

**Title:** The Wonderful Book

**Author:** Leonid Gore

**Themes:** forest animals, books, reading

**Vocabulary:** curious, slither, scampered, strutted

**Annotation:** One by one different animals in the woods find a mysterious object and transform it into whatever they need it to be. But it's not until the little boy comes along and knows exactly what it is.

**See examples of this book read loud here:** [The Wonderful Book](#)

## ENRICHMENT ACTIVITIES

### I. STORYTIME

#### a. Discussion Questions

- What do we know about books? What do we do with them?
- Would you like to read a book to your animal friends? If so, what kind of story?
- What do you think the bear should have done with the book instead of put it on his head?
- If your pet found a book, what would it do with it?
- Can you remember all the things the different animals did with the book? (made it a, bed, hat, table, etc.)
- What are your favorite books? Do you read any to your family?

#### b. Other

- Discuss the proper way to handle and care for books
- This story could be told using puppets and a prop book that is covered in red paper.
- Children can participate by making appropriate animal sounds.

#### c. Related Songs, Rhymes & Finger plays [\(source\)](#)

Rhyme:

#### “Books” by Susan Dailey

Big books, little books (hold hands out wide, bring together)

Short books, tall (hold one hand above other, spread apart)

Thin books, fat books (hold thumb and pointer close together, spread apart)

I love them all! (place hand over heart)

This is my book; it will open wide, (palms together, open outwards)

To show the pictures that are inside. (point to one palm)

I read about a ball, so big and round. (make ball shape with hand)

It gets tossed in the air and rolled on the ground. (toss imaginary ball in air, roll arms)

I read about an umbrella to keep me dry, (put hands together above head)

When the raindrops fall from the cloudy sky. (flutter fingers downwards)

I read about a kitty with a loud, loud purr. (say “meow”)

I’d love to stroke her soft, warm fur. (make stroking motion)

Songs:

**“The More We Read Together”**

The more we read together (together, together)

The more we read together, the happier we’ll be!

We read your books and my books, and my books and your books, The more we read together, the happier we’ll be!

**“Read a Book!”** (to the tune of “If You’re Happy and You Know It”)

If you want to know an answer, read a book!

If you want to know an answer, read a book!

If you’re wondering where the moon goes, if you’re wondering how the grass grows, If you want to know an answer, read a book!

If you’d like to learn to draw, read a book!

If you’d like to learn to draw, read a book!

If you’d like to draw a dog, or a frog upon a log, If you’d like to learn to draw, read a book!

If you’d like to learn to cook, read a book!

If you’d like to learn to cook, read a book!

If you’d like to make some candy, or a pizza that is dandy, If you’d like to learn to cook, read a book!

**EXTENDED ACTIVITIES**

**Treating Books Like Treasures!**

Use the story to talk about appropriate ways to handle and treat books with care. Using the cards in the template section, sort the cards into “Things we do with books” and “Things we DON’T do with books”.

**Book Worm Bookmark** [\(source\)](#)

Cut out green circles for body. Glue in overlapped pattern. Draw eyes and glasses on top circle and “let’s read” down the body of the bookworm.

II. **AT HOME**

III. **TEMPLATES**





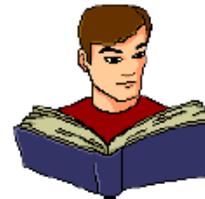
Have clean hands when you read a book.



Throw books up in the air.



Pull a lot of books off of the shelf.



Choose one “just right” book to read at a time.



Put your book back in the right place.



Fight with other people over the same book.



Sit with your book and turn the pages carefully.



Use crayons and markers to write in the books.



If a book gets hurt hide it from the teacher.



If a book gets torn, give it to your teacher to fix.