



# Wild About Books

by Judy Sierra

## Teacher's Guide

Written By Laurie Rozakis, Ph.D.



## CLASSROOM FAVORITES

A Perma-Bound Production

*This guide was prepared using the Alfred A. Knopf edition, ©2004. Other editions may differ.*

### Synopsis

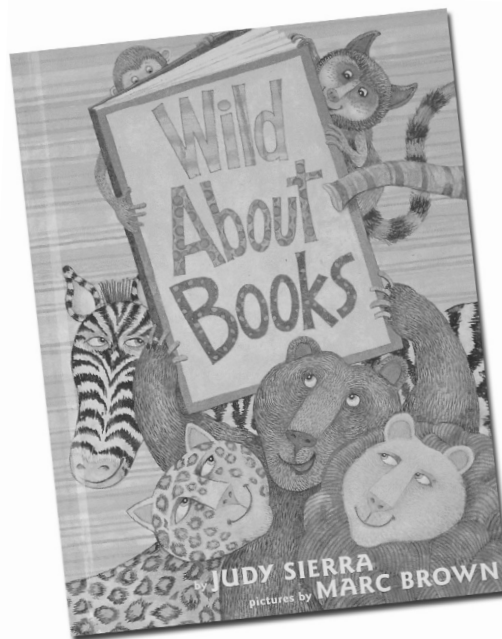
In the summer of 2002, librarian Molly McGrew accidentally drives her bookmobile into the zoo. Soon the animals begin coming to the bookmobile to learn all about reading. The animals go “simply wild” about reading. Molly finds the perfect book for every animal—tall books for giraffes, tiny ones for crickets. She even finds waterproof books for the otter, “who never went swimming without Harry Potter.”

Molly teaches the animals how to read correctly; the bears love books so much that they lick the pictures off the pages! The Tasmanian devils write and illustrate their own books, which convinces many other animals to be authors as well. Molly hires a new librarian to help her build a library at the zoo with all the new books. It is called the Zoobrary. So now, when you visit the zoo, the animals are difficult to find because they are busy going wild about books.

### Timeline of Zoos

- 2500 B.C.** Private zoos created for Egyptian kings
- 1250 B.C.** Egyptian zoos have birds, lions, and giraffes, as well as other animals
- 1000 B.C.** First recorded zoos in China
- 700 B.C.** Greek zoos established, focusing on education and animal studies. These are the first zoos to charge admission and be open to the public.
- 300 B.C.** Famous zoo of Alexandria, Egypt
- 200 B.C.** Roman zoos founded. First walk-through aviary established.
- 1752** Zoo founded in Schonbrunn, Austria. It is the oldest surviving zoo.

- 1775** Zoo founded in Madrid, Spain. It is the second oldest surviving zoo.
- 1793** Jardin des Plantes Zoo established in Paris, France.
- 1859-1874** Earliest U.S. zoo: Philadelphia, PA.
- 1862** Central Park Zoo established in Manhattan.
- 1868** Lincoln Park Zoo established in Chicago, IL.



### Biographical Sketches

#### AUTHOR

Judy Strup was born in 1945 in Washington, D.C. She legally changed her name to “Sierra” in 1985. Growing up in Falls Church, Virginia, Sierra was always interested in books: as a child, she read widely, wrote poetry, drew pictures, and even made her own books. As an undergraduate at American University, Sierra majored in French and considered teaching French on the college level, but decided instead to follow her mother’s profession and become a children’s librarian. After earning her BA in 1968, Sierra continued her education, earning an MA from California State University—San Jose (now San Jose State University) in 1973 and a Ph.D. from the University of California—Los Angeles in Folklore and Mythology Studies.

In her library work, Sierra learned even more about children’s literature and developed her skills as a puppeteer. By this time, Sierra had married Robert Walter Kaminski, a puppeteer and elementary schoolteacher, and together, the couple started a puppet theater. Beginning in 1976, they performed all around the U.S. and taught puppetry as artists-in-residence in schools and museums. Since 1986, Sierra has also worked as a part-time

librarian at the Los Angeles Public Library. She served as artist-in-residence at the Smithsonian Institution in 1984, too.

Sierra began her writing career for children in 1992 with *The Elephant's Wrestling Match*. Since then, she has written many stories, most of them adaptations of folk tales from other countries. The original story inspiring *The Elephant's Wrestling Match*, for instance, comes from the African nation of Cameroon. In Sierra's retelling, the mighty elephant challenges all the other animals to a test of strength, and each fails. In *The House that Drac Built*, Sierra takes on literary and folk symbols more familiar to American children, inserting the character of Dracula into the nursery rhyme "The House that Jack Built." Leaving fairy tales for the playground, Sierra shows how a giant mud puddle is thwarted in *Preschool to the Rescue*. Sierra collected silly tales, traditional tales, and bedtime stories in her books *Nursery Tales from around the World*, *Can You Guess My Name?: Traditional Tales around the World*, and *Silly and Sillier: Read-Aloud Tales from around the World*.



Sierra and her husband have lived in Switzerland, New Mexico, and Oregon. They now make their home in northern California.

## ILLUSTRATOR



Marc Brown, the illustrator of *Wild about Books*, is best known as the creator of Arthur the aardvark, much of which is based upon his childhood experiences in Milcreek, PA, a suburb of Erie. He based Arthur on his best friend from elementary school, Terry Johnson, whom he describes as a real practical joker, who spent a lot of time in the principal's office. Drawing upon his classical training at the Cleveland Institute of Art, Marc Brown's colorful paintings for *Wild about Books* reflect the influence of folk art. "Judy Sierra's story gave me the opportunity to indulge myself in painting," said Mr. Brown, adding that this is the book of which he is most proud. He lives in Hingham and Martha's Vineyard, MA.

## Critic's Corner

*Wild about Books* received a Notable Book citation from the American Library Association in 2005. Reviews were enthusiastic. *Wild about Books* is "both homage to and reminiscent of Dr. Seuss's epic rhyming sagas," said *School Library Journal* critic Marge Loch-Wouters. A *Publishers Weekly* critic called the book a "winning paean to reading and writing," while a *Kirkus Reviews* critic considered it "a story-time spectacular."

Writing in *Booklist*, critic Ilene Cooper said, "All the slaphappy art fits nicely into double-page spreads that allow the energetic action room to breathe. That's good because there are tons of things to look at, all in sunny colors. Not only are the animals reading books but they are also hugging them, licking the pictures off the pages, and trying their 'hands' at writing." Cooper concluded that *Wild about Books* is "a wonderful advertisement for the joys of a literary life."

## The Importance of Setting

The book is set in a zoo in Springfield in the summer of 2002. However, the state is not specified, and the zoo is



completely imaginary. Thus, the zoo could be located in any part of the country; indeed, according to a recent count, there are 85 occurrences of the name Springfield in 35 different states.

Nonetheless, the setting is crucial, because the book could not take place anywhere else but a zoo. That's because the story requires a place with many animals confined together. Otherwise, Molly McGrew could not drive her bookmobile into the animals' "home." For example, were the animals living in a jungle, forest, or desert, they would be too spread out and diverse for the plot to make sense.

In addition, many of the jokes make sense only in a zoo. There couldn't be a "zoobrary" anywhere else but a zoo, for instance. Further, students are likely to visit a zoo, but not a rainforest or a desert. The possibility of a visit to a zoo helps Sierra create the plot.

## Other Books By Judy Sierra

### For Children

*The Elephant's Wrestling Match* (1992)  
*The House that Drac Built* (1995)  
*Good Night Dinosaurs* (1996)  
*Wiley and the Hairy Man* (1996)  
*The Mean Hyena: A Folktale from Malawi* (1997)  
*Counting Crocodiles* (1997)  
*Antarctic Antics: A Book of Penguin Poems* (1998)  
*Tasty Baby Belly Buttons: A Japanese Folktale* (1998)  
*The Dancing Pig* (1998)  
*The Beautiful Butterfly: A Folktale from Spain* (2000)  
*The Gift of the Crocodile: A Cinderella Story* (2000)  
*There's a Zoo in Room 22* (2000)  
*Preschool to the Rescue* (2001)  
*Monster Goose* (2001)  
*'Twas the Fright before Christmas* (2002)  
*Coco and Cavendish: Circus Dogs* (2003)  
*Coco and Cavendish: Fire Dogs* (2004)  
*What Time Is It Mr. Crocodile?* (2004)  
*Thelonius Monster's Sky-High Fly Pie* (2006)

### Story Collections

(With Robert Kaminski) *Twice upon a Time: Stories to Tell Retell Act Out and Write About* (1998)  
 (With Robert Kaminski) *Multicultural Folktales: Stories to Tell Young Children* (1991)  
 (Compiler) *Cinderella* (1992)  
 (Editor and annotator) *Quests and Spells: Fairy Tales from the European Oral Tradition* (1994)  
*Mother Goose's Playhouse: Toddler Tales and Nursery Rhymes with*

*Patterns for Puppets and Feltboards* (1994)  
 (Selector and reteller) *Nursery Tales around the World* (1996)  
*Multicultural Folktales for the Feltboard and Readers' Theater* (1996)  
*Can You Guess My Name?: Traditional Tales around the World* (2002)  
*Silly and Sillier: Read-Aloud Tales from around the World* (2002)  
*Schoolyard Rhymes* (2005)  
*Gruesome Guide to World Monsters* (2005)

### Nonfiction

*The Flannel Board Storytelling Book* (1987)  
*Storytelling and Creative Dramatics* (1989)  
*Fantastic Theater: Puppets and Plays for Young Performers and Young Audiences* (1991)  
 (With Robert Kaminski) *Children's Traditional Games: Games from 137 Countries and Cultures* (1995)  
*Storytellers' Research Guide: Folktales Myths and Legends* (1996)  
*Celtic Baby Names: Traditional Names from Ireland Scotland & Wales Brittany, Cornwall and the Isle of Man Folkprint* (1997)

## Bibliography

### Periodicals

*Instructor*, September, 2001, Judy Freeman, review of *The Gift of the Crocodile*, p. 28; April, 2003, Judy Freeman, review of *Can You Guess My Name?*, p. 55.  
*Kirkus Reviews*, July 1, 2004, review of *Wild about Books* and *What Time Is It, Mr. Crocodile?*, p. 636.  
*Library Talk*, May-June, 2002.  
*Parenting*, September, 1996, p. 209; December, 1996, p. 252.  
*Publishers Weekly*, June 14, 2004, review of *Wild about Books*, p. 62.  
*School Library Journal*, August, 2004, Marge Loch-Wouters, review of *Wild about Books*, p. 94.

## General Objectives

1. To learn about reading
2. To become familiar with famous authors
3. To identify famous children's books
4. To name the animals in a zoo
5. To recognize rhyme
6. To trace the plot
7. To identify humorous elements in the art and text
8. To find details in the art
9. To analyze how the art and text work together to tell the story
10. To read the book aloud independently after hearing it read several times

## Specific Objectives

1. To understand the joy of reading
2. To learn about Dr. Seuss and his books; to understand how this book is a tribute to him
3. To identify the *Harry Potter* books; the *Nancy Drew* books; *Goodnight, Moon*; and *The Wizard of Oz*
4. To name the common animals in a zoo, including bears and porcupines, as well as uncommon ones, such as Tasmanian devils and the giant hissing cockroach
5. To encourage students to discuss their favorite books
6. To explain the book's humor, such as the hippo hugging the book *Mud in My Blood*
7. To trace how the animals begin to publish their own books
8. To understand that Molly's mistake turns into a full-fledged zoo library for the animals
9. To appreciate how the words and pictures combine to tell the story
10. To become enthusiastic about reading

## Literary Terms and Applications

For a better understanding of the styles of Judy Sierra and Marc Brown, present the following terms and applications to the story book:

**Humor:** created when elements of a story are amusing. Sierra creates humor through her words; Brown, through his pictures. This results in a very amusing book in a dryly witty way. For instance, on the second spread, the alliteration of "mink" and "moose" creates humor because they sound funny. In a similar way, the words "wombats" and "oryx" are funny because of their sound and unfamiliarity. On the same spread, Brown creates humor by drawing the animals with suspicious looks on their faces as they watch Molly read.

**Rhyme:** created when words have the same end sound. Sierra uses rhyme to create musical effects, unify the story, and make the plot easier to remember. Sample rhymes include "stampeding/ reading," "nooks/books," and "snakes/ached." She varies the rhyme scheme depending on the number of lines on a page, but most of the time she uses rhyming couplets. For example, a page with two lines has the rhyme scheme AA, a couplet; another with six lines has the rhyme scheme AA BB CC. However, a page with five lines has the rhyme scheme AAA BB.

**Visuals:** Since *Wild about Books* is a picture book, the visuals are an integral part of the story. Marc Brown's colorful illustrations help tell the story of animals enthusiastically embracing reading. The bright colors, bold pictures, and distortion of size and shape reinforce the animals' exuberance. They also help create the story's joyful, rollicking mood.

## Cross-Curricular Sources

### Books

Roberta Collier, *Little Zoo Animals Coloring Book*  
Dr. Seuss, *If I Ran the Zoo*  
Jules Feiffer, *A Room with a Zoo*  
Joelle Jolivet, *Zoo-ology*  
Sheena Knowles, *Edwina the Emu*  
Alex Lluch, *Zoo Clues Animal Alphabet: Learn with Me the ABCs*  
Jeff Newman, *Hippo! No, Rhino*  
Tom Paxton, *Going to the Zoo*  
Martha Robinson, *The Zoo at Night*  
Jane Yolen, *Welcome to the Ice House*

### CD's/DVDs

*James and the Giant Peach* (1996)  
*The Last Unicorn* (1982)  
*Matilda* (1996)  
*The Muppet Movie* (1979)  
*My Neighbor Totoro* (1993)  
*The Parent Trap* (1961)  
*The Princess Bride* (1987)  
*The Red Balloon* (1956)  
*Shrek!* (2001)  
*Simon Birch* (1998)  
*The Wizard of Oz* (1939)

### Internet

Judy Sierra's Official Web Site  
[www.judysierra.net/](http://www.judysierra.net/)

Kids@Random: Judy Sierra  
[www.randomhouse.com/kids/catalog/author.pperl?authorid=28328](http://www.randomhouse.com/kids/catalog/author.pperl?authorid=28328)

Judy Sierra  
[www.houghtonmifflinbooks.com/catalog/author-detail.cfm?authorID=518](http://www.houghtonmifflinbooks.com/catalog/author-detail.cfm?authorID=518)

Author Profile: Judy Sierra-  
[www.mcelmeel.com/writing/sierra.html](http://www.mcelmeel.com/writing/sierra.html)

Kids Lit: Judy Sierra  
[www.greenlakelibrary.org/kidslit/archives/005276.html](http://www.greenlakelibrary.org/kidslit/archives/005276.html)

Cover To Cover Booksellers

www.covertocoversf.com/NASApp/  
store/IndexJsp?s= localauthors&page=213352

Common Place Names

www.wordways.com/commonp.htm

## Themes and Motifs

A study of the central issues and situations in Judy Sierra's *Wild about Books* should include these aspects:

Themes

- animals
- books
- Dr. Seuss
- humor
- libraries
- pictures
- poetry
- reading
- rhyme
- writing

Motifs

- learning about books
- identifying different wild animals
- appreciating famous writers
- laughing at word play and jokes
- using the library
- starting a library
- finding details in illustrations
- reading poetry
- telling a story in pictures and words
- identifying animals

## Meaning Study

Below are words, phrases, sentences, or thought units that have particular meaning in the picture book. Explain the meaning of each.

1. It started in the summer of 2002, When the Springfield librarian, Molly McGrew, By mistake drove her bookmobile into the zoo.  
*(This is the inciting incident that sets the plot into motion. Molly's error opens up the world of reading for the animals. In a similar way, Judy Sierra hopes that this book—and others like it—will help open up the world of reading for children.)*
2. At first all the animals watched from a distance,

But Molly could conquer the strongest resistance.  
*(This is a nod to the magic of librarians, who entice people to discover the pleasure of books and help create lifelong learners. Some children and even adults, as with the animals in this book, are reluctant to read. They may think that experience—rather than books—is the best teacher or that reading is a waste of time.)*

3. In a flash, every beast in the zoo was stampeding To learn all about this new something called reading!  
*(The clever rhyme propels the story and helps create the excitement of reading. Sierra uses rhyme to create a rollicking tone.)*
4. They went wild, simply wild, about wonderful books...  
*(This is the first time the author uses the title in the narrative, and the title becomes a refrain in the story. It expresses the book's theme: the excitement of reading.)*
5. Gently, Molly taught lessons in treating books right...  
*(Young children, like the animals, have to be taught to treat books properly. Sierra teaches this lesson with great humor.)*
6. They made up adventures so thrilling and new That the others decided to be authors, too.  
*(The Tasmanian devils are so excited about learning to read that they give up fighting for writing. Their wonderful stories entice other animals to write stories, too. This shows how the thrill of writing inspires others to write as well. In this way, more and more wonderful books are produced.)*
7. Imagine the hippo's enormous surprise When her memoir was given the Zoolitzer Prize.  
*(This page is a clever wordplay on the Pulitzer Prize, a prestigious writing award given for different types of literature. Since the animals live in a zoo and have a zoobrary, naturally they would win Zoolitzer prizes.)*
8. With so many new books, Molly knew what to do—She hired twelve beavers, a stork, and a gnu To build a branch library there at the zoo.  
*(Molly's mistake—driving her bookmobile into the zoo—turns out happily at the end of the story, as the animals create their own library. Be sure children understand that a "branch library" is a division of the main library. Branch libraries are usually smaller and less well-stocked than main libraries.)*
9. They are snug in their niches, their nests, and their nooks, Going wild, simply wild, about wonderful books.

*(By using the title again, the author reinforces the book's theme: people go wild for books because reading brings great joy.)*

10. This book is for our favorite doctor, artist, poet, and fun concocter: Theodor Seuss Geisel, 1904-1991  
*(Sierra and Brown dedicated Wild about Books to Dr. Seuss, likely the most influential children's book writer of the second half of the 20th century. Dr. Seuss is known for his clever rhymes, bouncy rhythm, and whimsical drawings. His books, especially The Cat in the Hat, Hop on Pop, and Green Eggs and Ham have become classics around the world. Millions of children have become devoted readers as a result of his books. In addition, more than a handful of adults have become writers because of his influence.)*

## Comprehension Study

Answer the following questions in your own words. There is not always a right answer. Your judgment is important and you should be ready to defend your answers by referring to passages in the storybook.

### Questions 1-5 (Literal Level)

1. What is Molly McGrew's job?  
*(She is a librarian.)*
2. What mistake does Molly make in Springfield in the summer of 2002?  
*(By accident, she drives her bookmobile into the zoo.)*
3. How does Molly attract a mink and a moose and then all the other animals?  
*(She reads aloud from Dr. Seuss.)*
4. How do the bears show their love of reading?  
*(They lick the pictures right off the pages.)*
5. What do the bugs write?  
*(They write haiku, a type of poetry.)*

### Questions 6-8 (Interpretative Level)

6. Explain the pun or joke in the title.  
*(On one level, the animals are "wild" about books because they are enthusiastic about them. On a second level, the animals are "wild" about books because they are wild animals.)*
7. The author writes: "And llamas read dramas while eating their llunches." Why does the author put two l's in lunch?  
*(The author misspells "lunch" to match "llama." She does this to*

*create humor.)*

8. Why is this line funny: "Imagine the hippo's enormous surprise/When her memoir was given the Zoolitzer Prize"?  
*(It's funny that the enormous hippo would have "enormous" surprise. It's funny that the Pulitzer Prize would be renamed the "Zoolitzer" prize.)*

### Questions 9 and 10 (Critical Level)

9. Which animal do you like the most? Why?  
*(Possible answers: Children might like the less familiar creatures such as the geckos because they have unusual abilities; in this case, the ability to climb walls and stick to them.)*
10. Do think the rhymes add to the book or take away from it? Explain.  
*(Children are apt to like the rhymes a great deal because they are silly and funny.)*

### Questions 11-12 (Creative Level)

11. Imagine that you are the scorpion. Write a review of this book.
12. Look at the picture on the last page. Draw yourself snug in your "nest," happily reading.

## Across the Curriculum

### Art/Music

1. The hippo gets the Zoolitzer Prize for her novel. Make up a prize for this book. Draw the prize and tell why the book deserves it.
2. Look at any picture in the book, List ten things you see. Then tell which things made you laugh the most.
3. Draw a new cover for this book. Be sure the cover shows what the book is all about.
4. Make up a song about the fun of reading. Sing it for your friends.
5. Make a puppet from a sock, brown paper bag, or craft sticks. With a classmate, put on a short puppet show about the fun of reading.

### Language Arts

1. The author and illustrator of *Wild about Books* made this book to honor Dr. Seuss. Read a book by Dr. Seuss. Write why you liked it.

2. Make a classroom library. Ask people to donate new or gently used books. Invite everyone to read the books.
3. The lines in this book rhyme. Find three rhymes and write them down. Then find five words that rhyme with "cat."
4. In your own words, tell why reading is so much fun. What do you like to read?
5. Write a poem about animals.
6. The bugs write a type of poem called a haiku. These poems have seventeen syllables in three lines: line 1 has five syllables, line 2 has seven syllables, line 3 has five syllables. Write a haiku about reading or animals.
7. Pretend that you are a librarian. List five books you would have in your library. Be ready to tell why you chose each book.
8. Some of the animals write their own books. Write a book of your own. Be sure to include a lot of pictures.
9. The gazelle can't spell very well. Write a spelling rule like "i before e except after c or as sounded as a as in neighbor and weigh." Write five words that fit the rule.

### Social Studies/Geography

1. The librarian Molly McGrew lives in Springfield. Find two cities named Springfield on the map.
2. Visit your local library or bookmobile. Take out a book to read.
3. Judy Sierra was born in Washington, D.C. She has lived in Switzerland, New Mexico, and Oregon. She now lives in California. Find all these places on the map.
4. The animals come from their homes: nests, niches, and nooks. Name three animals and their homes. For example, lions live in dens and chickens live in coops.
5. The pandas demand more books in Chinese. Find China on a map. Then report on pandas. What do they eat? How many pandas are in zoos?

6. Visit a real zoo or the web page for a zoo. Make a poster that shows the best parts about the zoo.

### Speech/Physical Education

1. Put on a play about teaching someone to read.
2. Read this book aloud to a friend. Use your voice, hands, and face to make your reading funny.
3. Choose an animal in the book. Pretend you are the animal. Tell all about your life as the animal.
4. Work with three friends. Have each friend read the same book. Then have a book talk about the book. Take turns telling what you liked about the book.
5. Imagine you are Molly McGrew. Tell what happened to you when you drove your bookmobile into the zoo.

### Science/Math

1. Judy Sierra was born in 1945. Figure out how old she is today. Figure out what year it will when you are her age.
2. Judy Sierra now lives in California. Figure out how many miles California is from your home state.
3. Choose any animal from this book. Write a report on the animal. Tell all about the animal.
4. The book says that the hyenas and the snakes shared jokes until "their funny bones ached." Find out what the "funny bone" is.
5. Libraries charge money for books that are not returned on time. These are called "overdue" books. Suppose the library charges 2¢ per day for an overdue book. How much will it cost to pay the fines on two books that are overdue for a week? For two books that are overdue for 30 days? For a year?

### Alternate Assessment

1. Work with a friend. Act out your favorite scene from the book.
2. Read another book by Judy Sierra. Tell how it is the same and different from *Wild about Books*.
3. Count up all the animals in the book. How many are there?
4. Add another animal to the zoo. Draw the page showing that animal learning to read.

## Vocabulary

Draw a picture that tells what each term or word means.

1. bookmobile

2. computer

3. moose

4. elephant

5. nest

6. panda

7. giraffe

8. book

9. library



## Comprehension Test A

### Part I: Order (20 points)

Put the events in order. Write the numbers on the lines.

- \_\_\_\_\_ Molly reads aloud from a Dr. Seuss book.
- \_\_\_\_\_ Molly opens a library at the zoo.
- \_\_\_\_\_ Every animal comes to Molly to learn about reading.
- \_\_\_\_\_ Molly McGrew drives her bookmobile into the zoo.
- \_\_\_\_\_ The animals start reading books and writing their own books.

### Part II: Matching (20 points)

Match the letter to the description. Write the letter in the correct space.

- |                   |   |
|-------------------|---|
| _____ 1. giraffes | A. these animals crave small books                      |
| _____ 2. geckos   | B. these animals read dramas while eating their lunches |
| _____ 3. crickets | C. these animals want stick-to-the wall books           |
| _____ 4. baboons  | D. these animals want tall books                        |
| _____ 5. llamas   | E. these animals read in bunches                        |

### Part III: True/False (20 points)

Mark these sentences T if they are true or F if they are false.

- \_\_\_\_\_ 1. The pandas want more books in Chinese.
- \_\_\_\_\_ 2. The otters are afraid of the water.
- \_\_\_\_\_ 3. Hyenas share jokes with red-bellied snakes.
- \_\_\_\_\_ 4. A goose reads *Nancy Drew*.
- \_\_\_\_\_ 5. Molly teaches the animals how to read the books right.

### Part IV: Essay (40 points)

Choose one. Answer in complete sentences.

- 1. Choose two animals. Tell what they wrote themselves. Write three sentences or more.
- 2. Explain how the animals react to the books. Write three sentences or more.
- 3. Pick a picture you liked. Tell about it. Write three sentences or more.
- 4. Tell what you learned about reading from this book. Write three sentences or more.

## Comprehension Test B

### Part I: Story Events (20 points)

Circle the two events that are not part of the story.

1. Molly McGrew drives her bookmobile into the zoo.
2. Molly reads aloud from a Dr. Seuss book.
3. The zookeeper gets very angry.
4. Every animal comes to Molly to learn about reading.
5. All the kids come to see the animals reading.
6. The animals start reading books and writing their own books.
7. Molly opens a library at the zoo.

### Part II: Fill in the Blank (20 points)

Circle the word to complete each sentence.

1. The **(birds, bears)** lick the words right off the pages.
2. Tasmanian devils like reading so much that they give up **(sleeping, fighting)** for writing.
3. Penguins write with their **(bills, ears)**.
4. Porcupines write with their very own **(pens, quills)**.
5. The hippo wins the **(Zoolitzer Prize, Piano Medal)**.

### Part III: True/False (20 points)

Mark the following statements T if they are true or F if they are false.

- \_\_\_\_\_ 1. The book takes place in the year 2002 in Springfield.
- \_\_\_\_\_ 2. The animals come to Molly very slowly over a long period of time.
- \_\_\_\_\_ 3. A tree kangaroo starts solving mysteries in the zoo.
- \_\_\_\_\_ 4. The bugs do not like to write poetry.
- \_\_\_\_\_ 5. The cheetah eats everyone else's books.

### Part IV: Essay (40 points)

Choose one. Answer in complete sentences.

1. Tell about your favorite book. Write three sentences or more.
2. Explain what the author thinks about reading. Write three sentences or more.
3. Describe your favorite picture in *Wild about Books*. Tell about at least three things in it.
4. Write a review of this book. Tell why you liked it or not. Tell your friends why they should or should not read it.  
Write three sentences or more.

## Answer Key

### VOCABULARY

1. The picture should show a bookmobile, which should look like a giant bus or a trailer.
2. The picture should show a computer, a PC or a laptop.
3. The picture should show a moose, with or without antlers.
4. The picture should show an elephant.
5. The picture should show a nest, likely for birds.
6. The picture should show a panda bear.
7. The picture should show giraffe, especially the characteristically-long neck and legs.
8. The picture should show a book.
9. The picture should show a library, a building.

### COMPREHENSION TEST A

#### Part I: Order (20 points)

- \_\_2\_\_ Molly reads aloud from a Dr. Seuss book.  
\_\_5\_\_ Molly opens a library at the zoo.  
\_\_3\_\_ Every animal comes to Molly to learn about reading.  
\_\_1\_\_ Molly McGrew drives her bookmobile into the zoo.  
\_\_4\_\_ The animals start reading books and writing their own books.

#### Part II: Matching (20 points)

1. D    2. C    3. A    4. E    5. B

#### Part III: True/False (20 points)

1. T    2. F    3. T    4. F    5. T

#### Part IV: Essay (40 Points)

Answers will vary.

### Comprehension Test B

#### Part I: Story Events (20 points)

3. The zookeeper gets very angry.
5. All the kids come to see the animals reading.

#### Part II: Fill in the Blank (20 points)

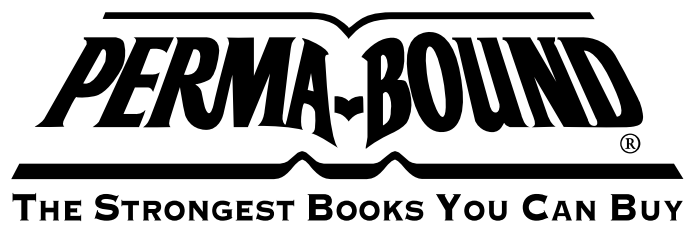
1. bears
2. fighting
3. bills
4. quills
5. Zoolitzer Prize

#### Part III: True/False (20 points)

1. T    2. F    3. T    4. F    5. T

#### Part IV: Essay (40 Points)

Answers will vary.



**Perma-Bound**

617 East Vandalia Road • Jacksonville, Illinois 62650  
Toll Free 1-800-637-6581 • Fax 1-800-551-1169  
E-Mail: [books@perma-bound.com](mailto:books@perma-bound.com)

**Perma-Bound Canada**

Box 868, Station Main • Peterborough, Ontario K9J 7A2  
Toll Free 1-800-461-1999 • Fax 1-888-250-3811  
E-Mail: [perma-bound.ca@sympatico.ca](mailto:perma-bound.ca@sympatico.ca)

Visit us online at [www.perma-bound.com](http://www.perma-bound.com)