



# A TEACHER'S GUIDE to the

# LILLY

TO THE RESCUE



## Series



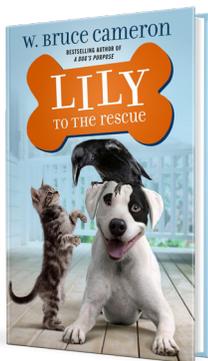
BY W. BRUCE CAMERON





## ABOUT THE BOOKS

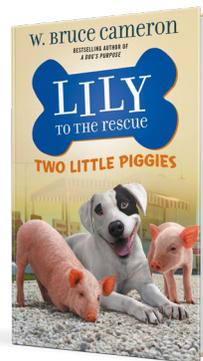
In W. Bruce Cameron's Lily to the Rescue! early chapter books, readers meet pit bull mix Lily, a former rescue dog herself, who uses her natural generosity and sensitivity, and abundance of (paw)sitive energy to give back to the people who rescued her and the place that sheltered her. Together with "her girl" Maggie Rose, Lily helps Maggie Rose's shelter-director (and veterinarian) mom and game-warden dad in their efforts to save, socialize, rescue, rehabilitate, and find forever homes for injured or abandoned animals. From piglets to leopard cubs, no animal is too big or too small for Lily to befriend and help with her unique gift of offering calming comfort to animals, whatever their species or circumstances, who are in distress.



### LILY TO THE RESCUE

Trade Paperback: 9781250234353  
Hardcover: 9781250234346  
eBook: 9781250234308

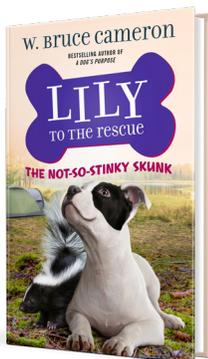
A trip to the dog park turns into a rescue mission when Lily encounters a crow with an injured wing. Casey the Crow becomes comfortable enough to take a ride on Lily's head, but is he becoming so domesticated that he'll have trouble when he's back on his own?



### TWO LITTLE PIGGIES

Trade Paperback: 9781250234452  
Hardcover: 9781250234445  
eBook: 9781250234438

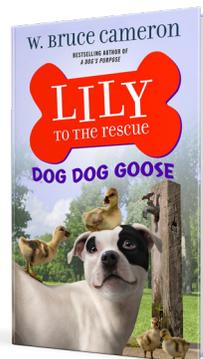
Maggie Rose's mom receives an unusual call—to rescue two baby pigs from a highway rest stop. But she needs Lily's help to corral and comfort Scamper and Dash (the names Maggie Rose gives them) and keep them safe at the shelter until they can be reunited with their mother.



### THE NOT-SO-STINKY SKUNK

Trade Paperback: 9781250234483  
Hardcover: 9781250234476  
eBook: 9781250234469

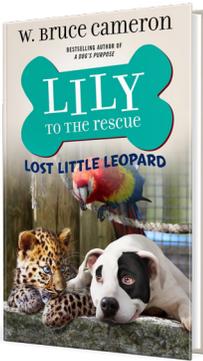
"Stinkerbelle," the skunk Lily unexpectedly meets on a camping trip, doesn't really live up to her name. She was born without the special glands that allow skunks to spray the stinky odor that is their protection against predators—so Lily and the shelter crew need to find a way to help the defenseless skunk and find her a safe place to live.



### DOG DOG GOOSE

Trade Paperback: 9781250234520  
Hardcover: 9781250234513  
eBook: 9781250234506

When an abandoned group of goslings imprint on Lily, she suddenly finds herself playing a real-life "Mother Goose." It is an exhausting role, but when her "babies" learn to fly so they can migrate south for the winter, Lily realizes she misses her gaggle of goofy little friends.



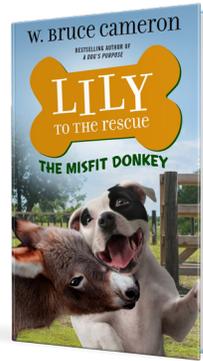
### LOST LITTLE LEOPARD

Trade Paperback: 9781250762566

Hardcover: 9781250762597

eBook: 9781250762603

Maggie Rose's game-warden dad is called to investigate the smuggling of some exotic birds and a rare Amur leopard cub. Nala (as Maggie Rose names the cub) quickly bonds with Lily for comfort. But will this mean the inseparable Maggie Rose and Lily will have to make a huge sacrifice and let Lily travel to Nala's new home in Russia, to help save a species from going extinct?



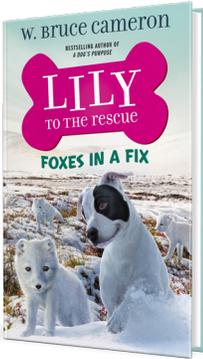
### THE MISFIT DONKEY

Trade Paperback: 9781250762689

Hardcover: 9781250762672

eBook: 9781250762665

Lily and Maggie Rose have a "double mission" when a young donkey named Burrito is having trouble gaining acceptance into an established group of older, less-than-welcoming donkeys. But they are also trying to help Maggie Rose's brother Bryan find friendship connections. He's feeling lonely after going to a new school and his best friend moves away. Will Burrito and Bryan both find what they're looking for at the ranch?



### FOXES IN A FIX

Trade Paperback: 9781250762726

Hardcover: 9781250762795

eBook: 9781250762733

A litter of arctic foxes escapes from the zoo. Then a blizzard strikes, and it's going to be even harder to find them before they get into a fix. It's Lily to the rescue!



## ABOUT THE AUTHOR

Author, screenwriter, and dog-lover W. Bruce Cameron is the creator of The Puppy Tales young-reader novels, which were inspired by his *New York Times* and *USA Today* bestselling *A Dog's Purpose* series for adult readers. These adult books were so popular they were made into major motion pictures, for which he cowrote screenplays with his wife, Cathryn Michon. One of the dogs introduced in the Puppy Tales collection is the spunky, spirited pit bull mix Lily. In the *Lily to the Rescue* early chapter book series, W. Bruce Cameron takes young readers on more adventures with this humorous, compassionate pup, exploring how this former rescue dog becomes a rescue dog herself, helping other animals in need.

While achieving commercial success in publishing, film, and television, Mr. Cameron clearly "practices what he preaches"—placing a high value on doing work that is purposeful for him, and helpful to others. On his website, W. Bruce Cameron shares that people grieving the loss of a beloved dog have told him they found comfort in *A Dog's Purpose*, and he notes, "I'm humbled to think that my story eases their grief and prepares them to search out another canine companion." You can learn more about W. Bruce Cameron and his work by visiting his website: [wbrucecameron.com](http://wbrucecameron.com).



The following discussion questions and activities can be used to support and extend learning in conjunction with one, several, or all of the Lily to the Rescue books.

## DISCUSSION QUESTIONS

1. Sweet, spunky Lily is the narrator, and main canine character, in W. Bruce Cameron's *Lily to the Rescue* series. What did you like best about her narrative style in the book(s) you read from the series? Did you like Lily's sense of humor? Her dog's-eye perspective of people's habits and activities? Her descriptions and questions about how and why other animals differ from dogs (and why dogs are superior)? Were there other things you liked, or didn't like, about reading a book told from a pup's perspective?
2. Usually when you think of best friends, you think of a friendship between people. But Lily the pup makes it very clear that Maggie Rose, "her girl," is her best friend. Do you think people and animals can be best friends? Do you have a pet or animal in your life that you think of as a best friend? Can you describe that relationship and how it's important to you?
3. Maggie Rose's family (her mom, dad, oldest brother Craig, and middle brother Bryan) are a big part of Lily's life, too. Can you describe how Lily relates to one or more of these characters or think of examples of some of Lily's interactions with them from the book(s) you read?
4. Lily is a rescue dog herself. She was saved and sheltered as a pup by the animal rescue run by Maggie Rose's mother, Chelsea. But Lily is a rescue dog in another way, too. How else is Lily a rescue dog?
5. What are some of the things that Lily does in her job in animal rescue? Can you think of some specific examples of ways Lily helps other animals either at, or beyond, the shelter from the *Lily to the Rescue* book or books you've read? (For example: Lily plays, and socializes, with kittens so that they can feel comfortable if they are adopted into a home that has dogs.)
6. How does Lily describe the differences between work, school, and "no-school" days? How does she feel about each of these types of days?
7. Both Lily and Maggie Rose help out at the animal rescue. There are fun parts to this work, but there are hard, more challenging parts, too. Can you think of examples of each from the book(s) you've read?
8. Lily encounters fellow dogs at the rescue, but also when she is out and about—at the dog park, for example. In these interactions, she explains some of the unwritten rules of "dog culture" or the "dog code of conduct." In *Lily to the Rescue*, for example, Lily states: "There are some important rules in the dog park. First, one dog should never take a toy away from another dog." Can you think of other examples of rules or expectations most dogs follow (or teach to younger dogs) from the book(s) you've read?
9. Even though they can't communicate through spoken language, Maggie Rose and Lily can usually tell what the other one needs or is feeling. They use clues, like facial expressions, posture, tone of voice (for people), closeness or distance, to sense or figure out each other's moods, feelings, or intentions. Can you cite some examples from the book(s) you've read where Lily was able to interpret a human character's emotions or intentions? Who was the character and what (and how) did Lily figure out what they were feeling, thinking, or wanting Lily to do?
10. Sometimes, the animals that Lily and the rescue team have helped become too attached to their rescuers. Why does Maggie Rose's dad, who is a game warden, along with her mom, who is a veterinarian and shelter owner, see this as a problem? What happens if a wild bird or animal becomes too dependent on humans to give them food or treats—if the wild animal becomes domesticated? What can happen to that bird or animal's ability to return to, and thrive, in its natural environment?
11. Lily has a good sense of humor, and it often revolves around her positive (cheerfully confident, not arrogant) opinion of herself. In *Lily to the Rescue: Two Little Piggies*, for example, Lily says, "Then I trotted back to the gate where Maggie Rose was waiting. I would give her the ball because, as I mentioned, I am a good dog." Can you share some examples of Lily's sense of humor—or a funny thing she says or does—from the book(s) you've read?





12. Drawing on her instincts and rescue experiences, Lily has learned a lot about different kinds of animals and how they tend to behave, especially when they feel trapped or afraid. For example, in *Lily to the Rescue: Two Little Piggies*, Lily observes, “I’ve learned that some animals are afraid of dogs, even easygoing dogs like me. So, as I got closer to the pig, I began moving more slowly and carefully. I didn’t want to startle it.” Lily also notes, “And I could tell they [the pigs] were young. Older and bigger animals are usually slow. These two were twitching and jumping, and their heads and eyes were moving quickly to take everything in. I knew they were babies.” What are some of the things Lily learns about the animal(s) she helps in the *Lily to the Rescue* book(s) you’ve read?
13. Sometimes Lily misinterprets or mistakenly exaggerates her role in a situation or conversation. Can you think of examples where Lily mistakenly assumes a person’s words, actions, or directions are about her, but it’s actually a humorous misinterpretation on Lily’s part?
14. In *Lily to the Rescue: The Not-So-Stinky Skunk*, Maggie Rose’s dad, who is a game warden, is called to relocate a colony of prairie dogs because it’s in the way of a housing development under construction. Maggie Rose’s dad says, “What we’ve got to do—what it’s my job to do—is balance out the needs. Try and find a safe place for animals, where they’re not going to create a problem for people.” Have you heard of a real situation like this in your own community, or in a news story, where people’s needs had to be balanced against animals’ needs? What was at stake for the animals? What was at stake for the people? How did it get resolved? (If needed, teachers are invited to share a news story along these lines to inspire a class conversation.)
16. Lily also uses very literal names for her favorite games—or new games she discovers when she meets new friends: Hide-in-Log or Find-the-Skunk, for example. Can you think of some other names Lily uses for her favorite games?
17. Lily bonds and forms friendships with animals of many different species. Can you think of an animal friend, or friends, that Lily makes in the book(s) you’ve read? How does the friendship start? Does Lily help her new friend in some way? Is Lily able to continue the friendship, or do circumstances develop that separate the friends?
18. As Lily meets and rescues different animals, she begins to realize a bittersweet fact of shelter life. She makes lots of new friends, gets to know them, and spend time with them, but most of them go on to live in different places with new families. How is this both happy and sad for Lily, and for the animals who pass through the shelter?
19. Some animals do stay at the rescue or have been there for a very long time, like Brewster the senior dog. Does Lily talk about any of her “resident” shelter friends in the book(s) you’ve read? What’s her relationship like with these animals?
20. Lily often introduces Maggie Rose as “her girl” or says, “I have a girl.” We usually think of a person having a pet, not the other way around. What do you think about Lily’s perspective? Does it make you think in a new way about how your dog (if you have one) might perceive you? Or how a friend or relative’s dog might perceive them?



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15. Sometimes Lily gives people funny nicknames based on an observation of a physical characteristic. For example, when she meets a man with a mustache, she calls him “Nose-Hair Man.” Did Lily use any silly nicknames for people in the *Lily to the Rescue* book(s) you’ve read?
21. Some baby animals imprint on the first animal they see if their own mother happens to not be with them. This means they act as if that animal is their mother, even if it’s another species altogether. For example, in *Lily to the Rescue: Dog Dog Goose*, a group of baby geese (goslings) imprint on Lily. Can you remember some specific examples of how the goslings behaved toward Lily? If you haven’t read this book yet, can you imagine how Lily might have responded to this unusual situation?



22. Maggie Rose's mother, as the shelter director, has a strict policy about shelter employees NOT adopting animals from the shelter. She calls it a "foster failure" and says it sets a bad example for people who foster pets from the shelter. If a family is fostering an animal and they decide to keep it, they may be less able or willing to continue fostering animals in need of temporary homes. But Bryan (one of Maggie Rose's brothers) falls in love with Brewster, the senior dog, and spends lots



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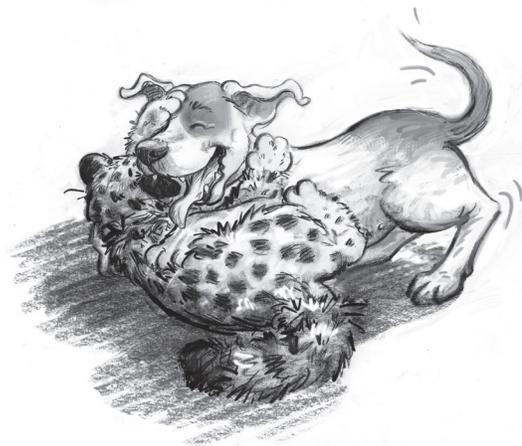
of time with him. With Maggie Rose's help, Bryan does adopt Brewster and becomes "his boy" because he earns the money to pay the adoption fee. Do you agree or disagree with Maggie Rose's mother for making this exception for Bryan? Is it a "foster failure" or success for Bryan and Brewster? What is your opinion and why?

23. In some cases, an animal's experience can be parallel to a person's. For example, in *Lily to the Rescue: The Misfit Donkey*, Maggie Rose's brother Bryan is struggling to make friends at his new school in Colorado, plus his own best friend is moving to South Carolina. Similarly, a young donkey is having trouble finding acceptance with a group of older donkeys. Bryan says he can relate to the sadness and rejection the donkey (Burrito) experiences trying to break into an established social group. Were there situations in the book(s) you've read where something was happening with an animal that reminded you of a similar situation that you or someone you know has experienced?



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24. Some people smuggle exotic animals into the United States and then try to sell them for profit. This is illegal and puts the well-being of the animals in grave danger. In *Lily to the Rescue: Lost Little Leopard*, for example, Maggie Rose's father has to investigate a case involving the smuggling of macaws (whose natural habitat is a rainforest) and an Amur leopard cub. Amur leopards are an endangered species, with a dwindling population in the wild of less than 100, and the possibility of going extinct. Lily comforts the scared leopard when they bring her to the zoo, which will be her temporary home until they can find a place where she can grow up safely, and hopefully, have cubs of her own to help save her endangered species. Lily is the only one who seems to calm and comfort the leopard (whom they call Nala). Eventually, they find a place in Russia to send Nala, but they ask Maggie Rose if Lily can go with Nala for about a year to help her with the transition since she has bonded so closely to Lily. Maggie Rose struggles mightily with the decision, but decides it's her duty to let Lily go. What would you do if you were in Maggie Rose's position? Would you be separated from your beloved pet for such a long time because the survival of a species was on the line? Or would that be too much of a sacrifice to make even for a greater cause? (Fortunately, another dog, Jax, is able to bond with Nala, and Lily is able to stay with Maggie Rose, but imagine how difficult that decision was for Maggie Rose to face.)



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25. Did reading a *Lily to the Rescue* book(s) give you a better understanding of the critical work game wardens, veterinarians, and shelter workers do in animal rescue to aid both domestic animals and wildlife? Did it give you a new perspective on how people help animals in need, but also how animals can play an important role in rescuing their fellow animals? Based on information you learned from this series, explain how you'd want to do something new or different for the dogs, other animals, or people in your life or community.



## ACTIVITY SUGGESTIONS

1. Together as a class, compile a list of all the facts students learned about different animals from the Lily to the Rescue books they've read. Hang multiple pieces of posterboard on a wall or whiteboard, and use markers to record animal facts as students share them. (If desired, you can invite students to add small drawings or designs to the posterboards and share the completed, decorated Animal Fact Posters with other classes.)
2. Invite students to reconsider the classroom from a dog's-eye (specifically Lily's) point of view. They should keep in mind her size, height, the kinds of objects that draw her attention, her acute sense of smell, her sense of humor, how treat-driven she is, and how much she picks up on the body language and moods of the people around her. After they observe the classroom, have students make notes of what they heard, saw, smelled, and observed. Students can share their observations in a class discussion, or you can invite students to write up a description of the classroom in the voice of Lily. If students choose to write up their description from Lily's point of view, remind them to think about the kinds of specific details, funny observations, dog-centric viewpoint, and other techniques author W. Bruce Cameron used to make Lily's "voice" authentic and unique.
3. Invite students to work in pairs to research basic information about the work of people in animal rescue, such as game wardens and veterinarians. (If needed, you can guide them to age-appropriate books or websites for their research.) Have each student pick five facts to share with the class. They can put them in PowerPoint or Google Slides to present to classmates, or they can use index cards for their presentation. If desired, the presenting students can ask fellow students to indicate (by raising their hands, or not) if they find a fact surprising or unusual. Presenting students can call on fellow classmates to explain why they thought the fact was surprising or what they would have expected the case to be.
4. In a class discussion, invite students to share stories about special or unusual animal friendships they have learned or heard about from a book, movie, online article, or news report; or that they learned about from a visit to a zoo, wildlife sanctuary, or aquarium.
5. People and animals have to coexist but sometimes this can lead to problems, such as pollution, which impacts animals' health and safety, or construction projects that decrease or destroy animal habitats. Sometimes people can inadvertently spoil, or domesticate, animals by offering them food and treats, and the animals are no longer able to survive on their own in the wild. Other times, animals can be causing the problem, such as moles destroying lawns, or deer or other animals eating food from gardens or crops. In a classroom discussion, identify some of these animal/people problem scenarios. Then invite students to fold a piece of drawing paper in half. On one side, have students draw a scene showing a problem in a human/animal interaction. On the other side, have them draw a scene that depicts their suggestion for solving the problem.
6. Pick a favorite animal from the series and draw/paint a portrait of them. You can use an illustration from one of the books as reference, or use your imagination to come up with your own vision of how the animal would look. If desired, use craft sticks glued together in a square, or cut out the center of a piece of cardboard to create a frame for your animal artwork. (Use markers, stickers, glitter glue, fabric scraps, or other fun touches to decorate your frame.)



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7. Lily has many adventures, some mishaps, and lots of interactions with humans and animals. Make a "Lily in Action" collage. Draw lines to create four squares on a piece of drawing paper. Think of four action scenes, then gather materials, such as markers, stickers, scraps of construction paper or fabric, yarn, pictures cut out of old magazines, or even outdoor materials (with your teacher's permission/supervision) such as sticks and leaves. Use your materials to create four different scenes of Lily in action.



8. At the end of each Lily to the Rescue book, there is a nonfiction section with factual information about the main animal featured in the story. Give each student index cards and have them record facts from the back of the book that are TRUE. Write the fact on one side and "TRUE" on the other side. On other index cards, students should change facts from the nonfiction section, so that they have information that is inaccurate. They should write "FALSE" on the back of these cards. Then students can pair up with their TRUE/FALSE flashcards and quiz or challenge a partner to read the fact on the front, guess if it's true or false, then check their answer when the cardholder turns the card around.

9. From Casey the Crow perching on Lily's head (in *Lily to the Rescue*) to two little piglets giving Lily a run for her money (in *Two Little Piggies*) to baby geese imprinting on Lily and making her their adoptive mama (in *Dog Dog Goose*), there are lots of funny animal images in the Lily to the Rescue books. Page through the books in the series to find some of your favorite funny illustrations and make up a silly caption for the picture. You can go around the classroom to hold up the pictures and share your creative captions with your classmates.

10. Have students break up into small groups. Each group should do some (teacher-approved) library or online research to identify an endangered species. Each team should design a posterboard with facts, figures, drawings, and information about the selected species. (Every student in the group needs to contribute at least two items to the posterboard.)

11. If desired, a teacher could contact a local shelter and find out if there are projects students can do to assist the shelter. With teacher and parent permission, perhaps students can collect materials from home to donate to the shelter, such as blankets, towels, or animal-friendly toys. The shelter may also have suggestions for make-your-own pet toys, blankets, or treats that students could donate to the animal shelter.

12. Invite students to write their own Lily to the Rescue picture book (or even a chapter book if they want more of a challenge.) Think about the animal Lily will help, how and why the animal is in trouble, which human characters will be involved in the rescue, any mishaps or adventures that happen during the rescue, and how the story is resolved. Where does the rescued animal end up? Back at the animal rescue? With a forever family? Returned to the wild? Re-homed on a farm or ranch? Remind students the main point to get across is how Lily comes to the rescue!



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Guide written by freelance writer Kristin Eck, a former editor and associate publisher in educational publishing. She has edited and written nonfiction for elementary and middle school readers and holds a BA in English from Dartmouth College.

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