

# WILD ABOUT BOOKS

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by Judy Sierra

Grade Level: PreK-4

Themes: Reading, writing, library skills, community helpers, animals, zoos

Running Time: 8 minutes

### SUMMARY

In the witty, rhyming style of Dr. Seuss, this movie tells the story of Molly McGrew, the woman who drove her bookmobile into the zoo. Before she knows it, animals of all kinds are devouring books (some of them literally!). Molly finds books in Chinese for the pandas, joke books for the hyenas, and waterproof books for the otters. As the animals become even more voracious readers, they begin writing as well. Insects write haikus, the cheetah writes a novel, and the hippo writes a prize-winning memoir. Suddenly, the zoo and the animals are happier and quieter, thanks to their new love of reading.

### OBJECTIVES

- Students will identify different literary genres.
- Students will discuss the benefits of literacy.
- Students will write a poem or story in a particular genre.

### BEFORE VIEWING ACTIVITIES

Discuss the benefits of literacy with the students.

Guiding questions:

- Why is reading important?
- What problems might you run into if you didn't know how to read?
- What are your favorite books to read or listen to? Why?

After the discussion, read aloud a familiar book or story. Tell the students that you're not going to show the pictures, but that you would like them to draw a picture, or mental image, of a powerful part of the story. Have students share their mental images.

Discuss the differences and similarities between the students' drawings.

Teach the students about literary genres. First, read a selection of short stories or books of different genres. Challenge the students to identify what "type" of book or story you are reading from. Help them categorize their answers into groups such as: fiction, non-fiction, mystery, poetry, biography, etc. Introduce the vocabulary term, genre, as a way of categorizing pieces of writing. Have students chat about what genres they like or dislike. Tell students to look and listen for different genres referred to in the movie.

### AFTER VIEWING ACTIVITIES

Have students create a piece of writing in a genre of their choice. Provide students with a list of guidelines or rules that define the genre. Walk all students through the steps of the writing process: pre-writing (web of ideas, outline), writing (drafts and editing), publishing (final polished copy). Provide students with time to share their writing. Encourage them to talk about challenges they faced during the writing process and how they found solutions.

Write a rhyming story as a class. Brainstorm topics and generate a list of rhyming words. Read aloud several Dr. Seuss books before writing to help students understand rhythm and cadence. Use the story to put on a dramatic production for parents or other classes. Have some students read and others act out the story.

Take a trip to the local library. Inform the library before you come so that they are prepared for a large group of children. Help students obtain library cards (if they don't already have one) and find books of interest. Explain to the students that books in libraries are arranged by genre. After spending time in the Children's Section, bring the students on a tour

of the rest of the library. Point out interesting features, such as, art displays or special interest sections. Encourage children to check out a book and then set aside a special time for reading when you return to the classroom.

Put on a Reader's Theater. Give groups of students stories or passages to read at their reading level. After the groups have read and discussed their selections, help them rewrite the pieces so that they can be acted out. Assign parts and provide time for the children to practice. Have the groups present their pieces to each other. Each group should give a summary of the story and then act out an interpretation of all or part of the story. Allow viewers to ask questions of the characters to clarify the story. This activity will raise readers' comprehension and will engage them in higher level thinking about characterization (how would my character think/act/ behave?).

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