



WILD ABOUT BOOKS

AUTHOR: JUDY SIERRA

ILLUSTRATOR: MARC BROWN

See a video of the book read aloud here: [Wild About Books](#)

**** REMEMBER: HAVE FUN AND THE KIDS WILL TOO! ****

OVERVIEW

ABOUT THE BOOK

In this rollicking rhymed story, Molly introduces birds and beasts to this new something called reading. She finds the perfect book for every animal—tall books for giraffes, tiny ones for crickets. “She even found waterproof books for the otter, who never went swimming without Harry Potter.” In no time at all, Molly has them “forsaking their niches, their nests, and their nooks,” going “wild, simply wild, about wonderful books.” Judy Sierra’s funny animal tale coupled with Marc Brown’s lush, fanciful paintings will have the same effect on young Homo sapiens. Altogether, it’s more fun than a barrel of monkeys!

Amazon.com

ABOUT THE AUTHOR

I was born in Washington DC and grew up a few miles away in Falls Church, Virginia. My father was a photographer. When I was little, he took hundreds of photographs of me. My mother was a school librarian. She and my father read to me every day, and I learned the words in books by heart long before I could read them myself. Later, they encouraged me to learn longer poems from *Alice in Wonderland*, *Alice Through the Looking Glass*, and *Old Possum’s Book of Practical Cats*. I began writing and illustrating my own books when I was seven. Sometimes I wrote my school reports in rhyme. I also wrote plays and performed them with my friends. Our favorites were tales of Robin Hood, and the Greek myths. Before I became an author, I worked on a television show and I visited schools to teach children how to write scripts, make puppets, rehearse, and perform for an audience.

ABOUT THE ILLUSTRATOR

Best known as Arthur’s creator, author/illustrator Marc Brown has been working with the beloved aardvark for over twenty-five years. Born one night when Brown was telling a bedtime story to his son, Arthur soon evolved into the book *Arthur’s Nose*, published in 1976. Since then, Brown has written and illustrated more than thirty Arthur and D.W. books, and has illustrated many other books -- including one with his wife, author/illustrator and psychologist, Laurie Krasny Brown. Brown was born in 1946, in Erie, Pennsylvania. His passion for drawing was kindled at age six by the loving attentions of his grandmother (“Grandma Thora”), who saved his artwork in her bottom bureau drawer. “I knew it must be special,” recalls Brown, “because she didn’t save many things.” Besides encouraging his artwork, Brown’s grandmother bequeathed him her gift for weaving imaginative stories “on command” for her grandchildren. And it was his grandmother who built an education fund that helped Brown pay for art school at the Cleveland Art Institute, which he attended from 1964 to 1969. Before creating the *Arthur* book series, Brown worked at

WILD ABOUT BOOKS

TOPICS & THEMES:

- Libraries
- Literature

Tips for every book!

POWER PHRASES:

I WONDER...

I NOTICE...

TELL ME MORE...

DIGGING DEEPER:

“Tell me more, why do you think that?”

“How do you know that?”

“Why do you think they feel like that?”

“Interesting, did you notice anything else?”

various jobs, including stints as a truck driver, short-order cook, college professor, television art director, and children's book illustrator. In addition to his work with WGBH developing the ARTHUR television series, Brown continues to create new books. (See lists of [Arthur books](#) right here on this Web site.) Brown lives in Massachusetts with his wife and young daughter. He also has two grown sons. Brown's own childhood and the experiences of his three children are his main inspiration for the *Arthur* stories.

THE READ ALOUD

BEFORE READING

Use these questions before reading the story to help students activate background knowledge and make predictions:

- What do you notice when you look at the cover?
- Why do you think the author chose this title? Who do you think is wild about books?
- Where might you find wild animals like this?
- What are some of the animals on the back cover doing?
- How did they get the books?

DURING THE STORY

Use these questions while reading the story to help students interpret the action and content.

- Emergent Literacy (Comprehension - connections to world/self - print referencing - open ended questions - phonological awareness).

- P. 1. What is a book mobile? Have you ever seen one?
- P. 6. What does stampeding? I wonder why the animals were stampeding to the bookmobile?
- P. 7-8 I notice something in the pictures on these pages, does anyone else notice something?
- P. 15. What's a bandicoot? Which animal in the picture do you think is the bandicoot?
- P. 20 What are some rhyming words you hear on this page? Can you think of other words that rhyme with these words?
- P.23-24. Explain the Haiku is a kind of poetry.

AFTER READING

Use these questions while after reading the story to help students understand what they just read.

- Do you think this book is fiction? Nonfiction? Why do you think so? Is there any part of this book that are real?

BRING BOOK TO LIFE

- P. 22 What does outrageous mean?
- Show me with your face an outrageous expression!

COOPERATIVE LEARNING

- P. 17. The animals were not treating books right. Turn to your neighbor and talk about how you can take care of books? What are two things you can do to keep books in good shape? Share back with the group.

SMALL-GROUP IDEAS

1. DISCUSSION ACTIVITY

Use these questions before reading the story to help students activate background knowledge and make predictions:

- Do a picture walk through the book. Look at the details in the illustrations. Ask children to point out what details they notice.
- How did Molly get the animals interested in reading?
- How do the animals choose their books? (p. 9) Giraffes choose tall books. How do you choose a book to read?
- Why did the animals want to write? Look at pages 23-24. Read the haiku poems of the animals.

Clap the number of syllables in each line of the 3 poems. (Explain these are individual sounds in words, give examples with people's names, counting on your fingers to help them hear this). Do they notice a pattern? (They should follow a 5-7-5 pattern).

What is a library? Ask students to describe their school/local library? What do they do there?

- Have they been to a community library? Explain what a library card is. If you have a library card, share it with them.
- If you were an animal in the story, which would you like to be? Why? What stories would you want to read? Why?
- Were there any animals in the book that were new to you? How could you find out about these animals?

Suggested Optional Activity:

- Download to your tablet or print pictures of the more exotic animals in the book.
- Wombat, oryx, lemur, skink, bandicoot. Talk about where these animals might be found in the wild. What is their favorite. Why?

2. WRITING ACTIVITY

Use these questions while reading the story to help students interpret the action and content.

- Review from the discussion during reading, how to treat books well Have the children write 3 sentences that tell us the ways to keep books in good shape.
- Illustrate their writing.

3. EXTENSION ACTIVITY

Use these questions while after reading the story to help students understand what they just read.

- Think about something you are wild about! Wild about soccer! Wild about cooking! Wild about math!
- Create a book cover with this title and illustrations showing what drives you wild!

COMMON CORE LINKS

CCSS.ELA-Literacy.RL. 1.1,1.2,1.5,1.7