* by Child. Discuss with the students that everyone has favorite books and books they don't care for as much. That's why, when they vote, their favorite may be different from a friend's favorite. Use the page called **Lola's Books** that lists Lola's likes and dislikes to list their own favorite and not-so-favorite books.
20. Read some other books about libraries and librarians. (see list of **Related Books**.) This time students might work in pairs to compare stories. Suggestions for 2 Story Comparisons are: *But Excuse Me That's My Book* by Child with *Miss Brooks Loves Books (and I Don't)* by Bottner; *Beverly Billingsly Borrows a Book* by Stadler with *Stella Louella's Runaway Book* by Ernst; or *The Boy Who Was Raised by Librarians* by Morris with *Ron's Big Mission* by Blue and Naden.
21. Read *The Library Mouse*. Teach the students to fold **6-page or "poof books"** (included with *Ice Bear* pages). Have them write some books for the classroom library.
22. Read *Library Lil*. Explain that this is a tall tale. Have students work together to complete the page called **Is It a Tall Tale?** or do as a class. Some students may want to try writing a tall tale. If so, you can use the **Advice for Writing a Tall Tale** page.
23. Use the page, **My List of 10**. Have students list 10 favorite books. When they have finished they can compare their list with a friend and write some good reads on the back or on another page. These can also be posted around the room. The best book recommendations are from friends.
24. Share the poem **What If Books Had Different Names?** by Lewis. Let students work together or individually to create some more new names for familiar books.
25. Read *I Took My Frog to the Library* by Kimmel, *Clarence the Copy Cat* by Lakin, and/or *Book! Book! Book!* by Bruss. Discuss what might happen if there were animals in a library or if students took a pet to the library. Make a list of all the things that might happen. Then let students write an imaginative tale of an animal or animals in a library. How might it disturb or cause chaos? How might it help? Encourage students to be imaginative and exaggerate to add humor. Other books about animals and books are *Bats at the Library* by Lies and *Wild About Books* by Sierra.
26. Read *If I Were a Lion*. Compare the lion described here with *Library Lion*. Which one behaves more like a real lion? Discuss behaviors. The girl also contrasts herself with other animals. Have students think about an animal they ARE like or would like to be. Use the **If I Were . . .** page. Explain that when you are talking about something that would not happen, you say "If I were" (not "if I was"). It is called the subjunctive mode. Students don't need to know this, but they need to hear it used so they use it correctly. (Also use **If I Were in Charge of the World**.)
27. For an art activity, students can make a **paper plate lion's face**. These could be placed in the classroom library corner. They can try to use some of the expressions lion had during the story.

Library Lion Related Books

Libraries and Librarians:

Beverly Billingsly Borrows a Book by Alexander Stadler
The Bookshop Dog by Cynthia Rylant
The Boy Who Was Raised by Librarians by Carla Morris, ill Brad Sneed
But Excuse Me That is My Book by Lauren Child
Charlie Cook's Favorite Book by Julia Donaldson, ill Axel Scheffler
The Librarian of Basra by Janette Winter
The Library by Sarah Stewart, ill David Small
The Library Dragon by Carmen Agra Deedy, ill Michael P. White
Library Lil by Suzanne Williams, ill Steven Kellogg
Miss Brooks Loves Books (and I Don't) by Barbara Bottner, ill Michael Emberley
Librarian and the Robbers, The by Margaret Mahy, ill Quentin Blake (chapter, older readers)
My Librarian is a Camel: How Books Are Brought to Children Around the World by Margriet Ruurs
Our Librarian Won't Tell Us Anything by Toni Buzzeo, ill Sachiko Yoshikawa
Read Anything Good Lately? by Susan Allen and Jane Lindaman, ill Vicky Enright
Ron's Big Mission by Rose Blue and Corinne Naden, ill Don Tate
Stella Louella's Runaway Book by Lisa Campbell Ernst (RT script)
That Book Woman by Heather Henson, ill David Small

Animals in the Library and Other Places:

Bats at the Library by Brian Lies
Book! Book! Book! by Deborah Bruss, Ill by Tiphonie Beeke
Clarence the Copy Cat by Patricia Lakin, ill John Manders
I. Q. Goes to the Library by Mary Ann Fraser
I Took My Frog to the Library by Eric A. Kimmel, ill Blanche Sims
If I Were a Lion by Sarah Weeks, ill Heather M. Solomon
Library Mouse by Daniel Kirk
Wild About Books by Judy Sierra, ill Marc Brown
Winston the Book Wolf by Marni McGee, ill Ian Beck

Author Michelle Knudsen - www.michelleknudsen.com

I Fooled You

Illustrator Kevin Hawkes - www.kevinhawkes.com

And to Think That We Thought That We'd Never Be Friends by Mary Ann Hoberman
A Boy Had a Mother Who Bought Him a Hat by Karla Kuskin
Librarian Who Measured the Earth by Kathryn Lasky (older students)
Sidewalk Circus by Paul Fleischman
Weslandia by Paul Fleischman