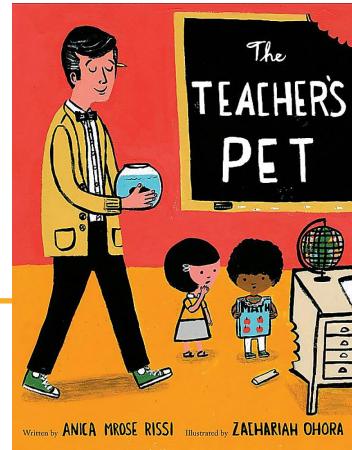


EXPLORE MORE BOOK GUIDE

Activities, tools & resources for learning with this book!



Written by ANICA MROSE RISSI Illustrated by ZAIHARIAH OHORA

Meet the author

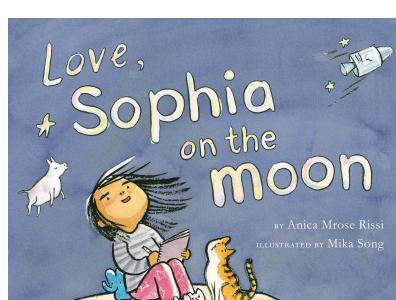
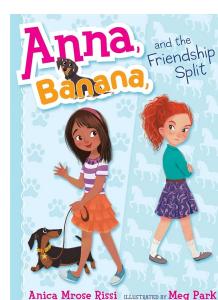


Anica Mrose Rissi did not know she would become an author of children's books when she was a child growing up on Deer Isle, Maine. As a kid who loved to argue, she wanted to go to law school and become a U.S. senator.

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. 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.

Read more by Anica:



EXPLORE MORE BOOK GUIDE

LET'S BEGIN! BEFORE READING THE BOOK

Use the Visual Thinking Strategy (VTS) questions below to orient readers, and to help guide a group discussion. Begin by taking a quiet moment to look closely at the book jacket, allowing time for observation and contemplation of the images.

- *What is going on in this picture?*
- *What do you see that makes you say that? (provide evidence)*
- *What more can we find?*

Watch this [VIDEO](#) for a quick VTS demo

HAVE QUESTIONS?

Please contact Alison Johnson at Island Readers & Writers, 207-460-6828 or ajohnson@islandreadersandwriters.org.

LET'S TALK!

DISCUSSION QUESTIONS

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?

STANDARDS

Covered throughout this Explore More Book Guide:

SL.1. Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.

SL.2. Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.

SL.3. Present information and supporting evidence appropriate to task, purpose, and audience so listeners can follow the line of reasoning and incorporate multimedia when appropriate.

R.4. Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the texts.

R.5. Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development throughout each text.

R.6. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

R.8. Analyze the structure of various texts, including how the features and components relate to each other and the whole.

R.9. Assess how perspective or purpose shapes the content and style of various texts.

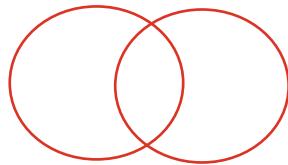
R.10. Evaluate the argument and specific claims in various texts.

L.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style in writing and speaking, and to comprehend more fully when reading or listening.

Life Sciences- Ecosystems

LET'S CREATE (AND DO)! Book-Inspired Art

Research the life cycle of a frog and the life cycle of a hippo. Compare and contrast the two with a Venn diagram.



Create your own classroom pet (it doesn't have to be a living creature!) Think about what you need for your pet - food, shelter, care, etc.

Everyone can bring in a "pet" (AKA stuffed animal) Set up a play area in your classroom. It might be a corner of the room or container/tub with miniatures.

Choose a character and role play the Readers Theater with classmates.

Maybe your class is 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.

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?

What other questions might you need to think about?

LET'S DIVE DEEPER! Explore 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?

LET'S READ MORE! Text to Text Connections

