



## The Wild Ones

written by Megan Lacera and Jorge Lacera

illustrated by Jorge Lacera

### About the Book

**Genre:** Juvenile Fiction

**Format:** Hardcover, 48 pages

**ISBN:** 9780892394524

**Reading Level:** Grade 4

**Interest Level:** Grades K-5

**Guided Reading Level:** R

**Spanish Guided Reading Level:** R

**Accelerated Reader® Level/Points:**  
N/A

**Lexile™ Measure:** N/A

\*Reading level based on the ATOS Readability Formula

**Themes:** Childhood Experiences and Memories, Conflict resolution, Courage, Cultural Diversity, Diversity, Fantasy, Fiction, Folktales/Fairy Tales, Friendship, Latino/Hispanic/Mexican Interest, Overcoming Obstacles

**Resources on the web:**

[leeandlow.com/books/the-wild-ones](http://leeandlow.com/books/the-wild-ones)

### SYNOPSIS

From the creators of *Zombies Don't Eat Veggies!* comes a heartwarming and epic tale of four best friends who turn to the mythical monsters from their respective cultures to help them save the only home they've ever known.

Meet Valentina and her best friends Jasmine, Andy, and Xander. They've lived in the Wild Oaks apartment building their entire lives. They are the Wild Ones!

Legend has it, there's a monstruo lurking deep in the forest of their town. No one has ever seen it, but the Wild Ones believe it exists. But something's going on that's more menacing than any monstruo--greedy developers want to tear down their home. The Wild Ones know what they have to do: find the monstruo and convince it to help them save their home. Come join the Wild Ones on this epic adventure!

*The Wild Ones* is also available in Spanish, *Los Bravos* (<https://www.leeandlow.com/books/los-bravos>).

All guided reading level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

## BACKGROUND

### About the Monsters from *The Wild Ones*

#### Monster Stats

Name: La Tunda

Place of Origin: Colombia/Ecuador

Type: Shape-shifter

Defining Characteristics: One leg is a molinillo—a wooden kitchen utensil used to stir hot drinks, like cocoa. Loves chocolate arepas and aguapanela. A reggaeton fan.

About Her Name: La Tunda has the ability to lull you into a dream state called “entundado”—which is where her name comes from.

More: Releases strange-smelling farts. Supposedly La Tunda also has a large comic-book collection.

Name: Loogaroo

Place of Origin: Haiti / The Caribbean

Type: Shape-shifter

Defining Characteristics: Turns into a fireball. Loves green plantains and soup joumou.

About Her Name: Likely comes from the French term “loup garou” meaning “werewolf.” Loogaroo isn’t a werewolf though—she’s a vampire witch!

More: Enjoys counting rice and grains of sand but is terrified of salt and pepper. Doodles and paints to relax.

Name: Banshee

Place of Origin: Ireland

Type: Spirit, fairy

Defining Characteristics: Long, long hair. Often wears a dress, shawl, or wispy garments. Loves boxty and Irish soda bread.

About Her Name: Comes from the Gaelic phrase “Bean Sidhe” or “Bean Sí,” which means “woman of the fairy mound” or “woman from fairyland.”

More: Known for her wailing cries. Likes to sing in the shower.

Name: Vetal

Place of Origin: India

Type: Ghost

Defining Characteristics: Likes to hang upside down like a bat.

May be part vampire.

About His Name: Comes from Sanskrit. The “Vetala” are a group of spirits. “Vetal” is the singular form of “Vetala.”

More: Enjoys jasmine tea, chai lattes, and Bollywood movies.

### Teaching Students About Activism

When the characters learn their apartment building is going to be sold, they brainstorm different ways to protest and fight back. Learning for Justice’s Social Change Unit and Rights & Activism

(<https://www.learningforjustice.org/topics/rights-activism>) provides ideas and resources on how to get students involved in fighting for causes they believe in. EmbraceRace's "7 ways to support the young activists in your life" ([https://www.embracerace.org/resources/7-ways-to-support-the-young-activists-in-your-life?gad\\_source=1&gclid=CjwKCAjwps-zBhAiEiwALwsVYRuPcHzDPN6v2DkDvH-QletVRICFe-uKSyYhhAk02gvsyjC0pYnns2RoCQ74QAvD\\_BwE](https://www.embracerace.org/resources/7-ways-to-support-the-young-activists-in-your-life?gad_source=1&gclid=CjwKCAjwps-zBhAiEiwALwsVYRuPcHzDPN6v2DkDvH-QletVRICFe-uKSyYhhAk02gvsyjC0pYnns2RoCQ74QAvD_BwE)) also encourages adults to support kids' motivations and the ways that they see injustices in the world. Advocates for Youth's Youth Activist Toolkit (<https://www.advocatesforyouth.org/wp-content/uploads/2019/04/Youth-Activist-Toolkit.pdf>) also provides ways on how to get young people involved with causes that they believe in.

### Monsters from Around the World

The four monsters featured in *The Wild Ones* have different cultural elements infused from places around the world. The following articles showcase different mythological creatures and monsters that have been referenced in different cultures and places throughout time (<https://www.play-groundequipment.com/31-mythical-creatures-used-to-scare-children-from-around-the-world/>) (<https://www.viator.com/blog/Mythical-Creatures-from-Around-the-World/I93937>) (<https://parade.com/1056247/maryniles/mythical-creatures/>).

### Teaching About Eviction & Eminent Domain

Due to varying circumstances, young people around the world unfortunately face eviction and threats from eminent domain daily. The following resources explain what eviction and eminent domain means to students, including "Stealing Home: Eminent Domain, Urban Renewal, and the Loss of Community from Zinn Education Project" (<https://www.zinnedproject.org/materials/stealing-home/>).

### Graphic Novel Elements

Introduce students to the main elements of a graphic novel. Spend time defining these elements and pointing to each in the book until students can identify them:

- Panel: A distinct segment of the comic, containing a combination of image and text.
- Frame: The lines and borders that contain the panels.
- Gutter: The space between framed panels.
- Speech balloon: These enclosed words come from a specific speaker's mouth to show dialogue between characters.
- Thought balloon: These enclosed words show private thoughts with a series of dots or bubbles going up to it from a specific character.
- Caption: These are boxes containing a variety of text elements, including scene-setting, description, etc.
- Special-effects lettering: This is a method of drawing attention to text; it often highlights drama or exaggeration and reinforces the impact of words such as "bang" or "wow."
- Foreground: The art can be perceived as closest to the viewer within the panel.
- Background: Provides additional, subtextual information for the reader.

For more resources on teaching with graphic novels, Reading Rockets has several articles about teach-

ing with and about graphic novels (<https://www.readingrockets.org/topics/childrens-books/articles/graphic-novels-young-kids>) (<https://www.readingrockets.org/topics/childrens-books/articles/graphic-novels-kids-classroom-ideas-booklists-and-more>).

## BEFORE READING

### Prereading Focus Questions

(Reading Standards, Craft & Structure, Strand 5 and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

Before introducing this book to students, you may wish to develop background knowledge and promote anticipation by posing questions such as the following:

- Have you ever stood up for something or someone? Was there ever a time when you stood up for something that you believed in, even if others disagreed with you? How did it feel? What did you do?
- Is there something you like that's different from everybody else? What do you like about it? Does it make you feel different? Why or why not?
- Have you ever been in a difficult situation where you didn't know what to do? Who did you go to for help? What plan did you come up with to tackle the situation? How did this situation make you feel?
- Are there any special places in your neighborhood that you like to visit? Why are they important to you? How do you feel about them?
- What does it mean to protest? Have you ever seen a protest? What was it like? Have you ever protested something? Why?
- What does it mean to stand up for what's right? What are some different examples?
- Have you ever had to move? What did it feel like? How did you cope with the feelings associated with the move?
- Has there been a time where a place that you loved in your neighborhood had to close? How did it make you feel?
- What does it mean to be a friend? What are the qualities of being a good friend? How do you support your friends? How do your friends make you feel?
- What does it mean to be resilient? How do you demonstrate resilience even though something may be challenging? Why is it important to be resilient? Do you think it can be learned? How so?
- Is there a food or tradition from your culture that you love? Has anyone made fun of you for liking or doing that tradition? How did that make you feel?
- Have you ever solved a difficult problem? What did you do? Why did you have to solve that problem? How did you think quickly? How were you acknowledged afterward?
- Why is it important to be different? How do you celebrate your own interests and passions?

### Exploring the Book

(Reading Standards, Key Ideas & Details, Strand 1; Craft & Structure, Strand 5; and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

**Book Title Exploration:** Talk about the title of the book, *The Wild Ones*. Then ask students what they think this book will most likely be about and whom the book might be about. What do they think might happen? What information do they think they might learn? What makes them think that?

**Read Megan and Jorge Lacera's biographies:** Read about author and illustrator Megan Lacera and Jorge Lacera prior to engaging with the book. Check out their website at [www.studiolacera.com/](https://www.studiolacera.com/).

Encourage students to stop and jot down thoughts and questions in their reading notebooks during the read-aloud when they: learn new information, see a powerful image, have an emotional reaction, have an idea, have a question, or hear new words.

Have students quickly write a feeling in their notebooks during reading. After reading, ask students why they wrote down that feeling and have them write a journal entry about it.

### Setting a Purpose for Reading

(Reading Standards, Key Ideas & Details, Strands 1–3)

Have students read to find out:

- who the Wild Ones are
- the different monsters in the story and their characteristics
- which Wild One associates with each monster and why
- the power of activism and believing in a cause
- what positive and respectful friendships look like
- how perseverance and determination are critical in achieving a goal
- why it's important to be yourself

Encourage students to consider why the author and illustrator, Megan and Jorge Lacera, would want to share this story about a group of young friends, the Wild Ones, and their special mission with readers.

## VOCABULARY

(Reading Standards, Craft & Structure, Strand 4)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below.

Encourage a variety of strategies to support students' vocabulary acquisition: look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, create a specific action for each word, list synonyms and antonyms, and write a meaningful sentence that demonstrates the definition of the word.

### Content Specific

The Wild Oaks Apartment Building, Steelburg forest, Frogzilla, *Frogzilla V. Zombie*, abuela, *Todo Tipo de Monstruo*, La Tunda, Colombian, arepas, reggaeton music, Loogaroo, Haiti, joumou, Irish boxty, vampire witch, chai-lover, Bollywood, mi hogar, ¿ahora que?, developers, copy machines, conference rooms, cubicles, ¡que rico!, scam

### Academic

obsessed, lurking, transforms, epic, hauntingly, batty, outsider, evidence, greed, courage, humongous, suspicious, ferociously

## AFTER READING

### Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and/or illustrations in the book to support their responses. **To build skills in close reading of a text, students should cite textual evidence with their answers.**

### Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1–3)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. Who introduces the story?
2. Where do the characters live?
3. Who are Valentina's best friends? What do they call themselves?
4. What are the Wild Ones obsessed with?
5. What do the Wild Ones do every Saturday morning?
6. Who is La Tunda? Which Wild One thinks that La Tunda lives in the Steelburg forest? Why?
7. Who is Loogaroo? Which Wild One thinks that Loogaroo lives in the forest? What makes them think that?
8. What about Banshee? Which Wild One thinks that Banshee lives in the forest? Why?

9. What about Vetal? Which Wild One thinks that Vetal lives in the forest? What are the different things that they mention about Vetal?
10. What do other people say about The Wild Ones in Steelburg?
11. What do the Wild Ones find to prove that there is a monster in the Steelburg forest?
12. Who do the Wild Ones hear in the community room? What are they talking about?
13. What are the different plans that the Wild Ones come up with to stop the developers?
14. What sign do they see?
15. What does abuela ask Valentina?
16. What plan does Valentina come up with?
17. What happens when the Wild Ones get to Steelburg forest?
18. What do the Wild Ones offer to the monsters?
19. What does Valentina hear the next morning? What do the Wild Ones say to one another?
20. Who arrives at the Wild Oaks? What happens at the end of the story?

### Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 2 and 3 and Craft & Structure, Strands 4 and 6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. After reading the book, what do you think is the significance of the title *The Wild Ones*? Why is this title important to the overall themes of the story?
2. How do Valentina and the Wild Ones friend group use persistence to achieve their goal of saving the Wild Oaks apartment building? What strategies do they use? How do they execute their plan? What obstacles do they face along the way?
3. What does friendship mean in *The Wild Ones*? How do Valentina, Jasmine, Andy, and Xander support each other? Why is this important?
4. How do the monsters reflect each of the characters? How do Valentina, Jasmine, Andy, and Xander use their own interests when speaking about the monster that they love?
5. How are the cultures from Valentina, Jasmine, Andy, and Xander infused throughout the story? How are their cultures different? How are they similar? How do they use their own identities during *The Wild Ones*?
6. Even though monsters are featured during the story, did you think the monsters were scary? Why or why not? Why do you think the authors chose to portray the monsters in the way that they did?
7. How do the Wild Ones friend group show that it's okay to be true to who you are? They face adversity and bullying from other people in their community. How do they overcome scrutiny? How can you use what you learned in the story in your own life?
8. How does *The Wild Ones* show that young people can achieve incredible things? How do

Valentina, Jasmine, Andy, and Xander inspire you in your own life?

9. Why did the developers want to tear down the Wild Oaks apartment building? Have you ever experienced something like this, read about it, or seen it on TV? How do you think this represents what happens in society today?
10. How did this story connect to your life? What moments did you identify with? Why?
11. What are some of the major themes in *The Wild Ones*? How do you think those themes relate to the story's overall message?

### Reader's Response

(Writing Standards, Text Types & Purposes, Strands 1–3 and Production & Distribution of Writing, Strands 4–6)

Use the following questions and writing activities to help students practice active reading and personalize their responses to the book. Suggest that students respond in reader's response journals, essays, or oral discussion. You may also want to set aside time for students to share and discuss their written work.

1. What do you think is the authors' message to the reader? Think about possible motivations behind Megan and Jorge Lacera's intentions to write a book about a group of friends who turn to the mythical monsters from their respective cultures to help them save their home.
2. Have students make a text-to-self connection. What kind of connections did you make from this book to your own life? How do Valentina's thoughts and feelings relate to issues that you've had? Why?
3. Have students make a text-to-text connection. Did you think of any other books while you were reading *The Wild Ones*? Why did you make those connections?
4. Have students make a text-to-world connection. What kind of connections did you make from this book to what you have seen in the world or on the news? Why did *The Wild Ones* make you think of that?
5. What do friends mean to you? Think of the people in your life who you look to for support and friendship. How do these people support you? What do you enjoy about your friends? Why?

### Multilingual Learners Teaching Activities

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

These strategies might be helpful to use with students who are multilingual learners (ML).

1. Assign ML students to partner-read the story with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each student write three questions about the story. Then let students pair up and discuss the answers to the questions.
3. Depending on students' level of English proficiency, after the first reading: 1) Review the illustrations in order and have students summarize what is happening on each page, first



orally, then in writing. 2) Have students work in pairs to retell either the plot of the story or key details. Then ask students to write a short summary, synopsis, or opinion about what they have read.

4. Have students give a short talk about what they think the message of *The Wild Ones* is.
5. The book contains several content-specific and academic words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose Multilingual Learners to multiple vocabulary strategies. Have students make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.
6. *The Wild Ones* contains Spanish words. Have students identify the Spanish words on each page and keep a separate list with definitions. This activity can be used with students who are English Language Learners and the whole class.
7. Consider consulting [www.multilinguallearningtoolkit.org/](https://www.multilinguallearningtoolkit.org/) for more ideas on how to support Multilingual Learners.

### Social and Emotional Learning

(Reading Standards, Key Ideas & Details, Strands 1-3 and Craft & Structure, Strands 4-6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3 and Presentation of Knowledge & Ideas, Strand 4)

(Writing Standards, Text Types & Purposes, Strands 1-2 and Production & Distribution of Writing, Strands 4-6)

(Language Standards, Vocabulary Acquisition & Use, Strands 6)

Social and emotional learning involves being aware of and regulating emotions for healthy development. In addition to understanding one's own feelings, strong socio-emotional development allows individuals to develop empathy for others and to establish and maintain relationships.

Use the following prompts to help students study the socio-emotional aspects of this book.

1. What does it mean to be yourself? What are your interests and passions? How does that make you feel? What does it mean to be accepted by your family and friends? What are the actions they demonstrate to show that they care for you and accept you for who you are?
2. Flip through the pages of the book and focus on the characters' faces on each page. Describe how their faces look and name the emotions they convey. (You might also notice their body language—how different body movements can show emotion). Use sticky notes to label various emotions. Ask students to act out specific sections of the story, using their faces and bodies to help convey feelings.
3. How do the Wild Ones show perseverance during the story? Keep track of their actions throughout the book and reflect on them afterwards. Why do you think they were successful in preventing their building from being torn down by developers?
4. Revisit the sections of the story that portray bullying. Ask students to brainstorm what they'd like to teach the people in the community. How could other students have been allies instead

of bullies?

5. Have students talk about moving. Have any students had to move? What was that process like? How did it make them feel? How did they cope with the new changes?
6. How does *The Wild Ones* show positive friendships? What are the qualities of a positive friendship? How do the friends interact with one another? How do they show respect to one another? Students can brainstorm ideas on chart paper that can be presented and accessible for the whole class. Alternatively, students can create a word cloud and see what qualities come up the most and are the largest (<https://www.wordclouds.com/>).

## INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Students who are college and career ready must be able to build strong content knowledge, value evidence, and use technology and digital media strategically and capably)

Use some of the following activities to help students integrate their reading experiences with other curriculum areas. These can also be used for extension activities, for advanced readers, and for building a home-school connection.

### English/Language Arts

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7–9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

- **Have students read Megan and Jorge Lacera's other Lee & Low title, *Zombies Don't Eat Veggies!*** ([leeandlow.com/books/zombies-don-t-eat-veggies](https://www.leeandlow.com/books/zombies-don-t-eat-veggies)). Ask students to compare each book with the following guiding questions: what is the central idea of each title? How are the titles connected? What themes or ideas do they share? How are the main characters similar? How are they different? What kinds of problems do they experience in the books? What are the ways that they solve critical problems and think about their actions? Have students plan their thoughts in a graphic organizer and write an essay afterward detailing their findings about *Zombies Don't Eat Veggies!* And *The Wild Ones*.
- **Have students come up with a list of questions to ask author and illustrator Megan and Jorge Lacera.** What do students want to know about the process behind writing a children's book? How did they come up with their idea to write *The Wild Ones*? What was it like to write and illustrate their second picture book? Why did they choose to incorporate elements from a graphic novel in the book? How did the process behind creating *The Wild Ones* compare to their first book, *Zombies Don't Eat Veggies!*? Consider contacting Jorge and Megan and inviting them to your school, library, or other relevant setting for an author visit in person or virtually (<http://www.studiolacera.com/speaking.html>).
- **Have students create and write a Monster stats card like the ones in *The Wild Ones*.** Present students the same categories and have them fill in the text with their own ideas for their monster. What would they want their monster to be like? How would it resemble their own identities? What would it look like? Students can share their monsters

with the class, and create a visual to accompany their Monster in the Arts section of this guide.

- **In an essay, poem, or other written format, have students share something that's important to their identity.** How is this critical to who they are? Why is this important to students, and how does it make them feel to show people their true selves? Why is it essential to be true to yourself? Students can share their beliefs with a partner, small group, or the whole class.
- **Envision a sequel to *The Wild Ones* and have students title the second book.** What do they think it would be called? Then, students can write the first chapter to the second book. What happens to the monsters? What kinds of obstacles do the Wild Ones face next? How do they involve their monsters? Students can also create a cover for the book (for more details, see question 1 in the Art/Media section of this guide).
- **After students find out about places in their neighborhood that need support, have students write a letter to send home to families or to put up around the neighborhood about the different ways they can support their local establishments.** Students can brainstorm different ways that they can help, such as donate books to a library in need, bring in treats for a bake sale to raise money, or pick up trash at the park. Work with students on the important elements that go into a persuasive letter. What do students want to say to convince other friends and family to help?
- **Encourage students to think about their favorite place in their neighborhood.** Why is this an important place to them (for example, the library or park)? How does it make them feel? Afterwards, students can write a reaction essay about the importance of this place and why it's special to them. Students can also accompany the writing piece with an illustration or collage of found materials.
- **Conduct a literature study with books featuring protests. Lee & Low titles about protests include *Todos Iguales/All Equal* (<https://www.leeandlow.com/books/todos-iguales-all-equal>), *Aani and the Tree Huggers* (<https://www.leeandlow.com/books/aani-and-the-tree-huggers>), *Lakas and the Makibaka Hotel* (<https://www.leeandlow.com/books/lakas-and-the-makibaka-hotel>) and *The Protest* ([leeandlow.com/books/the-protest](https://www.leeandlow.com/books/the-protest)).** Have students think about the following questions: What do the main characters have in common? What are they protesting? How do they come up with their idea to protest? What is the result? How do these protests relate to the one in *The Wild Ones*? How do the characters accomplish their goals? Students can write an essay detailing their findings.
- **Have students learn about other famous protests. How are protests helpful for social activism? The Article 20 Network has a resource called "Talking With Kids About Protest (Ages 6 & Under)"** (<https://static1.squarespace.com/static/5694f5c6bfe87314267a8a1b/t/5a9fe809e4966b2fb99f7627/1520429067378/Talking+With+Kids+6+and+Under.pdf>). What information did students find about protests? How can they be activists in their own communities? Students can come up with ideas and brainstorm together about ways to get involved.
- **Encourage students to learn about young activists around the world.** The

characters in *The Wild Ones* join together to prevent their building from being torn down by developers. How can young people make an impact? After conducting the research project, have students come up with ideas about how they can make a difference, starting in their school or local community. You may wish to consult these articles to find out more about young activists today (<https://www.unicef.org.au/stories/five-child-activists-you-need-to-know>) and (<https://www.washingtonpost.com/kidspost/2020/04/11/12-kids-who-are-changing-their-communities-our-world/>).

- **Have students watch *The Wild Ones* book trailer on the book page** ([leeandlow.com/books/the-wild-ones](https://www.leeandlow.com/books/the-wild-ones)). If the necessary equipment is available at school or in students' homes, encourage students to record and edit their own book trailers for *The Wild Ones*. What would they want to include in a book trailer? What do they enjoy about book trailers that they could include in their own? For ideas on teaching about and with book trailers, check out this Creating Reading Excitement with Book Trailers lesson plan (<http://www.readwritethink.org/classroomresources/lesson-plans/book-report-alternativecreating-c-30914.html>) by ReadWriteThink.org.
- ***The Wild Ones* is also available as a Spanish edition, *Los bravos*** (<https://www.leeandlow.com/books/los-bravos>). If this is applicable to your classroom or relevant setting, have students who can read the books in both languages think about the following questions: How do the English and Spanish versions differ? What was it like to read the book in English and separately in Spanish? Did you think about the story any differently in either version? Why or why not?
- **Examine the role of the "villain" in *The Wild Ones*.** For more information on how to teach about villains, see ReadWriteThink's "Tracking the Ways Writers Develop Heroes and Villains" (<https://www.readwritethink.org/classroom-resources/lesson-plans/tracking-ways-writers-develop>). Have students consider the following questions: who is the villain in *The Wild Ones*? Is there one villain, or multiple villains? What does it mean to be a villain? Have you ever misjudged someone or something based on their appearance? Students can discuss their findings with a partner, small group, or the whole class.
- **Discussing a Graphic Novel:** Because *The Wild Ones* has elements of a graphic novel, there are some unique elements of the medium that students need to understand to comprehend the story. Incorporate these questions into discussions:
  - Point to where you see these elements of a graphic novel on the page: panels, frame, gutter, speech balloon, thought balloon, caption, special-effects lettering, foreground, background. How would the story change if you took out any one of these elements?
  - Graphic novels use both words and illustrations. What do you learn from just the words on this page? What do you learn from just the illustrations? Are they telling you the same or different information? How do they work together?
  - Expressions and gestures are important to how we understand characters. Have students select a character. Then encourage students to look for an example of a particular expression or movement that you think shows a significant character trait.

- In graphic novels action happens “in the gutters,” or in the spaces between each panel. Sometimes big things happen in the time it takes to turn the page. Find a specific sequence of panels or a page turn and explain what actions or events happened in those in-between spaces or gutters. How do we know those actions took place if we don't see them?
- In graphic novels, panels are used to show the passage of time. Time, and how fast or slowly it seems to pass, is important in how panels change. Can you find a sequence where the pacing is slow, observing a character or scene? How about a sequence in which everything speeds up?
- What's the difference between genre (science fiction, realism, etc) vs. medium (graphic novel, novel, poetry)? Why do you think Megan and Jorge Lacera chose to tell this story with elements from a graphic novel?

### Social Studies/Geography

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, and Research to Build & Present Knowledge, Strands 7–9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

- **Conduct a “Social Change” project in your classroom.** After reading *The Wild Ones*, students can pick a cause that they believe in. The Wild Ones fought to save their home, the Wild Oaks, from developers tearing it down. Have students brainstorm a list of different causes for which they would want to stand up for. Then have students pick their top three choices and arrange groups according to interest. In the groups, have students research the topic and come up with a way to enact change, whether it's a letter, a flyer, a petition, an online campaign, etc. For more ideas on how to incorporate social change in your classroom, consult Learning for Justice's Social Change Unit (<https://www.learningforjustice.org/learning-plan/social-change-unit>).
- **As a follow up to the previous “social change” project, have students plan out a strike for the cause they chose in the previous activity.** Encourage students to create signs, have a leader/speaker for the group that will present and address the concerns of the people and have them plan out where they want to strike. If possible, you can have administration be the leaders responsible for hearing the grievances of the students.
- **Study different monsters from cultures around the world.** Consult the resources from the Background section of this guide, and other books as well, including *The Monsters: 100 Weird Creatures from Around the World* (Wren & Rook) and *The Great Book of Monster Legends* (Happy Fox Books). Have students answer the following guiding questions: where is the monster from? What is the monster known for? What does the monster look like? How do people remember this monster by? How does this specific culture and/or place view the monster? Students can share their findings with a partner, small group, or whole class.
- **Have students learn about the different meals offered to the monsters in the story.** Valentina gives La Tunda arepas, Xander gives Loogaroo soup Joumou, Andy gives Banshee Irish Boxty, and Jasmine gives Vetal Chai (tea). Students can split up into different groups

and research where arepas, Joumou, Boxy, and Chai originate, how they're made, and what is special about each of the dishes. Some information and recipes include:

- Arepas: <https://www.delish.com/kitchen-tools/a38017022/what-are-arepas/>
- Soup Joumou: <https://www.foodandwine.com/soup-joumou-7096031>
- Irish Boxy: <https://www.allrecipes.com/recipe/161679/irish-boxy/>
- Chai: <https://amalachai.com/en-us/blogs/chai-blog/history-of-masala-chai>; <https://www.thespruceeats.com/the-history-of-masala-chai-tea-765836>

### Art/Media

(Reading Standards, Integration of Knowledge and Ideas, Strands 7 and 9)

(Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7-9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

- **Encourage students to select the illustration from *The Wild Ones* that resonated with them the most.** Have students write a reflection about the illustration. What stood out to them? How did it make them feel? What did it make them think about?
- **To accompany the Monster stats card in the English/Language Arts section of this guide, have students create their monster.** Students can draw, use collage, or create their monster with materials available to them. Have students think about the different parts of the monster's identity when visualizing their monster. Afterwards, students can share their monster with a small group or the whole class and explain why they decided to create this monster.
- **Analyze the cover art for *The Wild Ones*.** Why do you think the illustrator portrayed the Wild Ones friend group in this way? Is this what you envisioned during the story? How are the different themes from the story shown on the cover? Have students write an essay about the ways that covers can influence how they perceive the characters in the book.
- **For the question about the sequel activity in the English/Language Arts section, have students draw a cover image for their follow-up to *The Wild Ones*.** What kind of materials do they want to use for the cover? Encourage students to consider what they think will happen in the second book, and how that reflects the artwork for the cover. How can they use the current cover to inspire their work?
- **Write an essay about the power of graphic novels.** Why do you think author and illustrator team Megan and Jorge Lacera decided to create a picture book with graphic novel features as opposed to a picture book with traditional illustrations and text? How do graphic novels help you visualize the scenes throughout the book? What would it have been like to read a Wild Ones picture book as opposed to a picture book with graphic novel features? Students can read the following articles about the importance of graphic novels to get started: Markham Public Library's "5 Benefits of Reading Graphic Novels" (<https://markhampubliclibrary.ca/blogs/post/5-benefits-of-reading-graphic-novels/#:~:text=Graphic%20Novels%20Develop%20Visual%20Literacy&text=Graphic%20novels%20help%20simultaneously%20develop,on%20characters%20and%20plot%20development.>) and *The New York Times*' "How

Graphic Novels and Comics Can Move a Story" (<https://www.nytimes.com/2018/05/28/insider/graphic-novels-comics-book-review.html>).

- **With a small group of students, make a Reader's Theater script of *The Wild Ones*.** (<http://www.readwritethink.org/classroom-resources/lessonplans/readers-theatre-172.html>). Choose students to say the speaking parts of the characters are pertinent to the scene. Choose two or three narrators to set each scene. Have students perform the story for the rest of the class and reflect on what it was like to read the scene aloud.
- **Ask students to write their own free verse or narrative free verse poem about a cause they care about.** Encourage students to have their poems reflect their personal experiences and/or their feelings and opinions toward the topics. Have students perform their work.
- **Study with students how the illustrator portrayed feelings via facial expressions and body language in this book.** Have students create a self-portrait, or a portrait of someone they care about, in a similar style, with the goal of conveying an emotion through the artwork.
- **Put students in small groups.** Have them discuss reactions to the images throughout *The Wild Ones*. What images stood out? What images were confusing? What story do the images tell? What illustrations resonated with them the most in the story?

### School-Home Connection

(Reading Standards, Integration of Knowledge and Ideas, Strands 7 and 9)

(Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7-9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

- **If possible, have students bring home a copy of *The Wild Ones* to read with their family or friends.** Send *Los bravos* ([leeandlow.com/books/los-bravos](https://www.leeandlow.com/books/los-bravos)) home with students who want to read the Spanish edition with their families and/or caregivers. What did their families and friends enjoy about *The Wild Ones*. How did they relate to the characters in this book? Why?
- **Have students interview a parent, caregiver or an adult mentor about their experiences fighting for something that they believe in.** How did the person react to and handle the situation when they were faced with obstacles? What advice does the person have for someone trying to take up a cause and stand up for justice today?



## Ordering Information

### 🌐 General Order Information:

[leeandlow.com/contact/ordering](https://leeandlow.com/contact/ordering)

### 🔒 Secure Online Ordering:

[leeandlow.com/books/the-wild-ones](https://leeandlow.com/books/the-wild-ones)

☎ **By Phone:** 212-779-4400

### ✉ **By Mail:**

381 Park Ave S, #1401  
New York, NY 10016

## ABOUT THE AUTHOR & ILLUSTRATOR

**Jorge Lacera** is a children's book author and illustrator, and currently an art director for a video game studio. Originally born in Colombia, Jorge grew up in Florida drawing anywhere his parents would let him. After graduating with honors from Ringling College of Art and Design, Jorge worked as a visual development and concept artist. As a big fan of pop culture, comics, and horror movies, Jorge rarely saw Latino kids as the heroes or leads. He is committed to changing that. The family currently resides in Montréal, Quebec, Canada. You can find him online at [studiolacera.com](https://studiolacera.com).

**Megan Lacera** grew up in the suburbs of Cleveland, Ohio, with a book always in her hands. She became a writer and creator of characters and worlds for entertainment companies. After reading many stories to their son, Megan realized that few books reflected a family like theirs: multicultural, bilingual, funny, and imperfect. She decided to change that by writing her own stories, like her award-winning picture book debut *Zombies Don't Eat Veggies!* Learn more about Megan and Studio Lacera at [studiolacera.com](https://studiolacera.com).

## Reviews

"Playful monster fun with a satisfying amount of heart." - *Booklist*

"Educational without being didactic and reminiscent of 1980s ensemble adventure films, this amusing graphic novel by the creators of *Zombies Don't Eat Veggies!* covers serious topics via a breezy, upbeat narrative." - *Publishers Weekly*

"Full-color panels of charming digital illustrations make this an accessible graphic novel, and the main characters' enthusiasm results in a lighthearted tale interspersed with details about folklore." - *Kirkus Reviews*

"*The Wild Ones* is an inclusive and endearing graphic novel for young readers." - *Shelf Awareness*

## ABOUT LEE & LOW BOOKS

**LEE & LOW BOOKS** is the largest children's book publisher specializing in diversity and multiculturalism. Our motto, "about everyone, for everyone," is as urgent today as it was when we started in 1991. It is the company's goal to meet the need for stories that children of color can identify with and that all children can enjoy. The right book can foster empathy, dispel stereotypes, prompt discussion about race and ethnicity, and inspire children to imagine not only a world that includes them, but also a world where they are the heroes of their own stories. Discover more at [leeandlow.com](https://leeandlow.com).