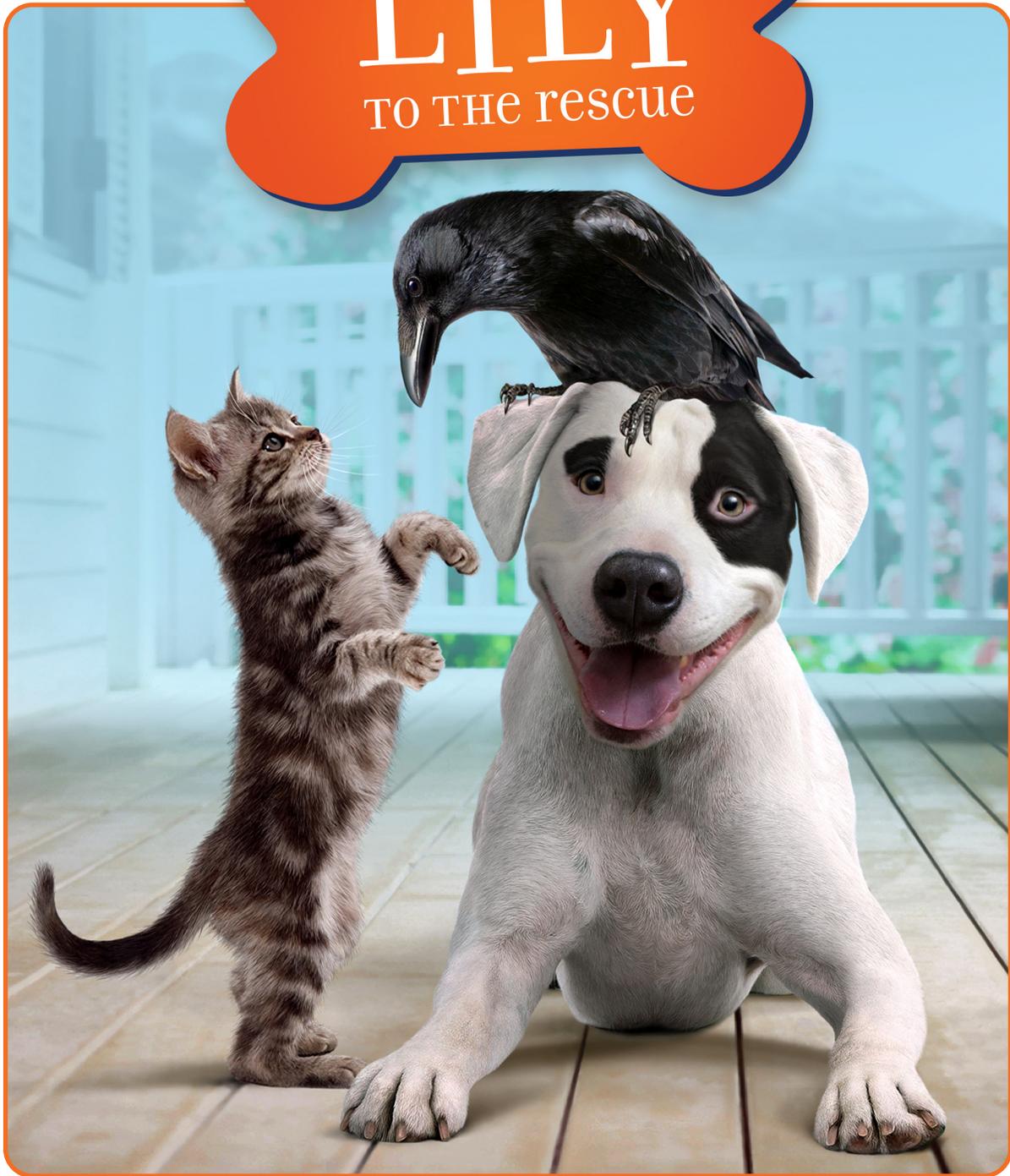


A CURRICULUM GUIDE

FOR

LILY

TO THE RESCUE



W. Bruce Cameron

BESTSELLING AUTHOR OF *A DOG'S PURPOSE*



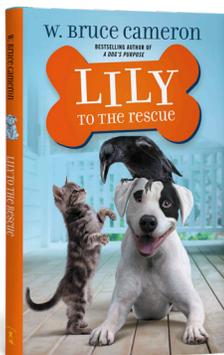


Background/Summary

A dog named Lily tells us what it's like to be a rescue dog. As we read, we find out what she notices, what she likes to do, what foods she likes to eat, and most important—how she helps rescue animals. In short, this book offers a unique dog's-eye view of the world.

Lily has a special role. When her “person,” Maggie Rose, goes to school, Lily goes to work at an animal rescue shelter. There she visits, plays, and tends other animals. She socializes with kittens, making them comfortable with a dog, since they may encounter one in their new home when they are adopted. She is friendly with an aging, “senior” dog who probably has little chance of being adopted. She makes the shelter a happier, friendlier place. And, as pointed out in the book, Lily herself was rescued from this shelter, so she is the perfect animal to help rescue others.

One day, when Lily is at the dog run, she notices a wounded crow. One of the crow's wings has been damaged, making it unable to fly. When Lily brings this situation to Maggie Rose's attention, she summons her mother, a veterinarian at the shelter, and also gets assistance from her father, a game warden for the state of Colorado. We then follow the crow's operation, recovery, and release back into the wild. We also learn about how crows behave, how people can assist animals, and how animals like Lily are heroic rescuers.



Hardcover:

9781250234346

Trade Paperback:

9781250234353

eBook:

9781250234308



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DISCUSSION QUESTIONS

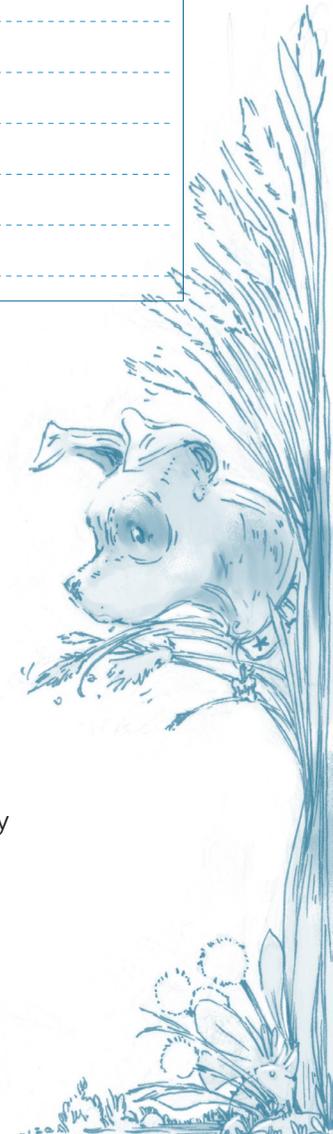
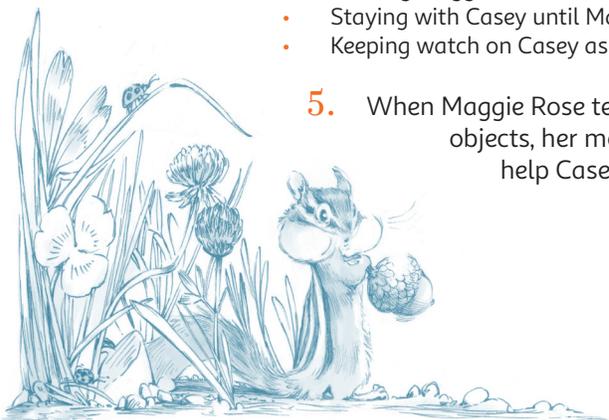
KEY IDEAS AND DETAILS

The discussion questions and activities below draw on **Common Core State Standards (CCSS)** for Reading Literature (**RL**) that ask children to ask and answer questions about key details in a text (**RL.1.1-RL.4.1**), retell stories using key details that support it (**RL.1.2-RL.4.2**), and describe the characters, setting, and major events in a story (**RL.1.3-RL.4.3**). The questions and activities below address these ideas and are meant to be used with children.

1. **Prereading: See, Think, Wonder.** Before reading the book, carefully examine the front and back covers. Read the first few pages, and examine some of the illustrations. Then use a See, Think, and Wonder chart to help you predict what the book is about and what questions you think the book might answer. After reading, see if your predictions were correct and if your questions were answered.

SEE: What do you see?	THINK: What do you think the book will be about?	WONDER: What questions do you think the book will answer?

2. Maggie Rose tells the children at school that Lily is a rescue dog. What is a rescue dog? What does Lily do at work to help other animals?
3. Lily is a good observer. Discuss what she notices about the following animals at the dog park:
 - A chipmunk
 - A hawk
 - A flock of crows
 - The crow she calls Casey
4. What happened to Casey? What steps did Lily take to rescue him? Discuss the following:
 - Alerting Maggie Rose
 - Staying with Casey until Maggie Rose gets her parents
 - Keeping watch on Casey as he recovers from his operation
5. When Maggie Rose tells her mother that Casey and other crows bring her shiny objects, her mother is worried. She tells Maggie Rose that she needs to help Casey and the other crows *unlearn* this behavior. Why?



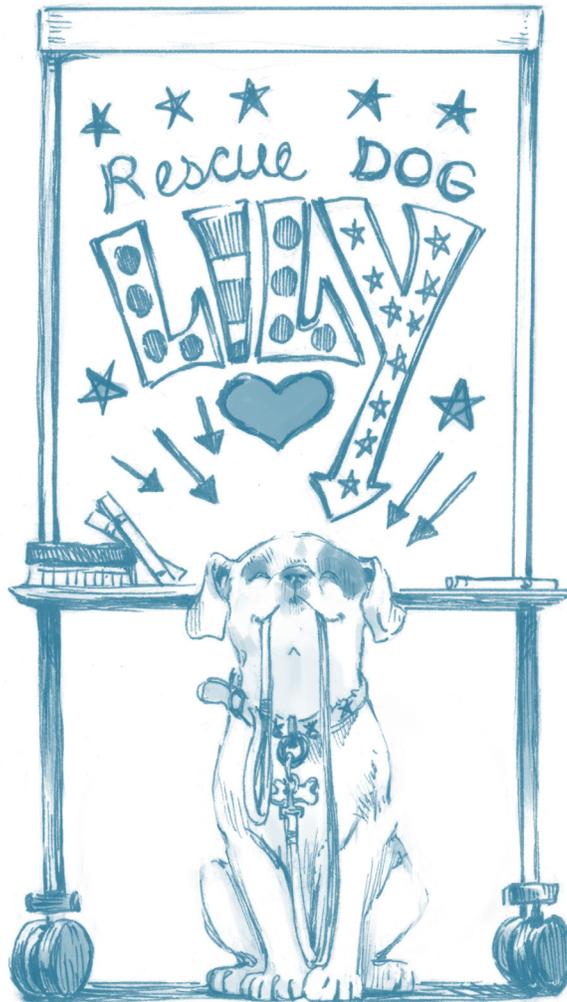


6. Imagine that you could interview Maggie Rose. With a partner, make up questions you could ask her. Then take turns being the interviewer who asks the questions or being Maggie Rose and answering them. Here are some topics you could ask about:

- Living with a rescue dog
- Bringing Lily to school
- Going to work with Lily
- Going to the dog park with Lily
- Rescuing Casey
- Helping Casey return to the wild
- Rescuing a kitten

Other characters you can interview are Mom, Dad, or Maggie Rose's brothers, Bryan and Craig.

7. What do you think are the most important things to know about Lily? Maggie Rose? Her parents? Her brothers? Explain why.
8. Lily feels proud to rescue others. Share your proud moment. How have you helped another person or animal?



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CRAFT AND STRUCTURE

To learn about craft and structure, the **CCSS** asks us to help students learn and understand vocabulary words and phrases (**RL.1.4-RL.4.4**), describe the overall structure of a story, including the beginning and ending (**RL.1.5-RL.3.5**), identify who is telling the story, and acknowledge different points of view among the characters (**RL.1.6-RL.4.6**). The questions and activities below emphasize these understandings.

- Thinking about the Narrator.** Lily is a naïve narrator. That means she doesn't understand everything she sees and hears. When she tells us the story, she doesn't always get the details right. This makes the story fun to read.

Use the chart below to look at examples of how this works. The left-hand column tells you how Lily described what's happening. Use the column on the right to tell how YOU understand what's happening. The first example is done for you.

LILY How Lily Understands What's Happening	YOU How YOU Understand What's Happening
When Maggie Rose tells the children at school that she doesn't think her brother Bryan will ever grow up, they all laugh. This is what happened according to Lily: <i>Sometimes people laugh just because they are happy there is a dog in the room.</i>	<i>The children are laughing at what Maggie Rose said. She doesn't tell them what Bryan wants to be when he grows up because she doesn't think he will ever grow up. Lily thinks the children are laughing because they are just happy to see her.</i>
I do not know if all the dogs are there [in the dog park] all the time or if they just make sure to be there when I arrive.	
I have learned that they [squirrels] don't like to be chased. That makes no sense, but squirrels are squirrels and not dogs. Cats don't like to be chased either, so they may be a type of squirrel. I am not sure about that, though.	
The next time I saw that bird, he had a name and an outfit!	
Casey's outfit was a white coat that he wore on the wing he had been dragging. It smelled like cloth and a little bit like a strong chemical.	
<i>"Lily?" Maggie Rose said. "Lily? Say Lily, Casey? Lily? Lily?"</i> I stared at Maggie Rose, absolutely mystified. What did she want me to do? Why was she saying my name? I looked around the yard, but I could think of no reason why she would be calling to me when I was sitting right here.	



2. **Word Splash.** Reproducible activity page follows.
3. **How Others See Lily.** Since Lily shares her thoughts about the other characters in the book, it's interesting to think about what these characters might say about her. Discuss what these characters think about Lily:

- Maggie Rose
- Mom
- Dad
- Bryan
- Craig
- Casey
- Brewster
- Kitten
- The kids at school

4. **Open-Mind Portrait.** Draw a large outline of Lily's head. Then, inside her head, write down the thoughts that she has and draw some pictures too. For example, you could write down her thoughts about work, Maggie Rose, Casey, and so on. Show what's on Lily's mind!

You could also do open-mind portraits for Maggie Rose, Mom, Casey, and others.

WRITING

CCSS emphasizes writing informative and explanatory text in the early grades. The writing activities below provide experience writing to give an opinion (**W.1.1-W.4.1**), to inform (**W.1.2-W.4.2**), and to explain a sequence of events (**W.1.3-W.4.3**). Use the activities below to engage children in different kinds of writing and for different purposes.

1. Write an original story about Lily. Here are some ideas to choose from, or create your own ideas:
 - Tell what happened when Lily went back to school with Maggie Rose.
 - Tell what happened when Lily and Maggie Rose went back to the dog park.
 - Tell what happened when Casey returned to visit Lily and Maggie Rose.
2. Maggie Rose tells us that Lily is a rescue dog. To rescue means to save a person or an animal from danger, distress, suffering, or worry. Do you agree that "rescue dog" is a good description of Lily? Why? Write down your thoughts.



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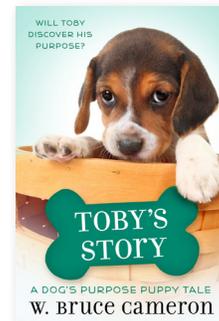
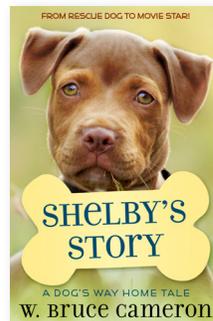
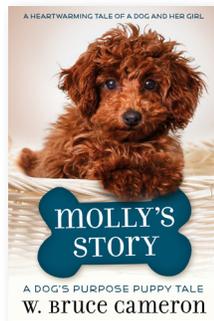
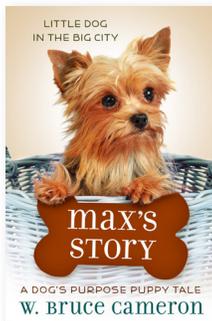
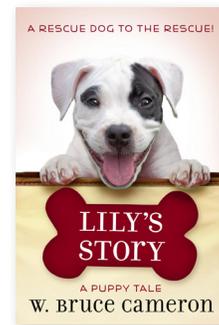
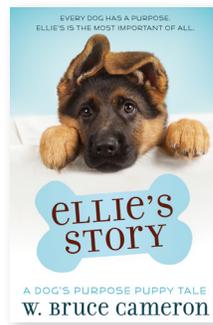
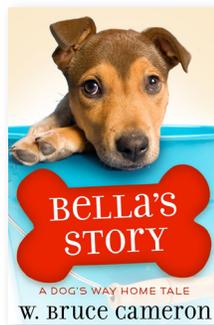
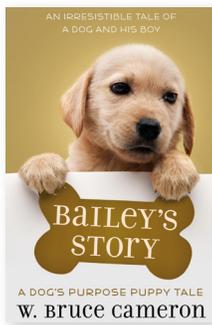
EXTENDING THE EXPERIENCE OF READING THE BOOK

1. Read books about rescue dogs:

- *Avalanche Dog Heroes: Piper and Friends Learn to Search the Snow* by Elizabeth Rusch
- *Rescue and Jessica: A Life-Changing Friendship* by Jessica Kensky and Patrick Downes
- *Super Sniffers: Dog Detectives on the Job* by Dorothy Hinshaw Patent

2. Read the Puppy Tales series written by W. Bruce Cameron:

- *Bailey's Story*
- *Bella's Story*
- *Ellie's Story*
- *Lily's Story*
- *Max's Story*
- *Molly's Story*
- *Shelby's Story*
- *Toby's Story*



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This guide, written in alignment with the Common Core State Standards (www.corestandards.org), has been provided by Starscape for classroom, library, and reading group use. It may be reproduced in its entirety or excerpted for these purposes.



Name:

WORD SPLASH

Draw a line connecting two words or phrases you think “go together” and use them in a sentence about Lily and her experiences. All the words come from the book *Lily to the Rescue*.

words

- | | | |
|-------------|------------------------|-----------|
| rescue | animal shelter | picnic |
| school | Maggie Rose | treat |
| talk | small glinting objects | work |
| broken wing | Chase-Me | crow |
| chipmunk | flock of crows | untrain |
| Casey | dog park | cages |
| hawk | outfit | squirrels |

sentences

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