

# Magical Activities for the Classroom



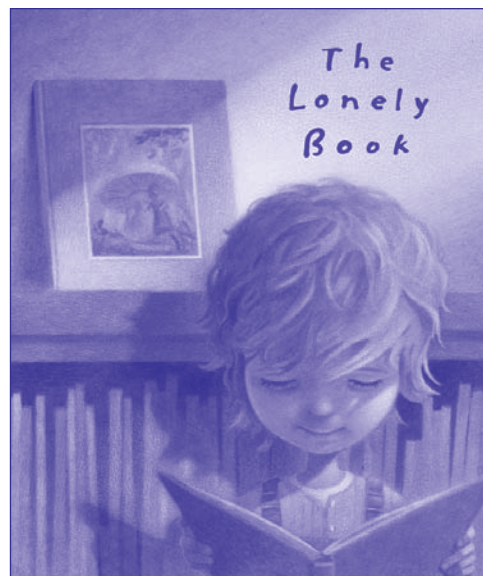
## About the Book

This is a story about a lonely book and a devoted little girl. When the well-loved book slowly loses its appeal to the children in the library, it disappears into the dark corners and is forgotten. Alice discovers the book and falls in love with its magical story, embarking on a journey to save the book again and again. Follow Alice and the lonely book as they create a lasting friendship that will capture your heart and make you believe in the power of literature.

## Pre-Reading Activity

Set up a tour of your school library or the local public library. Have the librarian explain how the library works and how they keep track of new and old books. Encourage questions from your students such as:

- How is the library divided into sections?
- What is the check out and return process?
- How do you keep your books in good condition?
- Do you use a waitlist?
- How do you decide which books to feature and promote?
- What else is there to do in the library other than read books?



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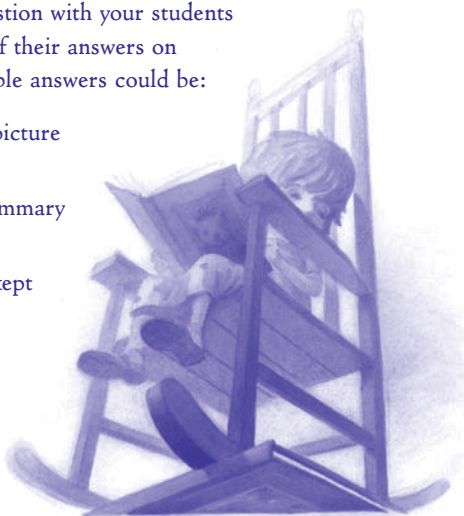
Grades  
PreK-3

## Classroom Connections

### What makes you want to read a book?

Discuss this question with your students and keep track of their answers on the board. Possible answers could be:

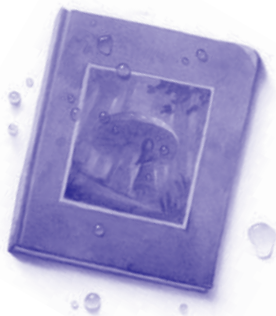
- An attractive picture on the cover
- An exciting summary on the back
- A clean, well-kept appearance
- Referrals from friends



Now ask them to imagine that they are the author of *The Lonely Book*. Have them create their own book cover in a way that would make people want to read the book. They should design the front cover, write a short summary on the back, and include reviews from friends on the inside flaps. They should also pay close attention to the neatness of their work. When finished, display all of the book covers in your classroom and have students vote on which “book” they would choose to read!

### What is your favorite book?

Have students share their favorite books with the class and explain why it is their favorite. Allow each student to check out their favorite book from the library and bring it home to read with their family. Then students should ask a family member what their favorite book is and why. Make a class trip to the library and allow students to check that book out from the library. Put all of the “family favorites” in the classroom and have storytime at the end of each day until each book has been read aloud to the class. You can even invite the family members to the classroom on their designated day to read their favorite book to the class!



### What is a toadstool?

Show your students various pictures of the toadstool used in the lonely book’s illustrations.

Ask them to make observations about what they see—color, shape, etc. Explain that a toadstool is another name for a mushroom, and is often used in storytelling to refer to magical or poisonous mushrooms. Using reference books from the library or websites on the Internet, research mushrooms and their role in the ecosystem. Then try to grow your own classroom toadstools! There are many mushroom growing kits available that are perfect for classroom use. Take pictures at different stages of the mushroom’s growth and have students keep a journal of its development.



### Why is the last page of a book important?

What does it tell you about the story? Discuss these questions with your students and determine as a group that the last page of book is important because it tells you how the story ends. The lonely book is missing its last page, so Alice creates her own ending to the story. She can change the ending anytime she wants! Using the book that your students are currently reading, ask them to fold over the last page or cover it with a piece of paper. When they reach the end of the book, have them write their own ending to the story and attach it with a paper clip to the last page. Students can trade books and read the story with a new ending, then add a different ending and pass it along again!

### What would your books say if they could talk? What would they be feeling?

Ask students to select a book that they think would “have a lot to say.” Have them draw the book’s cover picture on a brown lunch bag so that it can be used as a book puppet. Then create a puppet theater and allow each student a chance to introduce their puppet—its name (book title), likes and dislikes, and personality traits. Be sure that students are using the story as the basis for their puppet character. You can even pair students up and have their puppets interact together in various settings like sitting on the bus, having lunch at a restaurant, or swimming at the pool!



Name: \_\_\_\_\_

## Where Has Your Book Been?

The lonely book was able to see lots of places—children’s homes, the library, the basement, and the outdoor book sale. Where has your book been today—in your desk at school, in your backpack on the bus, or even in your bed? Keep track of the location of your book during one day!

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

Location 1: \_\_\_\_\_ Beginning of day

Location 2: \_\_\_\_\_

Location 3: \_\_\_\_\_

Location 4: \_\_\_\_\_

Location 5: \_\_\_\_\_

Location 6: \_\_\_\_\_

Location 7: \_\_\_\_\_

Location 8: \_\_\_\_\_

Location 9: \_\_\_\_\_

Location 10: \_\_\_\_\_ End of day



On the back of this sheet, create a map of all the places your book visited during the day. Draw pictures of specific locations and use a dashed line to show how the book moved from one location to the next. Use an X to show where the book was at the beginning of the day and another X to show where it was at the end of the day.

Name: \_\_\_\_\_



## I Feel . . .

Draw a picture of a time you felt lonely and a time you felt loved.  
Write captions for the pictures to complete the sentences.

I feel lonely when \_\_\_\_\_



I feel loved when \_\_\_\_\_