

The Magic Bookshop

A story collection

By Natalie Jane Prior

Illustrations Cheryl Orsini

Book Summary:

On rainy afternoons, when it's too wet to play outside after school, Ben goes to his grandfather's bookshop. But with secret doors and passages, and tigers under the floorboards, there's much more going on than Ben could ever have imagined.

A wonderful collection of new stories from the bestselling creators of *The Fairy Dancers* and *The Tales of Mrs Mancini*.

Curriculum Areas and Key Learning Outcomes

The Magic Bookshop suits the following Australian Curriculum content descriptors:

Foundation (Kindergarten/Prep) – English

ACELA 1435, 1786, 1437

ACELT 1575, 1783, 1578, 1580, 1831

Year 1 - English

ACELA 1444, 1787, 1447, 1541, 1542, 1543, 1454,

ACELT 1581, 1582, 1584, 1586, 1832

Year 2 - English

ACELA 1462, 1467, 1468, 1469, 1470,

ACELT 1589, 1591, 1833

Year 3 - English

ACELA 1481, 1482

ACELT 1594, 1596, 1599, 1600, 1601, 1791

Year 4 - English

ACELA 1491, 1492

ACELT 1603, 1605, 1607, 1794

Themes

Curiosity, Adventure, Imagination, Problem-Solving, Magic, Grandfathers, Courage



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Notes by: Christina Wheeler

Contents

Summary

The Magic Bookshop is a collection of three stories that share Ben's adventures when he visits his grandfather's bookshop. Exploring the value of imagination, courage and problem-solving, the stories are complemented beautifully by the illustrations, incorporating visual literacy. Within the classroom setting, the written text will allow for discussion of text structure, including narrative organisation, sentence construction, parts of speech and subject-specific vocabulary. It also allows for several re-telling and play-based activities.

About the author

NATALIE JANE PRIOR is the author of numerous books for children and young adults. Her work includes the classic picture book *The Paw* and its sequels (illustrated by Terry Denton), the internationally successful fantasy series *Lily Quench*, which has well over half a million copies in print, and which was broadcast on BBC Radio in 2006, and *The Minivers*, a four book series published by Penguin Australia and Scholastic UK. Natalie has collaborated many times with Sydney based illustrator, Cheryl Orsini, most recently on the picture book *PomPom* (Penguin, 2013) and story book *The Fairy Dancers* (ABC Books, 2015) and *The Tales of Mrs Mancini* (2016).

Natalie's books have won the Aurealis Award (for fantasy and science fiction), the Davitt Awards (for crime writing), and have been Honour, shortlisted and Notable Books in the Children's Book Council of Australia Awards. She lives in suburban Brisbane with her husband, teenaged daughter and two long-haired red miniature dachshunds called Theo and Jasmine. When not writing she likes reading, gardening, knitting and sewing. Visit her website:

About the illustrator

CHERYL ORSINI taught herself to draw as a little girl. She grew a little taller, studied Visual Communications at UTS in Sydney and finally, when she could grow no more, she started illustrating children's books, magazines and decorating a great many peg dolls! She has illustrated over 20 picture books including *Caravan Fran* (Lothian Books/Hachette Australia), *The Tales of Mrs Mancini* (ABC Books) *The ABC Book of Cars, Trains, Boats and Planes* (ABC Books), and *Pom Pom, Where Are You?* (Viking/Penguin). Her illustrations are also sought after by Australian magazines including *Gardening Australia* and *The School Magazine*. Cheryl lives in Sydney, with her husband and daughter. Visit her website: www.cherylorsini.com

Themes

- Curiosity
- Adventure
- Imagination
- Problem-Solving
- Magic

- Grandfathers
- Courage

Key curriculum areas

- English

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Exploring the context of literature

- Why do you think the author has chosen a bookshop as the setting for this book?
- What link is there between books and imagination? How do books help you to use your imagination?
- How does using a boy and his grandfather as the main characters help readers connect with the text?
- Share with a friend the kinds of things you like doing with your grandparents, especially when you are at their place.

Examining literature

- Why do you think Grandad tells Ben to 'read anything you like'? What would you choose to read if you were Ben? Why?
- When Ben asks if he can read 'scary stuff', Grandad replies 'Especially the scary stuff'. Why is Grandad encouraging Ben to do so?
- How do the illustrations add to the storytelling in *The Magic Bookshop*? Discuss the following questions:
 - Why are the biscuits placed in such an eye-catching position on the second page opening of *Tiger*? How do illustrations help to foreshadow?
 - How does the body language of Ben and the tiger tell the reader more than the words alone? How can we tell what Ben is feeling when he first opens the trapdoor? How does this change when he rides on the tiger's back? How do we know?
 - Why do we see a bird's eye view of the bookshop once the tiger gets loose?
 - Why does the spiral staircase of the bookshop replicate the steps of a lighthouse?
- Why does Grandad seem to disappear or be busy at just the right time? What clues do we get that Grandad doesn't want to spoil the mystery and adventure that Ben is encountering?
- Why does the author deliberately hold back on using the word 'tiger' for so long, even though the illustrations show a tiger to readers? Discuss the importance of readers having the space to make their own connections.
- Why, when Grandad calls out to see if Ben is alright, does Ben say everything is 'Fine'? How would the story change if Ben called for Grandad's help instead? Which option makes for a more interesting story?
- Are Ben's adventures real or based on the books he is reading at Grandad's bookshop? Discuss.
- Discuss the author's use of imagery in examples such as:
 - Its striped coat rippled across the books
 - There was a last flicker of orange and black stripes
 - He... heard a roar that surged and faded, like the sound of waves in a shell
 - He could smell the sea
 - The lighthouse lamp flashed out across the beating waves

- Discuss the line breaks of the following lines, discussing why they have been formatted in this way:
 - But the tiger had someone else in mind
 - It began to rain Lightning struck – and the storm bore down on Fingernail Rock
- Choose one of the three stories to map on a story graph, showing its orientation, complication, climax and resolution.
- Why does Ben suspect his grandfather knows more than he lets on?
- How can we tell from the illustration on the first page opening of *Lighthouse* that Ben is loving his time with Grandad in the bookshop?
- When Ben tells his grandfather that he 'learned how to disappear', why does Grandad reply, 'It's useful to know how to do that.'

Responding to Literature

- Create your own bookshop or lighthouse shop. Make books or souvenirs and ice-blocks to sell. Use pretend money and take turns being the shopkeeper and customer.
- Ben and his Grandad share a special relationship. What kind of relationship do you have with your grandparents? Write a reflection to share some of your special memories.
- Which is your favourite of the three stories? Why? Share with a friend.
- Write a reflection that discusses how Ben shows courage in *The Magic Bookshop*.
- After reading *Tiger*, but before reading *Lighthouse*, brainstorm what might happen in this story using just the cover page of the story.
- Write a recount of a game you have invented using your imagination.
- Using large boxes, create your own make believe world such as a pirate ship or cowboy fort. After playing, record details of your game.
- Choose one of the three stories in *The Magic Bookshop* to retell through either drama or storytelling.
- Discuss the foreshadowing that occurs when 'Ben looked out anxiously over the waves. A big cloud was forming in the distance.' Predict what might happen next.
- In *Magician*, we are told 'Unfortunately...his grandfather was too busy to talk.' Play a game of 'Fortunately, unfortunately' in circle time – for example – *Fortunately, it was sunny outside; unfortunately, I was wearing my winter coat; fortunately, it started to rain; unfortunately, it stopped after one minute*. Each person must build on the comment made by the person before them.
- Ben feels excited that the magician is going to make him disappear. How would you feel if you were Ben?

Creating Literature

- Imagine that it is something other than a tiger hiding behind the trap door. Write an alternative story about Ben's encounters using your ideas.
- Using an X Chart, brainstorm what you would see, hear, feel and smell at the seaside. Use these ideas to write a description of the sea.

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- Plan and write another adventure that Ben could have in *The Magic Bookshop*.
- In groups of three, devise a main character, a family friend or relative and a setting on which to base your own book, similar to *The Magic Bookshop*. Have each group member write and illustrate one of the three stories that will be included in this book.
- In the role of Ben, write a diary entry of your day as a lighthouse keeper.
- Write about your experiences of the storm from the perspective of one of the shipwrecked family members.
- On the last page of *Lighthouse*, we can see postcards at the Bookshop's counter. In the role of Ben, write a postcard to Grandad about your adventures at the lighthouse.
- In the role of an audience member, write a recount of the magic show you've attended.

Examining text structure and cohesion (including punctuation)

- Use the first page opening of *Tiger* to explore the conventions of dialogue. Take note of the punctuation before speech marks close, as well as using a new line each time the speaker changes.
- Discuss the fact that when used, dialogue is limited to only a few lines at a time before being broken up with some action. Why is this important to consider in your own writing?
- Discuss the technique of introducing dialogue with a preceding sentence, for example:
 - Ben thought a bit. 'Things you can hear,' he said. 'Things you can see that shouldn't be there.'

Examining Grammar and Vocabulary

- With older students, use the sentence structure in *Tiger* to model the concepts of simple, compound and complex sentences, before asking students to demonstrate their understanding with examples from *Lighthouse* and *Magician*. Include adverbial phrases as well as main/independent and subordinate/dependent clauses. (*The Australian Curriculum: English Glossary* unpacks these concepts further.)

Simple Sentence - consists of only one clause, with a single subject and predicate (the action or verb).

Ben turned a page of his book.

Ben → subject
turned → predicate

Compound Sentence - at least two independent clauses that have related ideas, joined by a coordinating conjunction (FANBOYS – for, and, nor, but, or, yet, so)

Ben got a handful of biscuits and went looking for a book to read.

Ben got a handful of biscuits → main/independent clause
and → conjunction
[he] looking for a book to read. → main/independent clause

Complex Sentence - an independent clause and at least one dependent clause

On his way to the children's section, he thought he heard something big moving about behind the shelves.

On his way to the children's section, → subordinate/dependent clause
he thought he heard something big moving about behind the shelves. → main/independent clause

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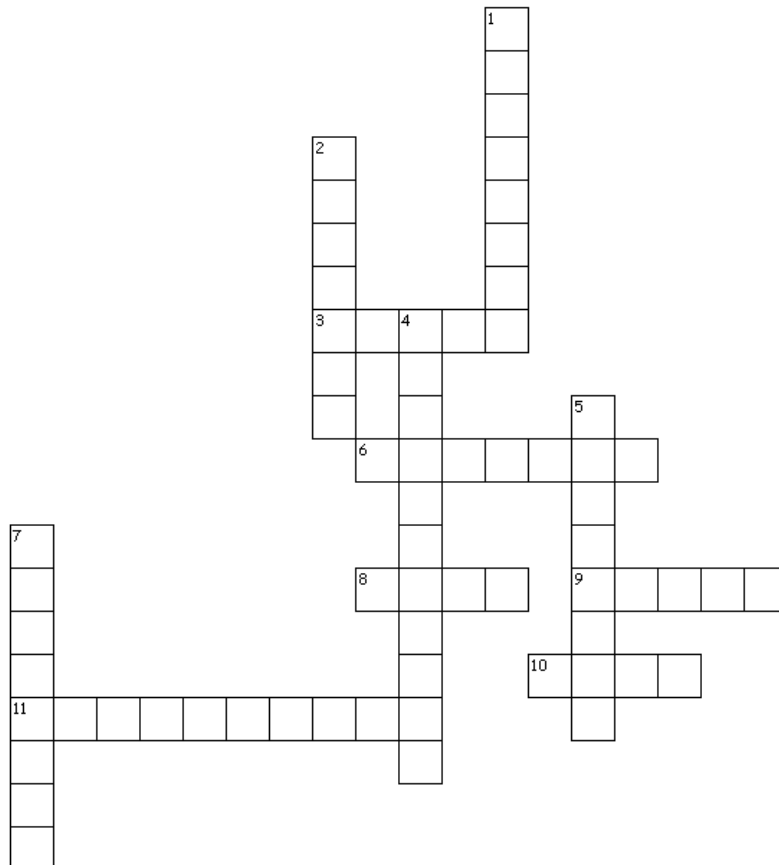
Additional activities to help explore sentence structure include:

- Converting a compound sentence into two simple sentences
- Converting two simple sentences into a compound sentence
- Adding adverbial phrases to a simple sentence
- Converting a simple sentence into a complex sentence by adding a subordinate/dependent clause
- Identifying the types of sentences used on a particular page of *The Magic Bookshop*
- Exploring how and why Natalie Jane Prior uses a range of sentence types
- Discussing the effects of different sentences, especially using simple sentences for impact and to increase the pace/intensify the mood
- Ensuring a variety of sentence types are used in students' own writing
- Sentences from *Tiger* to use as models include:
 - Grandad's bookshop had always been mysterious.
 - Before he sat down on the red sofa, Ben made sure he checked underneath it.
 - Soon after Ben began reading, he heard a low, deep rumble beneath the floorboards.
 - His grandfather was busy with a customer and did not answer.
 - The longer he read, the louder the rumbling got.
 - The rumbling was now a growl.
 - It was a TIGER!
- Using the three vocabulary lists below, complete the following tasks:
 - Match the vocabulary list to the story it comes from
 - Categorise the words into nouns, verbs, adjectives and 'other'
 - Using as many words from the list as you can, retell one of the stories
 - In teams, create word walls with simple definitions for each of the stories
 - Highlight words that appear in more than one list
 - Use as sight words
 - Use in weekly spelling lists
 - Write sentences using some of the words in each list
 - Explain to friend what the words mean
 - Scramble the words and categorise them into the correct story's word list
 - Arrange the list in alphabetical order

Vocabulary Lists

counter	suspected	alarming
danger	notice	rapped
especially	unusual	wand
scuff	depends	peeped
rumble	receiver	audience
growl	surged	tapped
frighten	faded	shoulders
customers	rocked	tightrope
pounded	bucked	confetti
sprang	lighthouse	rabbit
disappeared	fluttered	dove
mysterious	launch	draped
trapdoor	foghorn	popped
pounded	particularly	hungry
frighten	souvenirs	furiously
hunted	visitors	cabinet
rippled	shipwrecked	somersaulted
browsing	dusk	excited
gardening	roasted	convinced
science fiction	anxiously	unfortunately
cookery	gallery	curling
sturdy	forming	mist
delicious	bore	pouring
quarry	towels	performed
lured	flashed	confused
enormous	glimpse	cloak
lair	sounded	clapped
wrestled	lifeboat	crowd
flicker	dangerous	curtains
vanished	cocoa	applause
musty	sandwiches	assistant
	bunks	spotlight
	familiar	snapped
		magician
		unicycle
		wand
		vanished
		bowed
		goldfish
		flourish
		handkerchief

The Magic Bookshop Crossword Puzzle



Across

- 3. largest cat species
- 6. not commonly occurring or done
- 8. where a wild animal lives
- 9 outdoor overgarment
- 10 a long, thin stick or rod
- 11. designed to give out light

Down

- 1 a hinged or removable panel in a floor, ceiling, or roof.
- 2 a level surface such as a table or shelf
- 4 the father of one's father or mother
- 5 a person with magical powers
- 7 a continuous sound

Answers

Tiger, unusual, lair, cloak, wand, lighthouse, trapdoor, counter, grandfather, magician, rumble.

Magic tricks

Magic for kids that will inspire the mini magician.

[Amazing disappearing pencil trick](#)

Practising some simple sleight of hand is the key to doing great magic tricks. Show your kids how to perform this impressive disappearing pencil trick and improve their coordination and fine motor skills while you're at it.

[Disappearing coin magic trick](#)

Perfecting simple coin tricks can be great for a child's fine motor skills and self-esteem. This disappearing coin trick takes some practice and is a classic magic trick to start with.

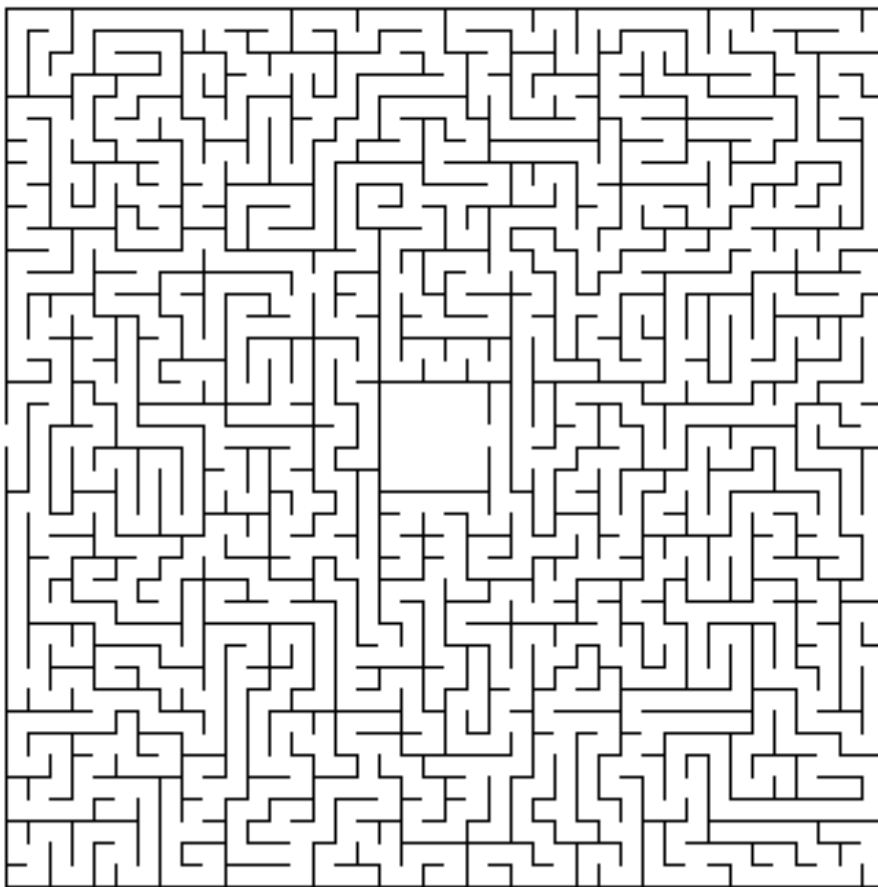
[Make a trick magic wand](#)

Make your own fake magic wand to perform an easy disappearing wand trick. The key is in the magician's flourish, watch the video in the link to see how it works.

[Bending a coin](#)

Learning to perform magic tricks is a great way for children to develop their confidence and cognitive thinking. This simple coin trick relies on optical illusion.

Find your way to the centre of the Maze



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