



Amelia Bedelia

Goes Wild!

by Herman Parish, Illustrated by Lynne Avril

Teaching Guide

DISCUSSION/WRITING PROMPTS

ABOUT THE BOOK

Full of fun, family, fiascos, and friends, the Amelia Bedelia chapter books are just right for newly independent readers ready for a more challenging vocabulary and books with chapters. And you don't have to read them in series order to enjoy them!

In *Amelia Bedelia Goes Wild!*, the fourth book in the series, Amelia Bedelia and her friends build a zoo in the backyard and offer safari adventures to the entire neighborhood. With Amelia Bedelia, anything can happen—and it literally does!

ABOUT THE AUTHOR



Herman Parish

was in the fourth grade when his aunt, Peggy Parish, wrote the first book about Amelia Bedelia. Since then, Amelia Bedelia has become a favorite character for readers young and old. The author lives in Princeton, New Jersey.

ABOUT THE ILLUSTRATOR



Lynne Avril

has illustrated all the stories about young Amelia Bedelia. The artist lives in Phoenix, Arizona, and she loves to visit Paris, France. You can visit her online at www.lynneavril.com.

1. What does the author mean when he says: "Amelia Bedelia was sick" (p. 1)? Is there more than one meaning for the word "sick"?
2. As usual, Amelia Bedelia is confused by words that have multiple meanings. Ask students to explain why Amelia Bedelia is confused by these phrases:
 - p. 4: "This pesky flu is one tough bug!"
 - p. 7: "Hey, you aren't playing possum, are you?"
 - p. 21: "But please, no reading aloud."
3. Ask students to explain what Amelia Bedelia's father means on pp. 8–9 when he says, "It's a jungle out there! My office is a total zoo. It was wild today!"
4. On p. 39, have students describe what is happening when the author writes:

"Eeeeeeeeeeeeeeeeeeeeeekkkkkk!"

 came a cry from the kitchen. Amelia Bedelia's mother dashed outside.

"Never mind," said Clay. "I think we found Oswald."
5. Read the following passage on p. 44. Why was it lucky for Amelia Bedelia that the school bus came?

"I don't think so," said her father. "Luckyly I landed in a wading pool full of water. It broke my fall."

"That was lucky," said Amelia Bedelia. It was even luckier that it was time to catch the school bus.
6. Pause after reading p. 44 and ask students to infer what has happened.
7. On pp. 43–45, ask students who they think ate Amelia Bedelia's bananas. Why do they think this?
8. Read pp. 78–79, where Amelia Bedelia thinks about how she should talk to her parents. Ask students if they have their own "rules" for how they speak to their parents. Do they approach their parents differently depending on the situation, such as when they are asking permission for something or when they fear they might be in a bit of trouble?
9. On p. 80, why did Amelia Bedelia believe that it wasn't a good sign when her father addressed her as "Young lady"? Ask students when their parents might speak this way to them.
10. Read p. 106. Ask students what Amelia Bedelia's father meant by his comment that "either this is the freshest lamb you've ever made, or there is a sheep right outside our window." What does "sheepish" mean?
11. Have students explain what the following phrases mean:
 - "get my goat" (p. 109)
 - "up your sleeve" (p. 110)
 - "ewe-nanimous" (p. 112)
 - "eat crow" (p. 131)
 - "until the cows come home" (p. 139)
 - "had a cow" (p. 141)
12. Stop reading on p. 126 after Amelia Bedelia's mother says, "I haven't heard that sound since you were little." Ask students: What is happening? How do you know?

Common Core State Standards (Reading: Literature) RL.2.1, RL.2.3, RL.2.4, RL.2.6, RL.2.10, RL.2.11, RL.3.1, RL.3.3, RL.3.4, RL.3.6, RL.3.10, RL.3.11, RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.10, RL.4.11, RL.5.1, RL.5.2, RL.5.4, RL.5.6, RL.5.11; (Reading: Foundational Skills) RF.2.4, RF.3.4, RF.4.4, RF.5.4; (Speaking and Listening) SL.2.1, SL.2.2, SL.3.1, SL.3.2, SL.4.1, SL.4.2, SL.5.1; (Language) L.2.4, L.2.5, L.3.4, L.3.5, L.4.4, L.4.5, L.5.4, L.5.5





CLASSROOM ACTIVITIES



- Map It Out.** Have your students plan to create a zoo, playground, or amusement park. Ask them to consider all of the aspects needed for their project. For a zoo, what animal areas should be included? For a playground, what equipment should they use? In an amusement park, what attractions do they want to include? Do all these facilities need refreshments and first aid areas and restrooms? Have students talk through their ideas with a partner. After discussion and brainstorming sessions, ask students to design a map of their creation. Have them include a map key that explains the symbols incorporated into their map. *CCSS W.2.11, W.3.11, W.4.11, W.5.11*
- Build It Up.** Students can use their map from the first activity to build their project (zoo, playground, or amusement park). They can construct their creation using such materials as blocks, cardboard, Styrofoam, or boxes. Have students add signs to their project, just as Amelia Bedelia did. They can then add in the animals or people, making them from clay or using toys. *CCSS W.2.11, W.3.11, W.4.11, W.5.11*
- Wild Writing.** Ask students to choose a wild animal to research. They should use books and internet resources to create a nonfiction piece about their animal. Remind students to structure their piece by including an opening sentence, several facts, and then a closing sentence. As they write, students can confer with friends, just as Amelia Bedelia and her classmates did when they were writing their animal reports. Students can ask questions and make suggestions to help one another revise their writing. *CCSS W.2.2, W.2.5, W.2.7, W.3.2, W.3.4, W.3.5, W.3.7, W.4.2, W.4.4, W.4.5, W.4.7, W.5.2, W.5.4, W.5.5, W.5.7*
- Whose Habitat?** Students can create murals of animal habitats like the ones Amelia Bedelia studied. These can include the rain forest, wetland, grassland, desert, ocean, and polar habitats. Students can then draw and cut out a picture of the animal they researched in the above activity and affix it to the appropriate habitat, being sure to label their animals. *CCSS W.2.11, W.3.11, W.4.11, W.5.11*
- When I Grow Up.** Amelia Bedelia learns about zoologists and scientists when she studies animals in school. Ask students to think about what they might want to be when they grow up and why. Have them write an opinion piece describing why they would choose that occupation. Ask students to structure their piece by including an opening sentence, at least three supporting reasons for their choice, and a closing sentence. *CCSS W.2.1, W.2.11, W.3.1, W.3.11, W.4.1, W.4.11, W.5.1, W.5.11*
- Invention Convention.** Hold an “Invention Convention” in the classroom! Discuss how Amelia Bedelia invented a special monkey trap using her old car seat. Then ask students to think about something they could invent. What would they make? How would they create it? What would it do? Have them create a detailed, labeled drawing of their invention. Display all the drawings and have students circulate around the room to see one another’s innovative ideas. *CCSS W.2.11, W.3.11, W.4.11, W.5.11*
- Interesting Interviews.** Amelia Bedelia is interviewed by a reporter after she finds the missing monkey. Have each student interview a classmate after preparing six questions to ask. During the interview, students should record their partner’s responses. Have students type up their interviews and then compile them into an “All about Us” class book. *CCSS W.2.11, W.3.11, W.4.11, W.5.11*
- Trivia Time.** Play an animal trivia game with the class. Divide students into two teams and present them with questions about animal habitats, hibernating animals, characteristics of animals, etc. At the conclusion of the game, the team with the most points wins. To enrich this activity, you can have the students create the trivia questions themselves and then research the answers. Then you can use their questions in a *Jeopardy!* format, in which the hardest questions are worth more points. This is a fun way to review and reinforce concepts from their animal study. *CCSS W.2.7, W.2.8, W.3.7, W.3.8, W.4.7, W.4.8, W.5.7, W.5.8*
- Heads Up!** Have students write poems about an animal. Encourage them to include sensory details, including how the animal looks, moves, sounds, and feels. Then have them create simple headbands by drawing a picture of the animal, cutting it out, and affixing it to a sentence strip or a long, thin piece of oak tag paper. Fit the sentence strip around each student’s head and staple it to size. Have students wear their headbands while reading their poems aloud to their classmates or to another class. *CCSS W.2.11, W.3.11, W.4.11, W.5.11*
- In Training.** On page 95, Amelia Bedelia discusses how monkeys can be trained to help people. Have students research other animals that can be trained to help people. If possible, visit a facility where animals are trained as guide dogs or K-9 dogs. Ask students to choose an animal (such as a service dog, monkey, or horse) that has been trained to help people, and then have them write a nonfiction piece about it. *CCSS RL.2.11, RL.3.11, RL.4.11, RL.5.11, W.2.2, W.2.7, W.3.2, W.3.4, W.3.7, W.4.2, W.4.4, W.4.7, W.5.2, W.5.4, W.5.7*

ALSO AVAILABLE!

Illustrations © by Lynne Avril

