



MR. TIGER GOES WILD

AUTHOR: PETER BROWN

ILLUSTRATOR: PETER BROWN

See a video of the book read aloud here: [Mr. Tiger Goes Wild](#)

**** REMEMBER: HAVE FUN AND THE KIDS WILL TOO! ****

OVERVIEW

ABOUT THE BOOK

Opening endpapers of orderly gray bricks introduce a community of proper Victorian animals going about their business with smileless politesse. But Mr. Tiger, his bright-orange face a sore thumb among the elephant grays and mule-deer browns, dreams of freedom. First, he drops to all fours. His neighbors are nonplussed. Then, he rampages and roars. His neighbors are frightened. Finally, Mr. Tiger gets naked. The village members suggest he head into the wilderness, which he thinks is a “magnificent idea.” He loves the wilderness, with all its wildness, but, in time, he misses the city and his friends. He returns only to discover that things have loosened to a happy medium. He dons some aloha attire, and all is right with the world. Closing endpapers of haphazard greenery celebrate the welcome change. ([Booklist – Thom Barthelme – starred review](#))

ABOUT THE AUTHOR/ILLUSTRATOR

Peter Brown has always loved telling stories. Growing up in New Jersey, he told stories by drawing whimsical characters and scenes from his imagination. As a teenager, he fell in love with writing and began telling his tales with words. While studying illustration at Art Center College of Design, Peter’s love of both words and pictures led him to take several courses on children’s books, and before long he knew he’d found his calling. He was working on animated TV shows when he signed a book deal to write and illustrate his first picture book, *Flight of the Dodo*. Peter quickly signed up his second and third books, and his career as an author and illustrator of children’s books was under way. Since then, Peter has written and illustrated many books for children and earned numerous honors. Peter lives in Brooklyn, New York. (peterbrownstudio.com)

THE READ ALOUD

BEFORE READING

Use these prompts before reading the story to help students activate background knowledge and make predictions:

- (front cover) What do we see here? What happens if we open the book and look at the front and back cover at the same time? Do we get any more information?
- Do tigers really wear clothes? So do you think this is fiction (not true) or non-fiction (true)?
- The front endpapers are all grey-brown. What is this drawing? Let’s peek at the back to see if it’s the same. It’s not! What does this look like? Now I’m curious about what’s going to happen!

MR. TIGER GOES WILD

TOPICS & THEMES:

- Animals
- Individuality
- Diversity

Tips for every book!

POWER PHRASES:

I WONDER...

I NOTICE...

TELL ME MORE...

DIGGING DEEPER:

“Tell me more, why do you think that?”

“How do you know that?”

“Why do you think they feel like that?”

“Interesting, did you notice anything else?”

- (title page) What is that laying on the ground? Hmm. Let's get started and find out what this book is about!

DURING THE STORY

Use these prompts while reading the story to help students interpret the action and content.

- (pp. 1-2) In this illustration how is Mr. Tiger different from all the other animals on this page? (his eyes are open, he's orange, he's facing the reader)
- (p. 3) What do you think "proper" means? Maybe the next page will help you understand. Let's see.
- (p. 6) What do you think Mr. Tiger would do if he were wild?
- (pp. 9-10) What was his wild idea?
- (p. 11) Now everyone's watching Mr. Tiger! Their eyes are open!
- (p. 16) How do you think Mr. Tiger feels? What makes you think that?
- (pp. 17-18) Uh-oh! What did Mr. Tiger leave in the fountain?
- (pp. 23-24) How does the illustrator show the difference between the city and the wilderness?
- (pp. 31-32) How does Mr. Tiger feel?
- (p. 36) How can you tell that things are changing?

AFTER READING

Use these prompts after reading the story to help students understand what they just read.

- Look at the back flap of the cover. This is usually where you would read something about the author. Let's see what this one says.
- Where do you think being wild would be appropriate? In class? On the playground?

BRINGING THE BOOK TO LIFE!

- Have students discuss with a partner how a child might act wild and chose one behavior to share with the class.

COOPERATIVE LEARNING

- (p. 6) Staying seated, show me how you would loosen up.
- (p. 14) Let's hear your best tiger roar.
- (p. 28) Let me hear you roar again. Only louder this time. (go back to p. 14 to show students the difference in the lettering).

SMALL-GROUP IDEAS

1. DISCUSSION ACTIVITY

- We've been reading a lot of books over the past few weeks that have one person doing both the writing and the illustrating. Do you think that's hard to do?
- On p. 21 the author writes, "His friends had lost their patience." What is a friend?
- On pp. 31-32 how does the illustrator show that Mr. Tiger is sad?
- When Mr. Tiger went back to the town, had everyone changed? Let's look at the illustration to see if it helps us answer this question.
- Mr. Tiger feels better when he acts wild. Why do you think that's so?

Suggested Optional Activity:

- Become an author/illustrator by writing the name of an animal and the name of a wild behavior for that animal. Then draw a picture illustrating the animal doing the behavior.

2. WRITING ACTIVITY

- Go through the story. Pick out words that describe how Mr. Tiger is feeling (bored, wild, better, lonely, free). Write the words in list form. Next to each word, write the word that means the opposite.

3. EXTENSION ACTIVITY

- In a video on Peter Brown's website he talks about how he practiced drawing the leaves and trees of the forest over and over and over again, taking up a whole page, before he drew the illustrations for the book. Have students draw a simple design (give some examples from the book) over and over again, to fill up a page. It's hard work to be an illustrator!

COMMON CORE LINKS

CCSS.ELA-LITERACY.RL.K.1, K.2, K.3, K.4, K.6, K.7, K.10