

# MAKE MAGIC! DO GOOD! EVENT KIT

**Hello, booksellers and librarians!**

In *Make Magic! Do Good!*, Dallas Clayton, self-publishing wunderkind, has created poetry full of wisdom, wonder, and whimsy accompanied by illustrations he calls “two parts positive vibes and three parts watercolor rainbow sprinkles.”

What’s the poetry about? Life, good deeds, helping hands, blue apples and purple peaches, conservation, friendship, colors, creativity, fear, aspirations, opportunities, mistakes, hope, collaboration, magic, songs, and making the world a better place.

## Host a Magical *Make Magic! Do Good!* Event

Invite your young readers to a *Make Magic! Do Good!* event at your store or library. If space allows, cover one wall with paper and decorate it with one or more enlargements of Dallas’s cover art. Provide boxes of markers nearby and ask those guests who arrive early to begin creating fanciful large-scale illustrations on the wall. You may want to decorate tables with small toy dragons, unicorns, monsters, and wizards or any of the real animals featured in the book’s illustrations.

Once your attendees are assembled, read aloud a few poems from the book, then launch into several of the creative activities in this kit.

Remember: Make magic and do good!



You are magically invited to a

# MAKE MAGIC! DO GOOD!

## EVENT



Date: .....

Time: .....

Location: .....

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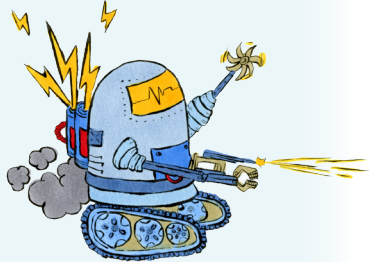
Bring along your creative brain!

# MAGICAL ACTIVITIES!

## Build Robots

**Materials:** assorted craft materials

Using an assortment of craft materials (small boxes, cardboard, pipe cleaners, plastic blocks, bottle caps, etc.), invite your attendees to create their own robots. Begin by reading aloud “Robots” (pages 70–71) to the group. Then challenge each child to build a robot. Make sure that they include a switch!



## Your Personal Rainbow

**Materials:** yarn, oak tag, glue

Find a community member with an assortment of leftover lengths of yarn. Read aloud “Rainbow” (pages 44–45), then teach students how to braid several strands of a single color of yarn together. Invite them to align the braids in rainbow order like in the illustration on page 44. Once they are satisfied, supply a sheet of oak tag and have them glue down their rainbows along with a copy of the poem “Rainbow.”



## Creating Colors

**Materials:** watercolor paints, paintbrushes, watercolor paper, water

Supply each child or pair of children with watercolors, brushes, a sheet of watercolor paper, and a cup of water. After reading aloud “Colors” (pages 16–17), invite them to create a spectrum of new colors and name each one based on the colors they used to create it (such as “reddish gold-yellow and pinkish blue-green”). Advise participants that it is best to allow one color to partially dry before adding another.



## A Box for a “Box Cat”

**Materials:** boxes such as clean, single-serving milk cartons with the tops cut off, crepe paper, drawing paper, ribbons, scissors, stickers, markers, glue

“Box Cat” (pages 88–89) is a poem in two voices. Begin by choosing two readers to read the parts of the human and the cat. After the poem has been read, invite attendees to draw a small cat on the paper and cut it out, then decorate a fancy box suitable for their cat to lounge and snooze in.



# MORE MAGICAL ACTIVITIES!

## WHAT WOULD YOU DESIGN?

**Materials:** markers or crayons, paper

Ask one child to read aloud “Genius” (pages 6–7), or assign five readers to read one stanza each. Hand out copies of the “What Would You Design?” reproducible and challenge attendees to draw a picture of something they’d design “that would change things forever and make this whole world just a little bit better.”



## THE MONSTER IN YOUR MIND

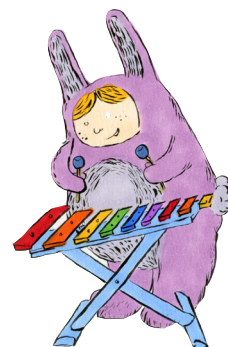
**Materials:** markers or crayons, scissors

Make copies of the “The Monster in Your Mind” reproducible and cut the monster descriptors into slips. Without sharing the illustration that accompanies it, read aloud the poem “The Monster” (pages 18–19). Pass around a basket containing the slips and allow each child to choose three. Challenge children to draw a monster that incorporates their three monster descriptors.

## XAVIER XING XU AND YOU

**Materials:** pencils or pens

Make copies of the “Xavier Xing Xu and You” reproducible. Read aloud “Xavier Xing Xu” (pages 24–25) and invite the children to complete the graphic organizer. When they are finished, challenge them to create funny sentences using the *x* words they have created.



# WHAT WOULD YOU DESIGN?

In the space below, draw something that you believe “would change things forever and make this whole world just a little bit better.”

# THE MONSTER IN YOUR MIND

Copy and cut apart this sheet of descriptors.

|                                       |                                       |
|---------------------------------------|---------------------------------------|
| <b>EVIL EYES</b>                      | <b>EVIL EYES</b>                      |
| <b>LONG AND POINTY CLAWS</b>          | <b>LONG AND POINTY CLAWS</b>          |
| <b>BREATH YOU TRULY WOULD DESPISE</b> | <b>BREATH YOU TRULY WOULD DESPISE</b> |
| <b>JAWS TO GOBBLE CHILDREN</b>        | <b>JAWS TO GOBBLE CHILDREN</b>        |
| <b>LOTS OF HAIR</b>                   | <b>LOTS OF HAIR</b>                   |
| <b>ROAMS THE DARKENED STREETS</b>     | <b>ROAMS THE DARKENED STREETS</b>     |
| <b>EVIL EYES</b>                      | <b>EVIL EYES</b>                      |
| <b>LONG AND POINTY CLAWS</b>          | <b>LONG AND POINTY CLAWS</b>          |
| <b>BREATH YOU TRULY WOULD DESPISE</b> | <b>BREATH YOU TRULY WOULD DESPISE</b> |
| <b>JAWS TO GOBBLE CHILDREN</b>        | <b>JAWS TO GOBBLE CHILDREN</b>        |
| <b>LOTS OF HAIR</b>                   | <b>LOTS OF HAIR</b>                   |
| <b>ROAMS THE DARKENED STREETS</b>     | <b>ROAMS THE DARKENED STREETS</b>     |

# XAVIER XING XU AND YOU

| In this column, write as many words as you can think of that begin with the letter s. | In this column, transform each of your words into an x word by changing the first letter. |
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