



Title: Library Lion

Author: Michelle Knudsen

Illustrator: Kevin Hawkes

Age Range: 5-9

Topics/Themes: Rules, Lions, Libraries

See video of this book read aloud here: [Library Lion](#)

I. INTRODUCTION (PREP QUESTIONS)

- Use the cover and title to predict what the story is about. Model a think-aloud: I wonder **why** a lion is in the library? I predict that this is going to be a fiction story, a story that can't happen in real life, because I know children and adults would not be safe around a lion in a library. But I really want to know how the lion got into the library, what he's doing in there, and why the children all look so happy?

II. INTEGRATIVE STRATEGIES

Post Reading:

- Refer to p. 6. How does the story lady feel in the picture? (nervous) How do the children seem to feel? (not nervous, more interested in the story) Read the last part of p.6 and ask students how the lion seems to feel about stories (enjoys them). How do you know? (he doesn't leave, even though the children finally do)
- Refer to p. 7. What made the lion roar? (story hour is over) How is he feeling? Why did the illustrator use such big letters for the lion's roar?
- Refer to p. 16. Read and model a think-aloud: This page gives me the "uh-oh feeling" because I think something bad is about to happen to Miss Merriweather. Have students discuss **why** this is so, using context and picture support.
- Read to p. 19. Discuss significance of last sentence on page (injured but **still** more worried about rules) as it relates to Miss Merriweather.
- Refer to p. 22. What is the only thing Mr. McBee is concerned about? (rules) Why is he running off to report the lion to his boss, Miss Merriweather? (He wants lion gone from the library so he hopes this will do it.)
- Ask students their opinions on whether this was tattling, and why they think so. Ask students how the lion is feeling, and why. Ask them to define "hung his head" using picture and context clues, and have them demonstrate it. Ask students how this point of the story makes them feel, and why?
- What do you predict will happen if the story continues? Why?
- Have students share their favorite parts of the story, and why.

