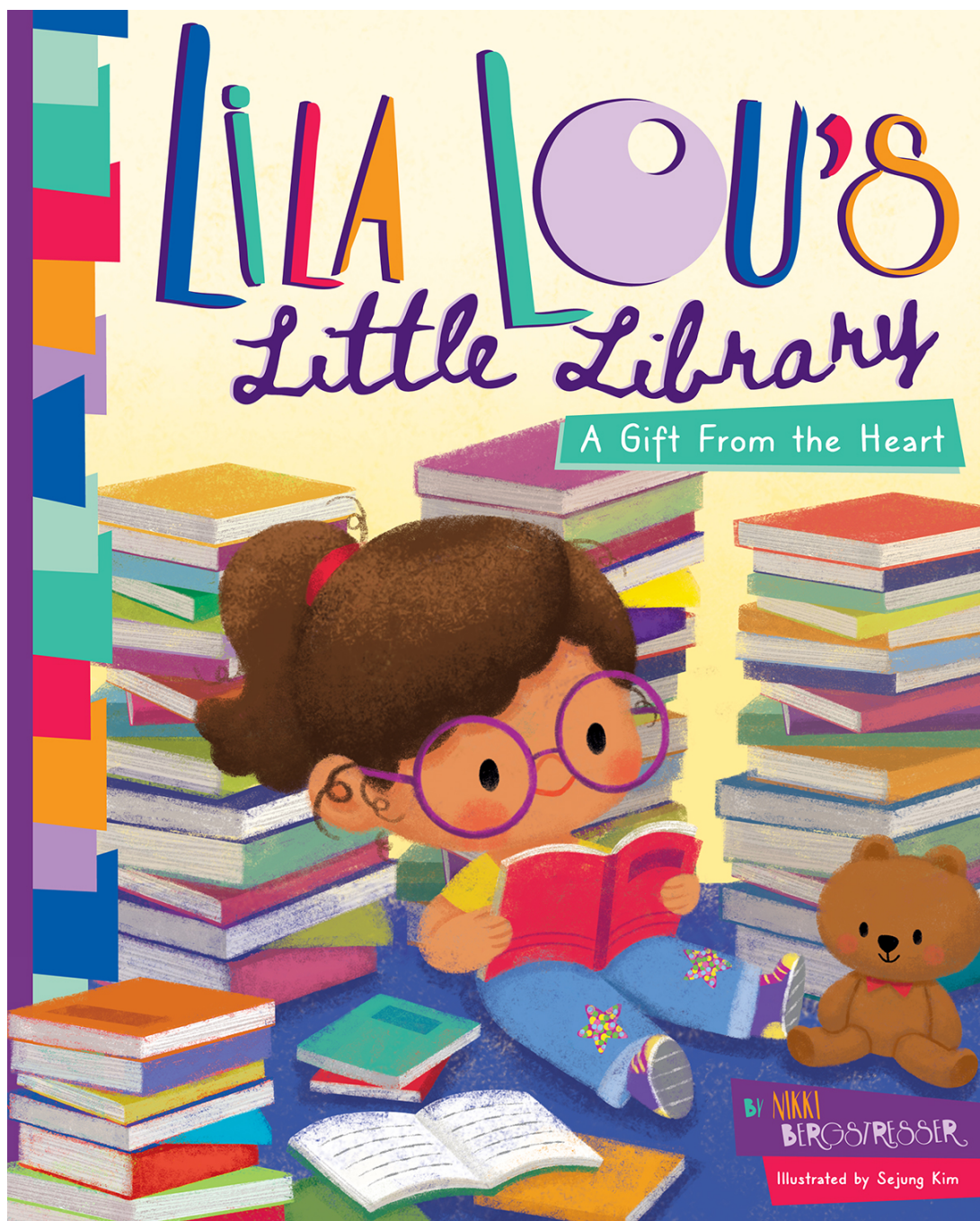


READERS' GUIDE

Lila Lou's Little Library



WRITTEN BY: NIKKI BERGSTRESSER
READERS' GUIDE CREATED BY: GLADYS APPLETON

LILA LOU'S LITTLE LIBRARY

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COMMON CORE STANDARDS

Key Ideas and Details:

[CCSS.ELA-LITERACY.RL.1.1](#)

Ask and answer questions about key details in a text.

[CCSS.ELA-LITERACY.RL.1.2](#)

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

[CCSS.ELA-LITERACY.RL.1.3](#)

Describe characters, settings, and major events in a story, using key details.

[CCSS.ELA-LITERACY.RL.2.1](#)

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

[CCSS.ELA-LITERACY.RL.2.2](#)

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

[CCSS.ELA-LITERACY.RL.2.3](#)

Describe how characters in a story respond to major events and challenges.

[CCSS.ELA-LITERACY.RL.3.1](#)

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

[CCSS.ELA-LITERACY.RL.3.2](#)

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

[CCSS.ELA-LITERACY.RL.3.3](#)

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.



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COMPREHENSION QUESTIONS

BEFORE READING:

- What do you think the story will be about? Why do you think that?
- What questions would you like to ask the author before you read this book?
- What are you wondering about as you look at the cover and back of your book?
- What characters do you think might be in this story?

DURING READING:

- What do you think will happen next? Why?
- How do you think Lila Lou will respond to the situation?
- What is the problem in this story?
- What would you have done if you were Lila Lou? Why?
- Has anything like this ever happened to you? Does it remind you of something?
- How would you feel if that happened to you?
- How are you like/different than Lila Lou?
- Do you know someone like Lila Lou?
- Can you put what you've just read in your own words?

AFTER READING:

- What is the main message of this story?
- What does the author want you to think about?
- Retell the most important events in the story from beginning, middle and end.
- What were the most important events in this story?
- How does Lila Lou feel at the end of the story?
- How would you describe Lila Lou? Use examples from the text.
- Can you give an example of an idiom?
- What was your favorite part of the story?
- Did Lila Lou change throughout the story? If so, how did she change?
- What else could Lila Lou have done if that didn't work?



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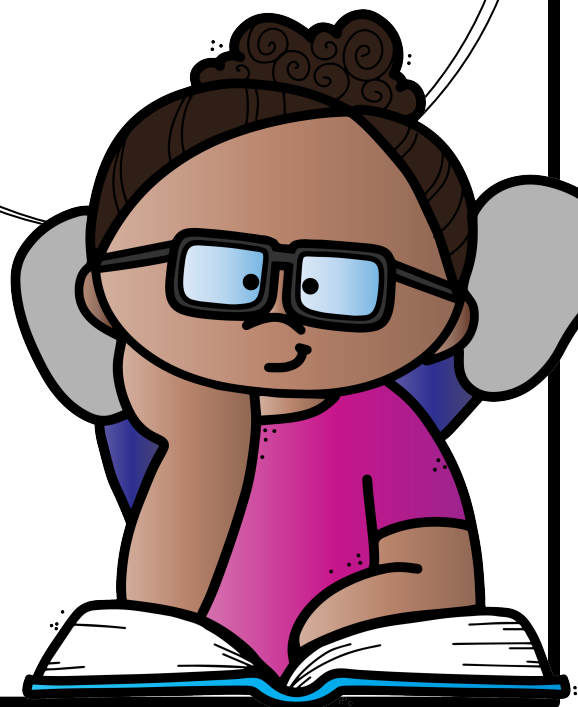
A DAY IN THE LIFE OF...

Directions: Lila Lou reads all day long.
Think about the different activities you do throughout your day.
Write about each one and draw a picture.

Morning

Noon

Night



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A DAY IN THE LIFE OF...

Directions: Lila Lou reads all day long.
Think about the different activities you do throughout your day.
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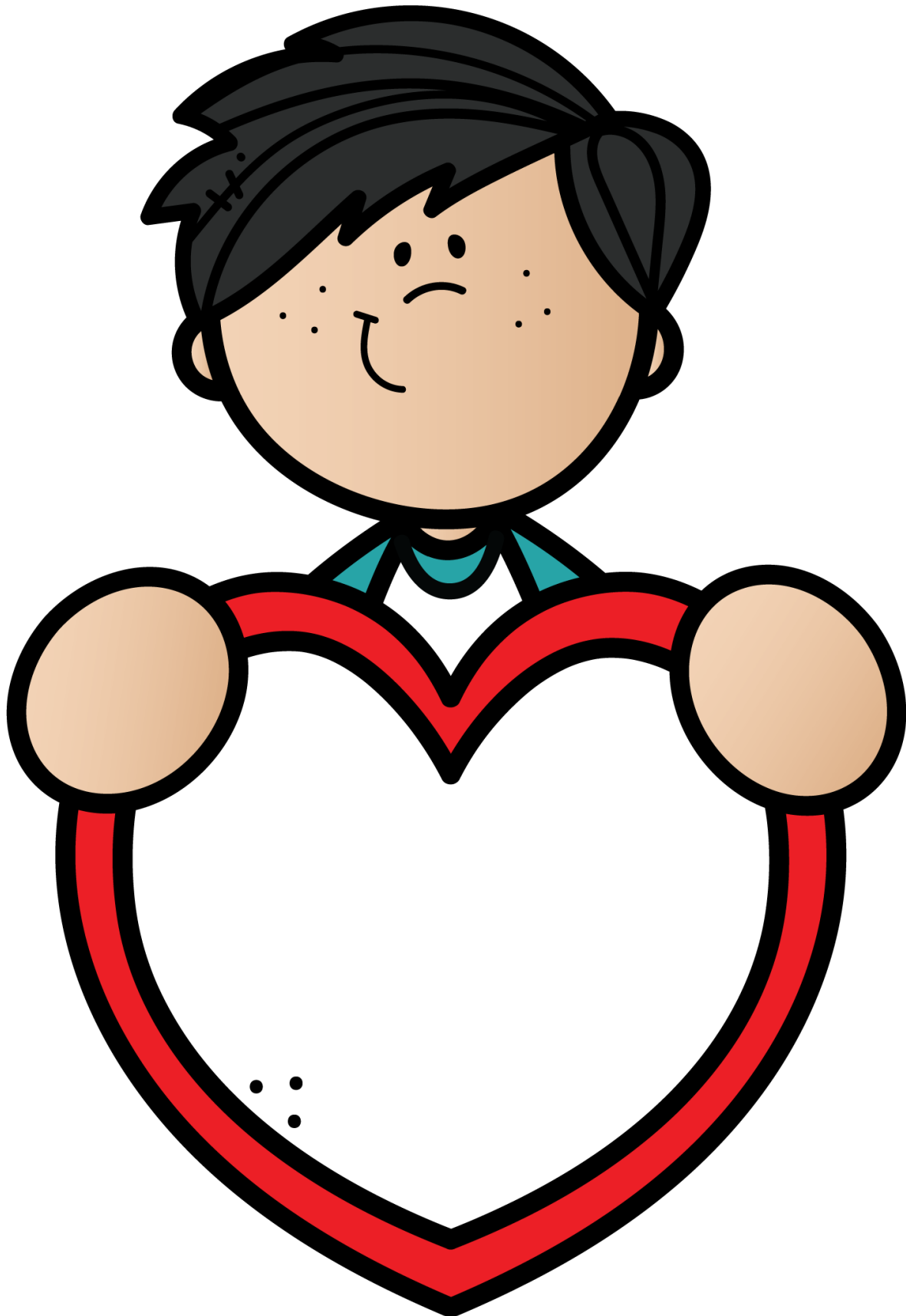
Night



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OTHER GIFTS FROM THE HEART

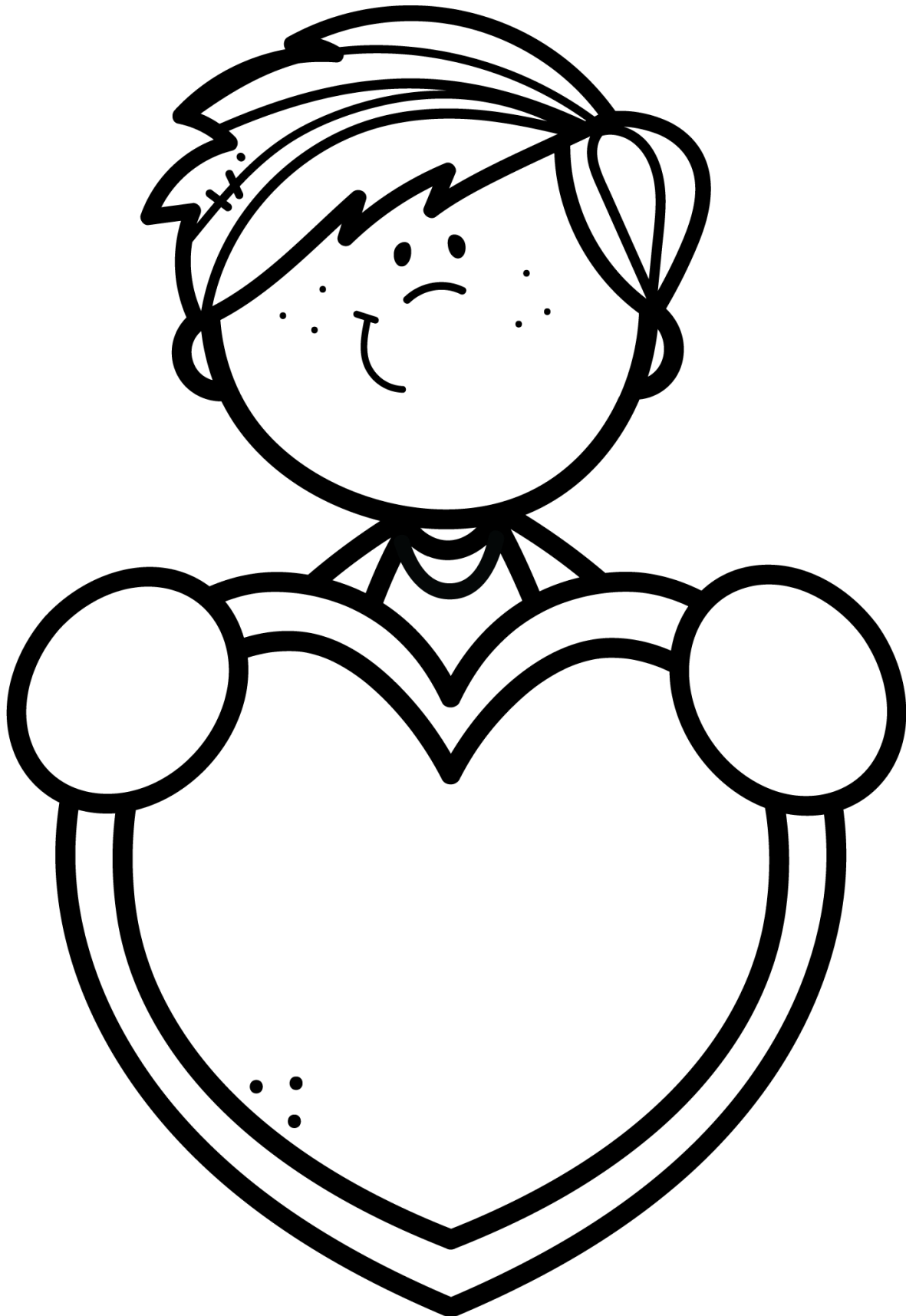
Directions: Draw a picture of a special gift from the heart.



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OTHER GIFTS FROM THE HEART

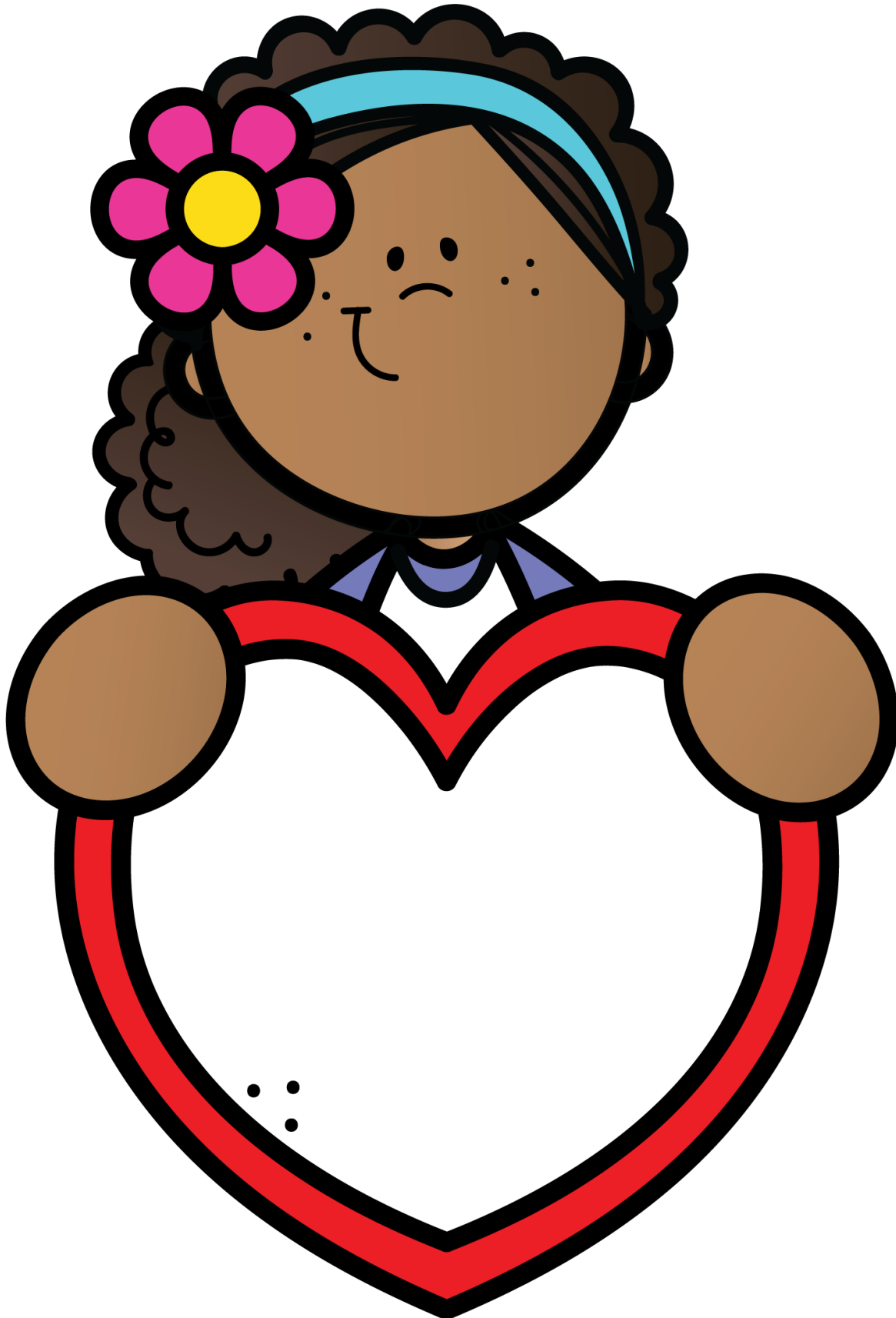
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OTHER GIFTS FROM THE HEART

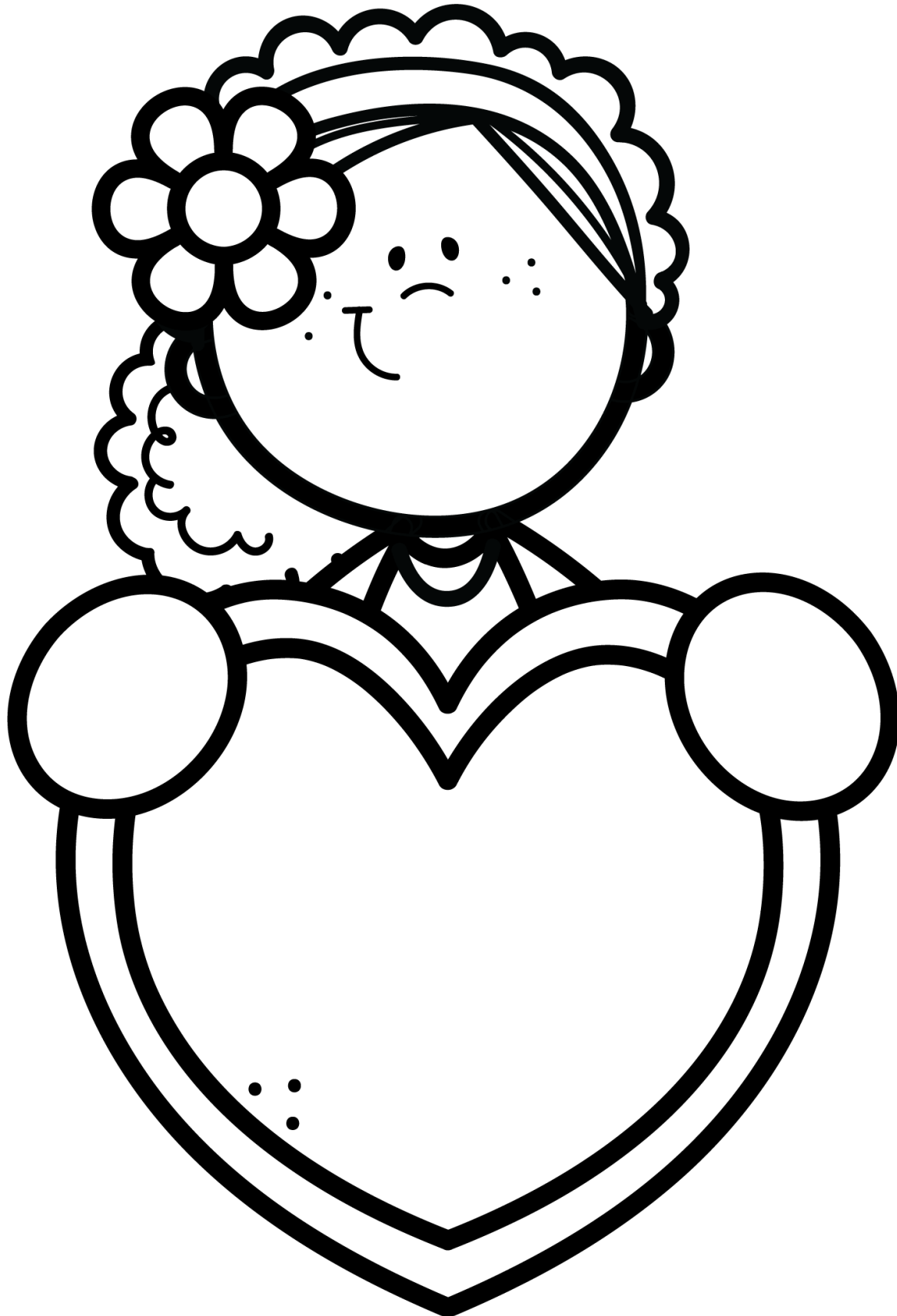
Directions: Draw a picture of a special gift from the heart.



LILA LOU'S LITTLE LIBRARY

OTHER GIFTS FROM THE HEART

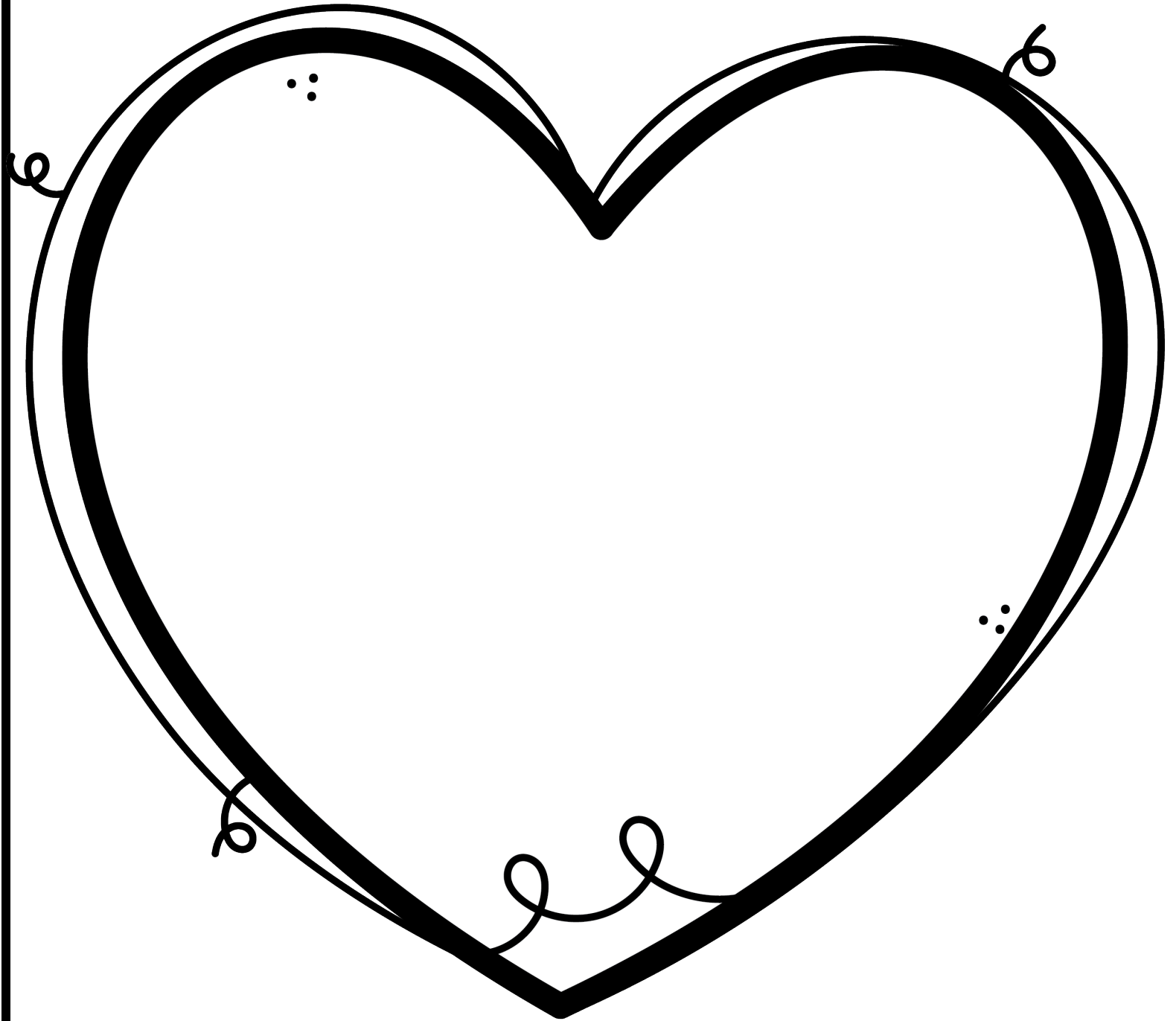
Directions: Draw a picture of a special gift from the heart.



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OTHER GIFTS FROM THE HEART

Directions: Draw a picture of a special gift from the heart.
Write a sentence describing your gift.



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MY TBR LIST

Directions: Use the spines of the books to write a the titles of books on your TBR list.



ONOMATOPOEIA



BZZZ!



SPLASH



POOF!



KABOOM!

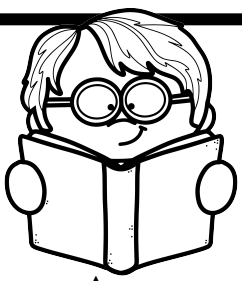


CRACK!



VROOM!

A word that imitates the sound it represents.



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ONOMATOPOEIA

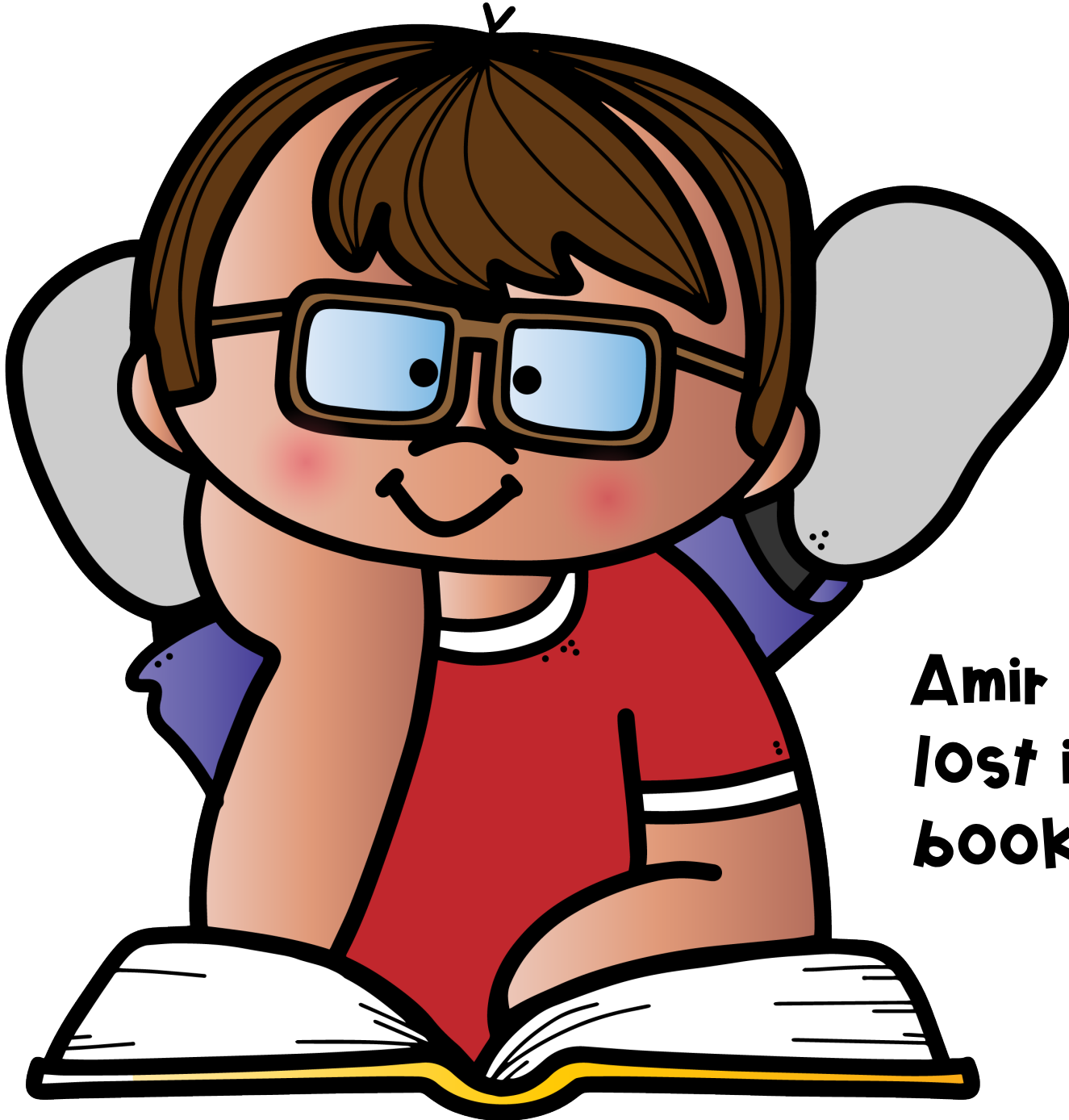
As you read the text, stop to jot a word that imitates the sound it represents.

Choose a Sound Word

Write a Sentence

Draw a Picture

idioms

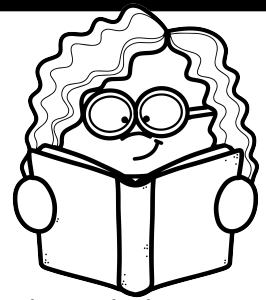


**Amit was
lost in his
books.**

Expressions that mean something different than the words in the phrase might indicate.

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IDIOMS

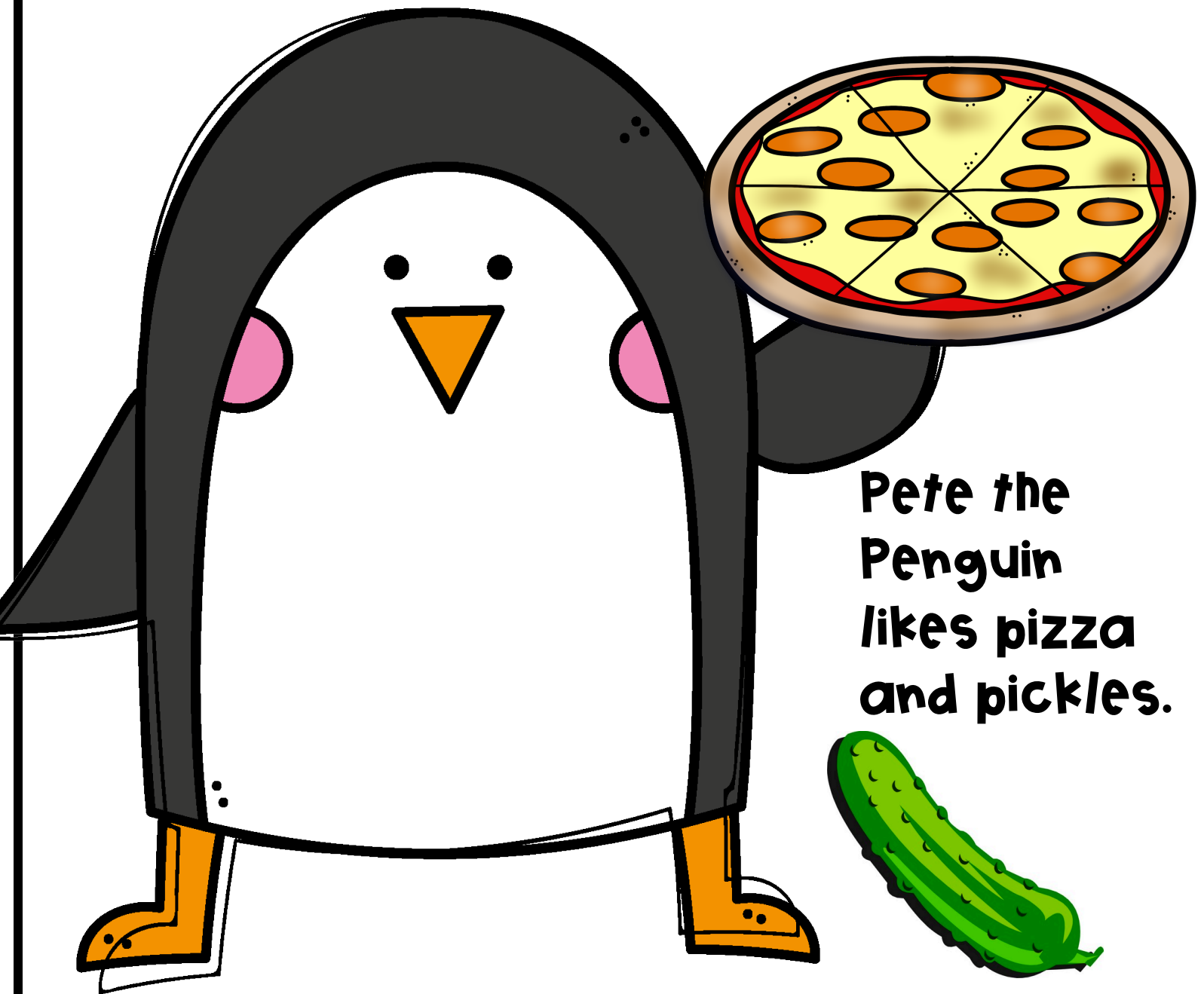


Directions: Cut out the literal phrases at the bottom of the page and match them to the correct idiom.

This is a piece of cake.		He's going to be in hot water.	
This cost an arm and a leg.		We can't see eye to eye.	
I had a change of heart.		I'm drawing a blank.	
I'm all ears!		My friend let the cat out of the bag.	

This is easy.	It was expensive.	I changed my mind.	I'm listening to everything you say.
He's going to be in trouble.	We can't agree.	I can't remember.	My friend told the secret.

ALLiTERATiON



**Pete the
Penguin
likes pizza
and pickles.**

When two or more nearby words
have the same beginning sound.

CREATE

an alliteration

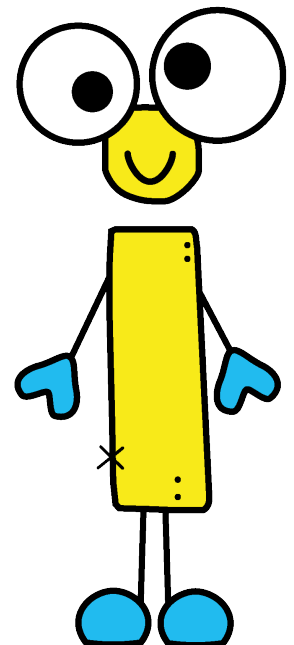
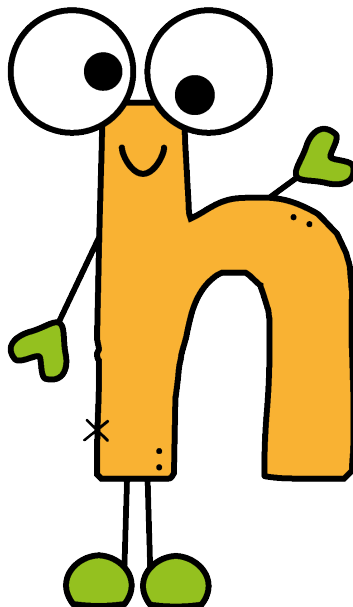
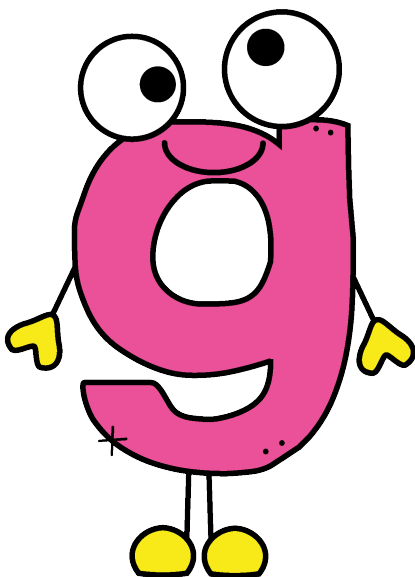
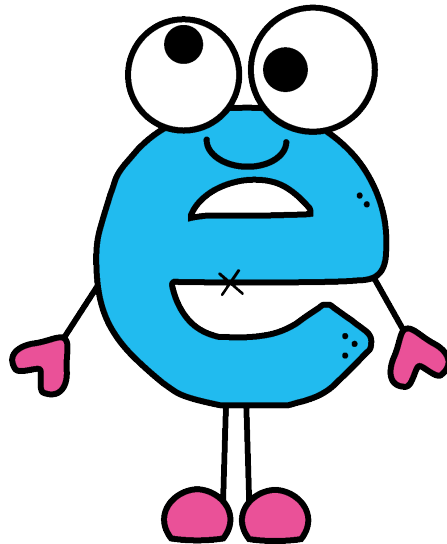
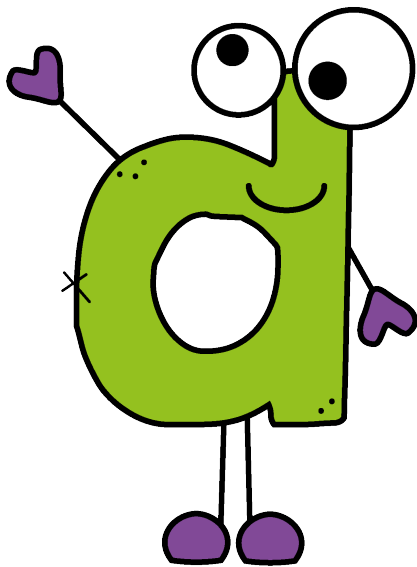
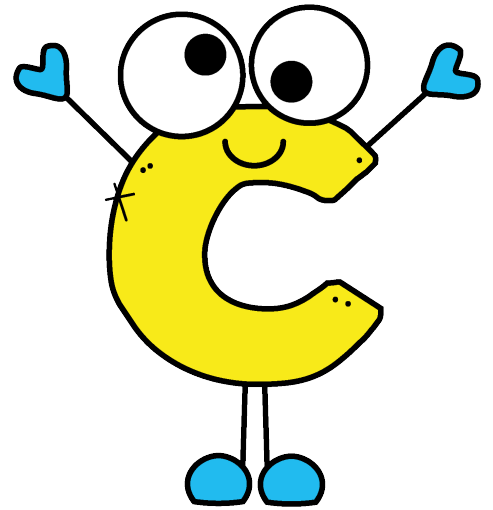
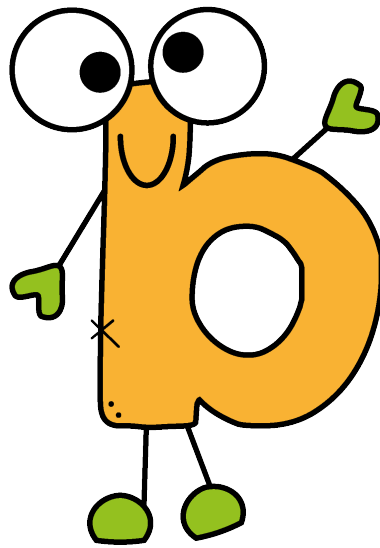
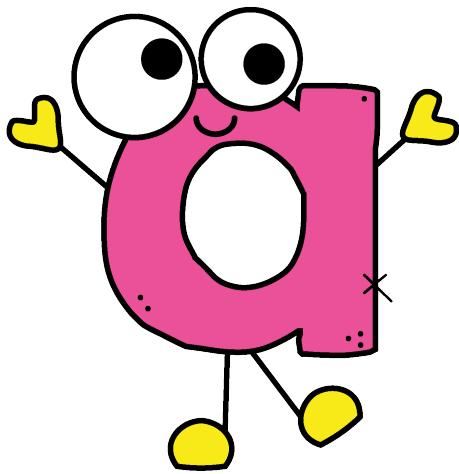
OBJECTIVE:

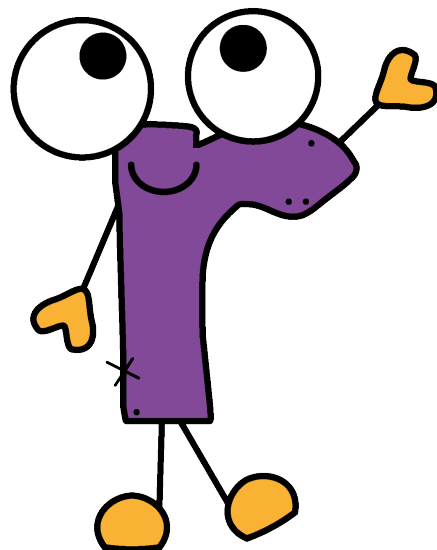
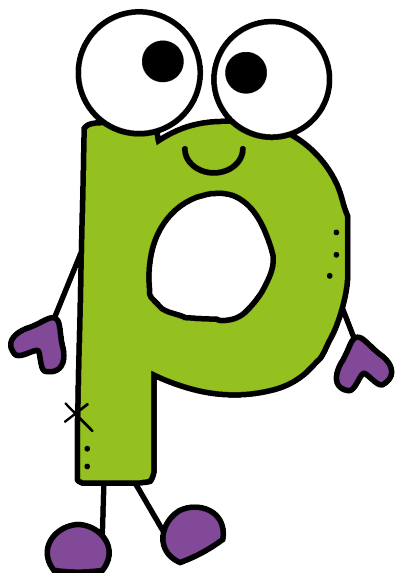
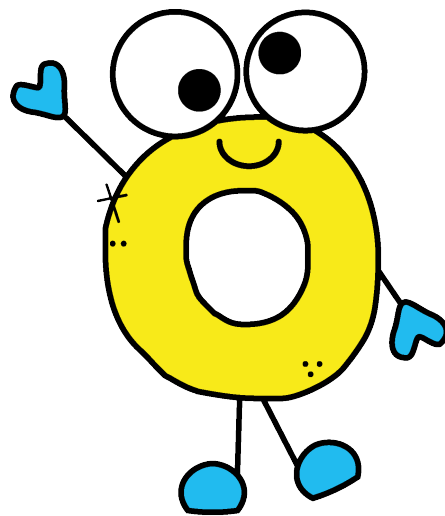
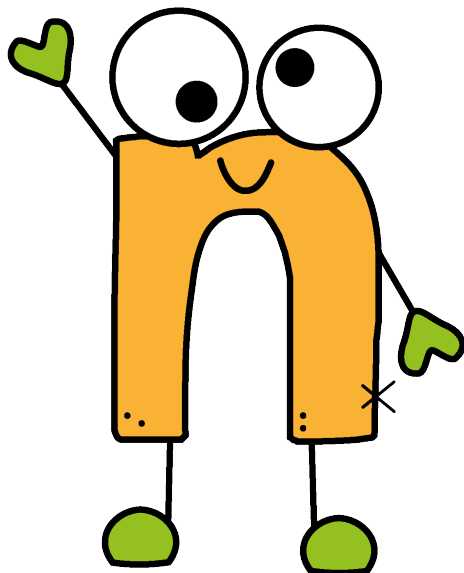
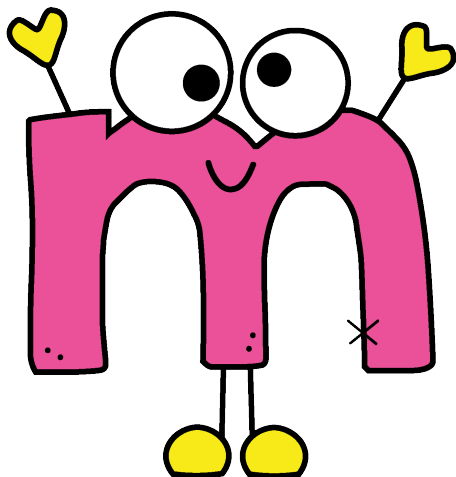
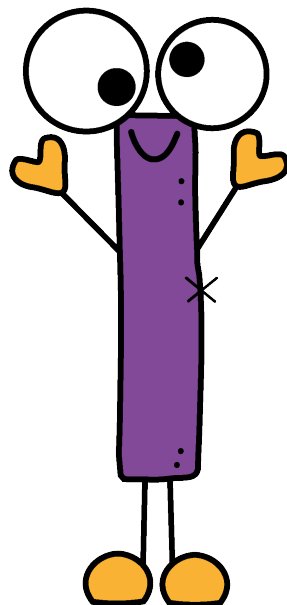
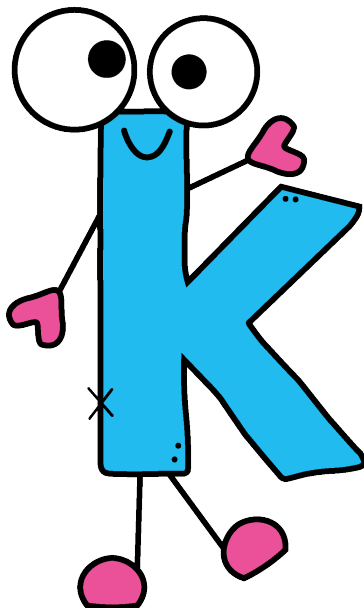
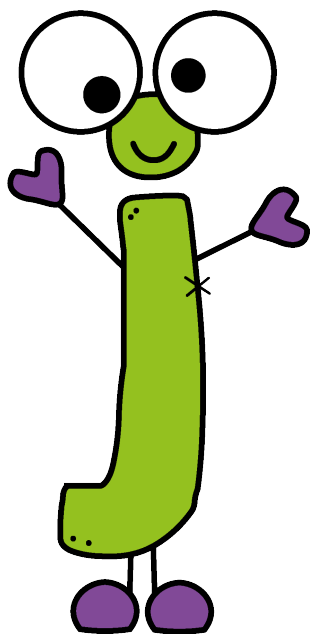
Students will create an alliterative phrase.

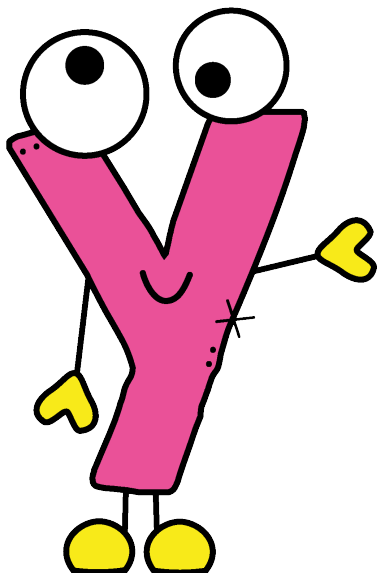
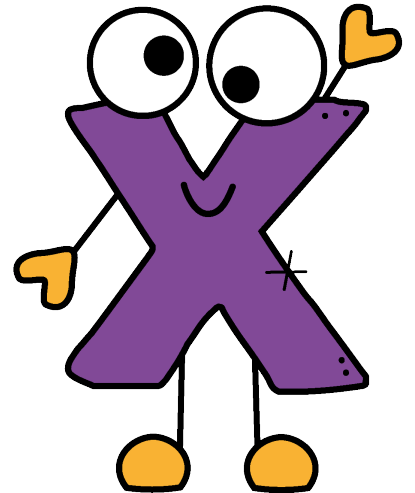
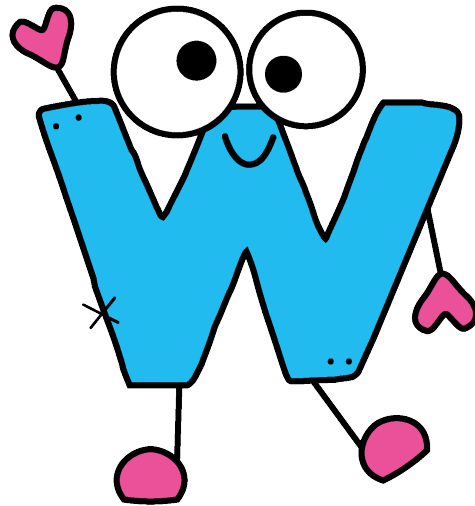
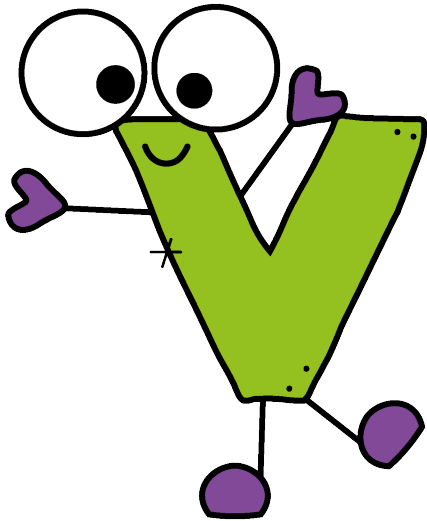
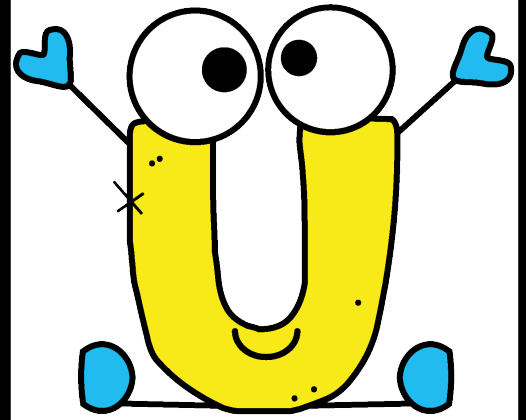
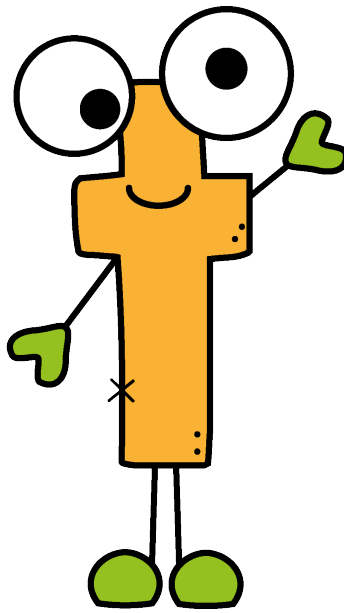
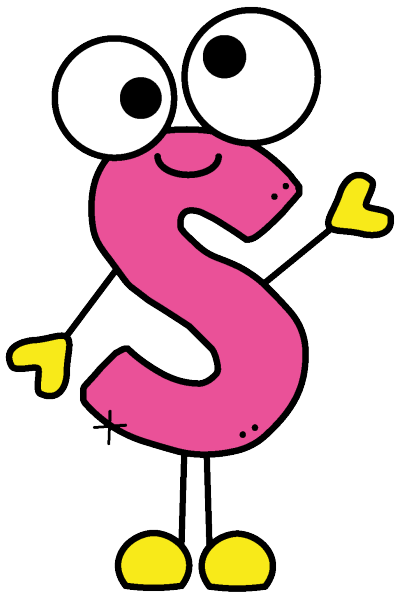


DIRECTIONS:

Place the letter cards in a paper bag. Have a student pull a letter card and come up with a word that begins with that letter sound. Then go around the table and have all the students come up with a word that starts with that same letter sound. Write the words the students said on a white board. Read the words together. Begin the same procedure with another student.







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STORY STRUCTURE

Directions: Complete the graphic organizer.
Illustrate and write about the story structure.

CHARACTERS

SETTING

PROBLEM

SOLUTION

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RECALLING THE STORY

Directions: Answer the 5W's questions. Complete the graphic organizer.

WHO is the story about?

WHAT is the story about?

WHERE does the story take place?

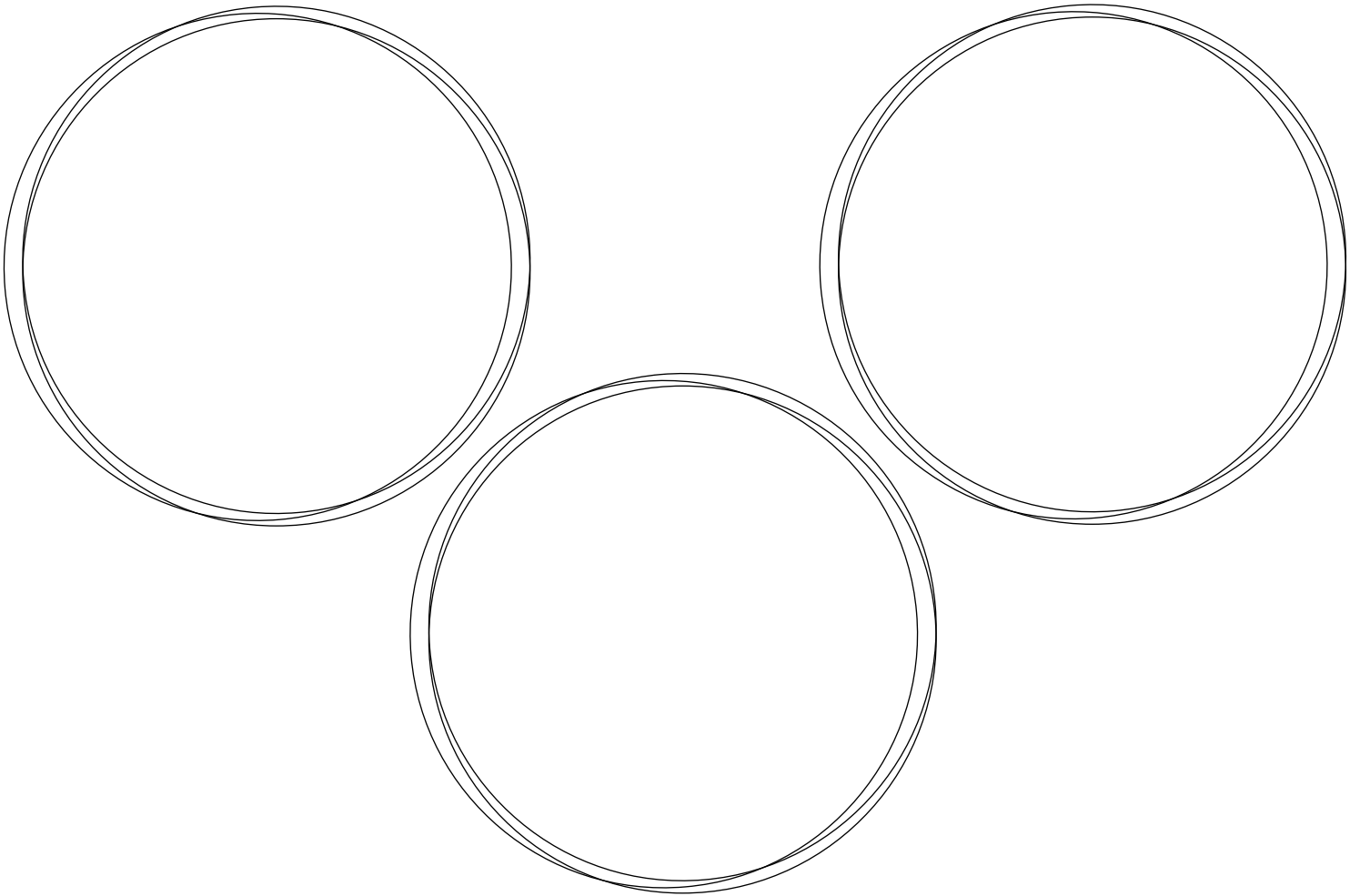
WHEN did the story take place?

WHY did the author write this story?

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CHARACTER ANALYSIS

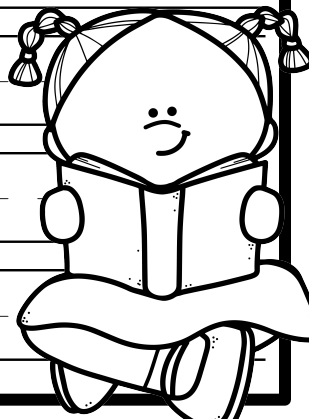
Directions: Complete the graphic organizer.
Write the character's words, thoughts, and actions in the bubbles.

Three large, empty circles arranged in a triangular pattern, intended for students to write the character's words, thoughts, and actions.

Based on Lila Lou's words, thoughts, and actions in the story, describe her character traits.

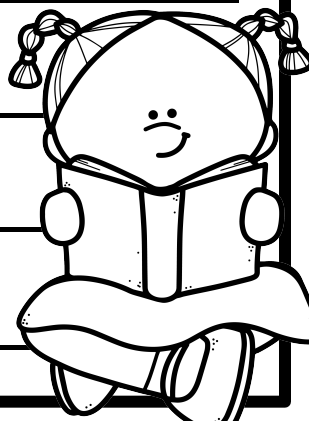
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What lesson did you learn from the story?



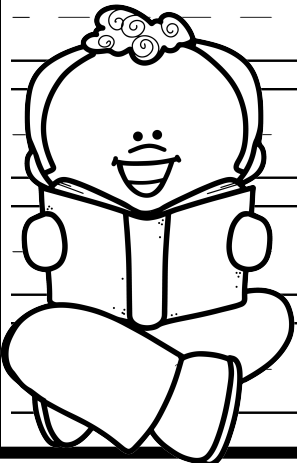
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What lesson did you learn from the story?



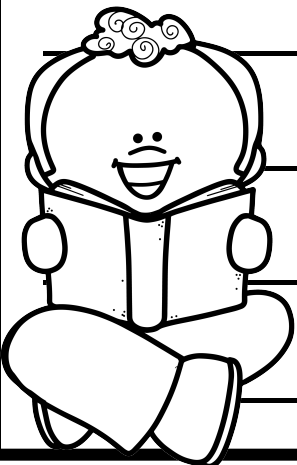
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How can I give a gift from the heart?



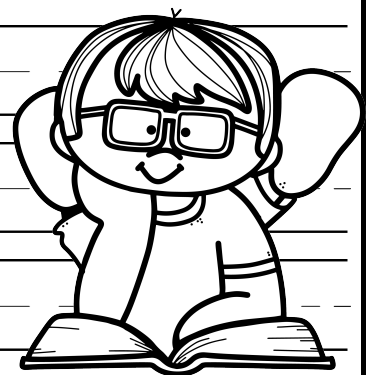
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How can I give a gift from the heart?



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How was the problem solved in the story?



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How was the problem solved in the story?



ABOUT THE AUTHOR

NIKKI BERGSTRESSER



Nikki Bergstresser is the author of
Seasons for Stones.

She lives on the west coast of British
Columbia, Canada with her husband and
two daughters.

Nikki can be found surrounded with books
and a good story to share.

Thank You!

I hope you and your students enjoy this readers' guide. Gladys Appleton is a 4th grade teacher in the great state of Texas. Gladys loves blogging about her classroom and sharing ideas with other teachers through her Instagram and online Teachers Pay Teachers store. You can find more of her resources at her store by clicking on the link below.

THANKS FOR VISITING!

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Gladys Appleton from
TEACHING *in* High Heels



A Standing Ovation

for these artists!



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