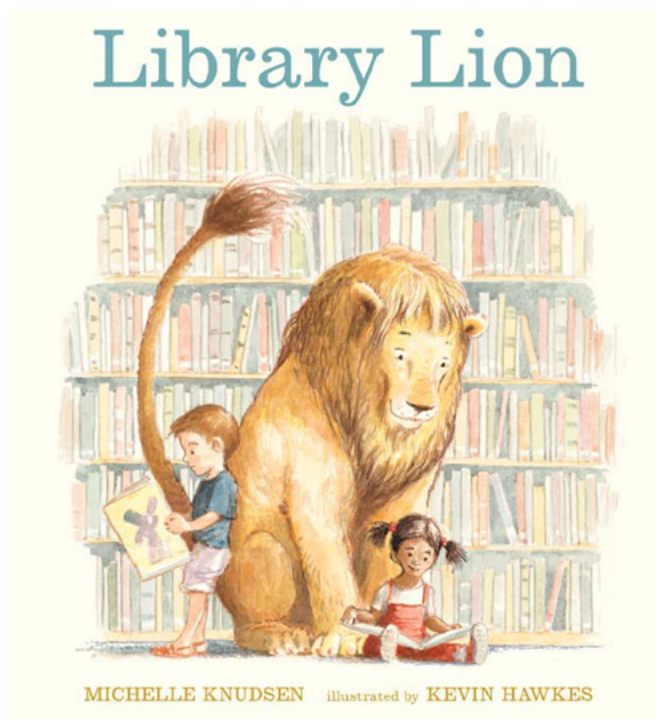




A TEACHER'S GUIDE

SUGGESTED GRADE LEVEL: K - 2ND



LIBRARY LION

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ILLUSTRATED BY KEVIN HAWKES

Watch the video of actor
Mindy Sterling
reading this story at
storylineonline.net



ABOUT THIS STORY

SYNOPSIS

Miss Merriweather, the head librarian, is very particular about rules in the library. No running allowed. And you must be quiet. But when a lion comes to the library one day, no one is sure what to do. There aren't any rules about lions in the library. It turns out, though, that the lion seems very well suited for the library. His big feet are quiet on the library floor. He makes a comfy backrest for the children at story hour. And he never roars in the library – at least not anymore. But when something terrible happens, the lion helps in the only way he knows how. Could there ever be a good reason to break the rules? Even in the library?

THEMES IN THE STORY

Friendship, Helping, Decision-Making, Obeying Rules

READING AND WRITING

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Standards listed below are for Kindergarten through 2nd grade, but can be adapted to 3rd grade standards.

BEFORE READING

Standards: CCSS.SL.K.1, CCSS.SL.1.1

Tap prior knowledge/build background through class discussion:

1. Lead students in a discussion about Library rules.
2. Ask if there is ever a time when rules don't have to be followed.
3. Look at the cover together. Read the title. Ask children to predict what they think the story might be about.

DURING READING

Standards: CCSS.SL.K.2, CCSS.SL.1.2, CCSS.SL.2.2

Objective: Students will listen attentively, ask and answer questions about key details in a text read aloud.

- Draw attention to the illustrations, how they can help the children understand the flow, moods, and feelings in the story. Pay close attention to facial expressions, movement, color, perspective of characters.
- Stop periodically and ask students to predict what will happen next.
- Look closely at the last page illustration and ask the children what they notice about the lion statue on the left.

AFTER READING

Standards: CCSS.RL.1.4, CCSS.RL.2.4

Objective: Students will recognize alliteration and be able to write an alliteration.

Materials: Chart paper, markers, paper, pencils, crayons

Procedures:

- Step 1:** Write the title, *Library Lion* on chart paper. Ask the students to read the title. What do they notice about the sound of the title?
- Step 2:** Circle the beginning letters in each word. Have students say the sound when you point to the letter. Tell students that this is an example of alliteration.
- Step 3:** Explain alliteration to students.
- Step 4:** Write the following sentence on chart paper and have students read it. Circle the s in each word and have students repeat the sound. Lead them to realize that alliteration is a fancy name for a tongue twister.
- She sells sea shells at the seashore.
- Step 5:** Present the following alliteration examples and have students circle the alliteration words in each:
- Beautiful Betty buys blueberry pies at the bakery.
The skunk stunk sitting on a stump.
Doug danced with the dog on the dock.

- Step 6:** Ask students to form their own alliteration sentence about Library Lion. For example, Library Lion likes to learn. Write student generated sentences on chart paper.
- Step 7:** Have students write their own alliteration sentence or alliteration title (ie: Sneaky Snake) about a favorite animal and illustrate.

READING RESPONSE

Standards: CCSS.RL.K.1; K.3, CCSS.RL.1.1; 1.3, CCSS.RL.2.1; 2.3

Objective: Students will answer the prompt using details from the story to support the response.

Materials: Paper, pencil

Prompt: How did the children feel about the lion?

Procedure:

- Step 1:** Explain to students that we can understand how characters feel by looking at what they think, say, or do in a story.
- Step 2:** If possible, allow the students to listen to the story again focusing on the children in the story and how they react to the lion.
- Step 3:** Allow students to discuss the prompt, making sure they give evidence from the story supporting their opinion.
- Step 4:** Have students answer the prompt.

WRITING

Standards: CCSS.W.K.3, CCSS.W.1.3, CCSS.W.2.3

Objective: Students will write a “prequel” to the story using grade appropriate sentence structure and spelling.

Materials: Paper, pencil

Writing Topic: Where did the Lion come from? Where do you think he goes every night?

Procedure:

- Step 1:** Point out to students that it’s very unlikely that a lion would show up in a neighborhood. Where do you think the lion came from?
- Step 2:** Discuss ideas with students.
- Step 3:** Have students write their “prequel.”

ACROSS THE CURRICULUM ACTIVITIES

LIBRARY SCIENCE

OBJECTIVE —

Students will understand and explain proper behavior in a library.

MATERIALS —

Chart paper, markers

PROCEDURE —


- Step 1: Have a discussion about the library rules found in the book. Ask:
- Did the rules make sense?
 - Should the lion have broken them?
 - What rules do we have in our school library?
- Step 2: Create a list of student generated rules on chart paper. (Make the rules POSITIVE rules, rather than what NOT to do).
- Step 3: Have students choose a rule to illustrate.
- Step 4: Post Class Library Rules and review with students before your first visit.

SCIENCE AND TECHNOLOGY

OBJECTIVE —

Students will research and write a report about lions.

MATERIALS —

Computer with internet
Leveled books about lions
Animal Report Graphic Organizer ( Google It!)

Paper

PROCEDURE —

- Step 1: Have students research lions using computers or books. Complete the graphic organizer.
- Step 2: Students use the organizer to write the report.
- Step 3: Students can illustrate or use pictures from computer in report.
- Step 4: Take completed reports and make a class library book – LIONS IN OUR LIBRARY.

ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's children's literacy website *Storyline Online*® streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online receives millions of views every month in hundreds of countries. Visit Storyline Online® at storylineonline.net.

ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy programs. Founded in 1985, the Foundation is a national non-profit organization, independent from SAG-AFTRA, and relies solely on support from grants, corporate sponsorships, and individual contributions to maintain our programs and create new ones. Visit sagaftra.foundation.

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