



Title: The Fantastic Flying Books of Mr. Lessmore

Author: William Joyce

Illustrator: William Joyce/Joe Blum

Themes: Books

Hear the book read aloud here: [The Fantastic Flying Books of Mr. Lessmore](#)

Vocabulary: Scarcely, Rustled, Happenstance, Extraordinary, Dog-eared

★ 3rd Grade Common Core Reading Standard ★

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

I. INTRODUCTION (PREP QUESTIONS)

Have students discuss what they see in the book cover illustration. Ask students what they might be wondering about (*why are books flying, etc.*). Ask them to predict what might happen in the story.

II. INTEGRATIVE STRATEGIES

DURING READING:

- P. 1: Read; ask students what we learn about Morris Lessmore, using text and picture clues.
- Pp. 2-3: Read; ask students how the illustration details support the storm.
- Pp. 4-5: Read; ask students how Morris must be feeling now, and why. Have students compare the first illustration against this one and the previous one. What do they observe? (first one is full of color; second one has little color; this one has no color)
- Pp.6-7: Read; ask students to note the illustration's lack of color again.
- Pp. 8-9: Read; ask students to compare this illustration against the previous ones. Ask if it reminds them of a movie (*Wizard of Oz*). Have students infer why the picture colors changed (when Morris was actively engaged writing or reading books/when he wasn't due to storm). Why is the lady suddenly in color (she's engaged with books)? Why is Morris still gray (he still is not reading).
- Pp. 10-11: Read; it says that the lady sent Morris her favorite book. What was it (*Humpty Dumpty*)? Reread the last sentence on p. 10 and have students define **urged**, using the picture clues of Humpty Dumpty and the context clues. Why is Morris still gray (still not actively engaged with a book)?

Point to the book with legs on the fence and tell students this is an example of **personification** (base word *person*), when an author makes an object or idea do something only a human can do. It is one of the many special tools a writer can use to make a piece of writing more interesting.

- Pp. 12-13: Read; have students infer what the building could be. Why do they think so? What details do they observe in the building structure (book exterior, pen banisters, wise owl)? Point out that Morris is still gray.
- Pp. 14-15: Read; note the gray color of Morris. Ask students to predict how Morris will feel in this room and building, and why.

- Pp. 16-17: Read; ask students to note the colors of Morris. Why is he now in color?

Point out the author's continuing use of **personification** (the book as a friend, books with legs, book playing the piano, etc.).

- Pp. 18-19: Read; ask student why Morris enjoyed caring for the books? Have students define **fragile** using context clues.
- Pp. 20-21: Read; what does it mean when it says that *Morris would become lost in a book and scarcely emerge for days*? Why do you think so? How do the pictures match the statement?
- Pp. 24-25: Read; why are some of the people shown in gray? Why is Morris in color? The little boy? Why do you think so? Ask students to discuss "everyone's story matters". Why did the books agree?
- Pp. 26-27: Read; what did Morris do each night after spending the day with books (continued writing his life story in his own book)?
- Pp. 28-31: Read; have students note how the illustrations on these pages denote the passage of time, citing evidence.
- Pp. 32-33: Read; ask students to identify the use of **personification** (the books as his old friends are now taking care of him; they read themselves to him each night).
- Pp. 34-35: Read; have students infer the significance of *the last page in his book* and Morris's statement: *I guess it's time for me to move on*. Why do they think so? Tell students this is an example of another special tool that writers use, called **foreshadowing**. Foreshadowing is when an author gives the reader a hint beforehand that something is about to happen.
- Pp. 36-37: Read; point out another example of **personification** (books capable of feeling sorry). Have students decide how this page is also another example of **foreshadowing** and what it means. What did Morris mean when he pointed to his heart and said, "I'll carry you all in here"?
- Pp. 40-41: Read; have students identify examples of **personification** (books noticed, oldest book friend talks).
- Pp. 42-43: Read; ask students why the young girl is gray. Compare against the illustration of the girl on p. 44. The story says, "And so our story ends as it began, with the opening of a book." Have students discuss.
- On the last two pages following the story's end, show students the illustration. Ask them to infer what it signifies.

III. INTEGRATIVE STRATEGIES

POST READING:

- What was the author's message with this book?
- What does he mean when he says that everybody has a story to tell?
- How did the ending make you feel? Why?