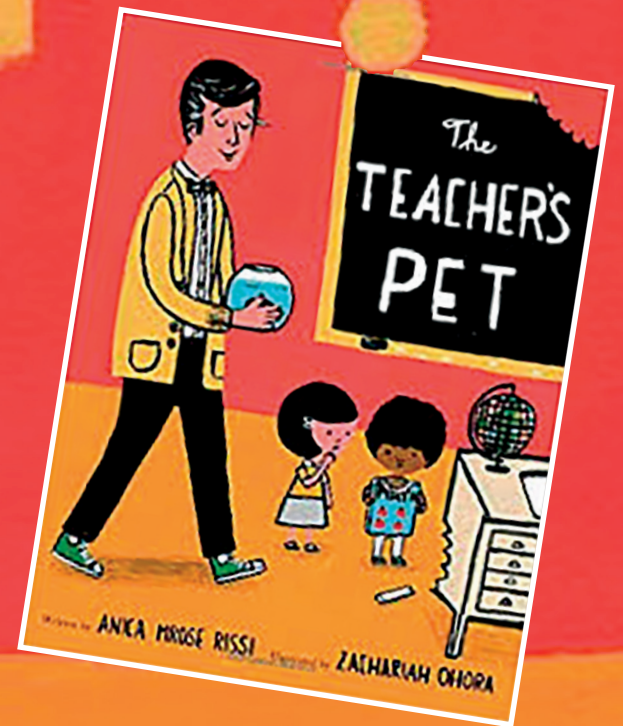


GULP!





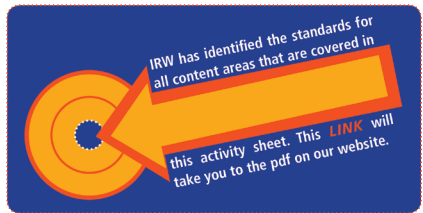
MEET THE AUTHOR

ANICA (U-NEE-KUH) **MROSE RISSI** (REE-SEE)

ANICA MROSE RISSI did not know she would become an author of children's books when she was a child growing up on Deer Isle, Maine. As a kid who loved to argue, she wanted to go to law school and become a U.S. senator or Supreme Court justice—or both! The world had different plans for her, however, and put her smack dab in the middle of the world of children's book publishing when she got a job editing for Scholastic.

Anica is a classically-trained violinist who has played the National Anthem at a Celtics game, but now prefers to play fiddle in her electro-country band, Owen Lake and the Tragic Loves. She loves ice cream and taking walks with her dog, Arugula, the model for Banana in her "Anna, Banana" books. She thinks growing up on an island gave her the opportunity to expand her imagination and listening to the tales of good storytellers helped her become the writer she is today. Anica thinks everyone should have a dog like Arugula.

Books by Anica: The "Anna, Banana" series, "The Teacher's Pet," "Watch Out for Wolf!" and YA book, "Always, Forever, Maybe."



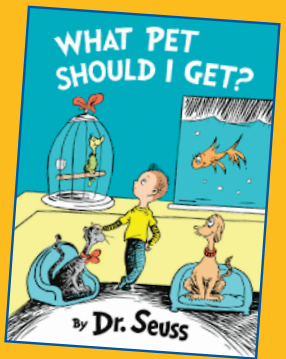
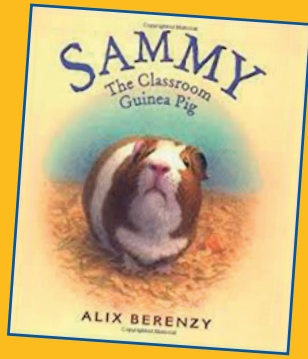
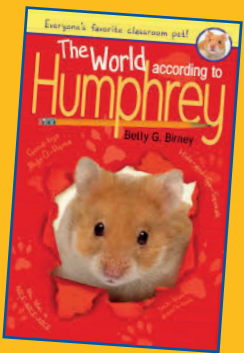
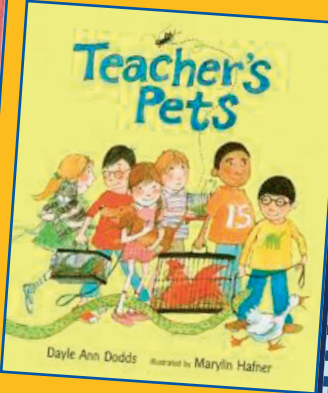
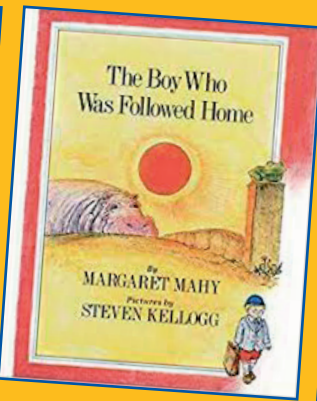
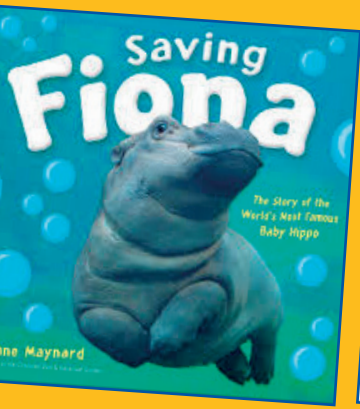


LET'S TALK ABOUT IT

- Do you think Mr. Stricter is a good name for the teacher in "Teacher's Pet"?
- Think of the phrase, "Love is blind." what does that mean to you? How does it relate to the book?
- Anica Rissi used very few words for this book. The illustrator created Bruno without knowing anything about him. If you were the illustrator, what pet would you have created? Draw a picture of your pet.
- What did the students decide was the perfect pet for Mr. Stricter in the end? What would you have chosen? Why?

LET'S CREATE

- Research and diagram the life cycle of a frog and the life cycle of a hippo. Compare and contrast the two with a Venn diagram. ~ Science/ELA
- Get or make your own classroom pet (it doesn't have to be a living creature!) Make habitat for your pet, list of needs – food, shelter, care, etc. ~ Science/ELA/Art
- Set up a roleplay area in your classroom. It might be a corner of the room or a tabletop or container/tub with miniatures. Include a desk, fishbowl or aquarium, hippo (stuffed or plastic), broken crayons, pencils and ripped papers, a plant, slime, protest signs, pond to release Bruno, blue plastic or fabric on floor. Students can then act out the parts with props. (ELA/Art)
- Act out the Reader's Theater attached to this worksheet.



LEARN / READ MORE:

- Research hippos:
 - How much space do they need?
 - What food do they eat?
 - Where do they live?
 - Would you find one in your backyard pond? ~ Science/ELA/Art
- If you are seriously considering getting a classroom pet, you might have to convince your teacher that you are ready. Here are some questions you might need to think about. Make a chart for each animal that you are considering. What other questions might need to be answered?
 1. Is anyone in your class/school allergic to your pet?
 2. How big a space will you need to accommodate your pet?
 3. Who will take care of your pet on weekends/holidays/summer vacation?
 4. What are the costs involved? (food, bedding, vet bills, treats, cage)
 5. How much exercise will your pet need?



READERS THEATER

"THE TEACHER'S PET"

BY ANICA MROSE RISSI

Character List:

NARRATOR

MR. STRICTER

STUDENT 1

STUDENT 2

STUDENT 3

SOUND EFFECT

NARRATOR-
"The Teacher's Pet" written by Anica Mrose Rissi. On the day the science project hatched, our whole class was amazed.

STUDENT 1-
Have you ever seen Mr. Stricter so excited!

MR. STRICTER-
I always wanted a pet!

NARRATOR-
Our tadpoles grew and grew. Soon it was time to release them into the wild. But Mr. Stricter said we could keep just one.

STUDENT 2-
We chose Bruno.

STUDENT 3-
Bruno was the last frog to hatch, and he was the smallest.

STUDENT 1-
We brought in bugs and worms to feed him.

STUDENT 2-
But he preferred eating our markers. And our scissors. And our books.

MR. STRICTER-
Look how he's growing!

NARRATOR-
Our teacher was right. Bruno grew and grew. And grew. And grew.

ALL STUDENTS-
Bruno is TROUBLE!

SOUND EFFECTS-
crunch munch! RWAARRR!

MR. STRICTER-
He is very energetic, just like a pet should be! See, He loves to play.

SOUND EFFECTS-
SMASH! Thrump!

MR. STRICTER-
I'm sure he didn't mean to do that. Isn't he adorable?

STUDENT 3-
But Mr. Stricter He's...

SOUND EFFECTS-
Sniffle sniffle! Scritch! AAHCHOO! WHOMP!

MR. STRICTER-
Poor thing, he's allergic. I just love him!

NARRATOR-
Something had to be done. We held a class meeting at recess.

ALL STUDENTS-
Bruno has to GO! He keeps growing into a bigger and bigger problem! We just can't keep him! ... but how do we convince Mr. Stricter?

NARRATOR-
We tried to tell him.

STUDENT 1-
Bruno Snores during silent reading.

STUDENT 2-
He farts during show and tell.

STUDENT 3-
He hogs the swings.

STUDENT 1-
He eats our homework!

NARRATOR-
But Mr. Stricter wasn't listening.

MR. STRICTER-
You're overreacting, Bruno wouldn't hurt a ----

SOUND EFFECTS-
Gulp!

NARRATOR-
Bruno ate Mr. Stricter whole.

ALL STUDENTS-
Give him back! Give him back now!

NARRATOR-
But Bruno wouldn't listen.

STUDENT 2-
We begged. We shouted.

STUDENT 3-
We made threats. We tried bribes.

NARRATOR-
But Bruno's stubbornness grew and grew.

STUDENT 1 -
We have to get our teacher out of there!

ALL STUDENTS-
But How?

STUDENT 2-
I Know-The plant!

STUDENT 3-
Let's hold it under Bruno's nose!

NARRATOR-
The sniffles grew and grew and grew.

SOUND EFFECTS-
Sniffle, sniffle ACHOOOOO!

NARRATOR-
Mr. Stricter flew out like a snot rocket.

STUDENT 1-
Look, Mr. Stricter is shaking Bruno's snot out of his ears!

MR. STRICTER-
Good news, I found the missing homework!

STUDENT 2-
It's time to release Bruno to the wild.

STUDENT 3-
He's not meant to live in a classroom.

NARRATOR-
We had never seen Mr. Stricter so sad.
We walked Bruno to a giant frog pond to say goodbye. Mr Stricter squeezed Bruno in a giant hug

MR. STRICTER-
You were a wonderful pet. But I think you'll be happier out here where you belong.

NARRATOR-
Then Bruno jumped into the pond.

SOUND EFFECT:
SPLASH

ALL Students-
Maybe he'll come back to visit.

NARRATOR-
The next day our new science project hatched and soon it was time to release the butterflies to the wild.

MR. STRICTER-
Maybe this one would make a good pet.

ALL STUDENTS-
NOOOO!

NARRATOR-
We helped him chose the perfect pet.

