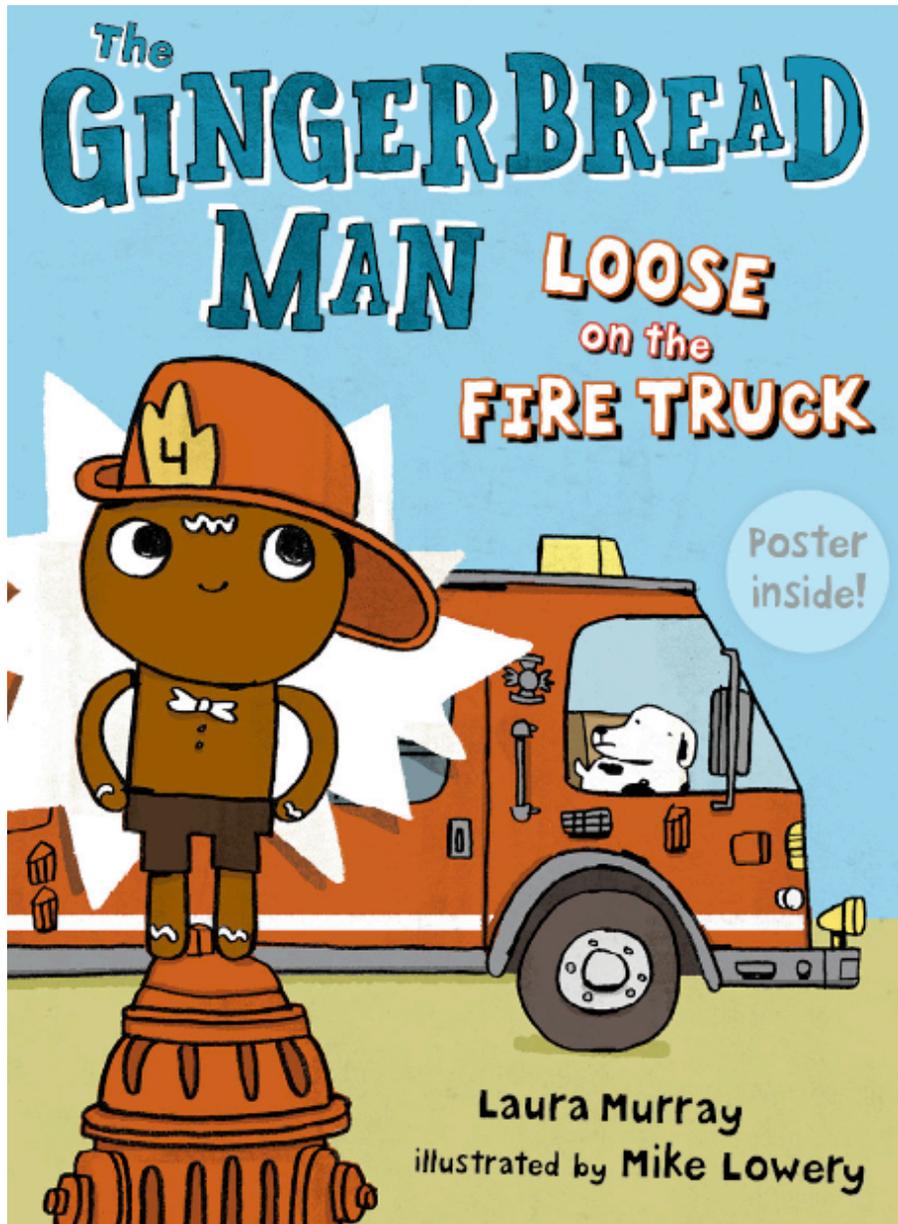


A Teacher's Guide to
**THE GINGERBREAD MAN
LOOSE ON THE FIRE TRUCK**

Written by Laura Murray

Illustrated By Mike Lowery



THE GINGERBREAD MAN LOOSE IN THE SCHOOL Text © 2013 by Laura Murray
Illustrations © by Mike Lowery; Design by Ryan Thomann
G.P. Putnam's Sons Books for Young Readers
ISBN-13: 978-0399257797

Story Summary

This smart cookie is back in a new adventure! On a field trip to the fire station, the Gingerbread Man falls out of a classmate's backpack and is discovered by a hungry, crumb-snatching Dalmatian. His escape route takes him up the fire pole through the station, and aboard the fire truck. But when the firefighters get a call, can you guess who races to the fire along with them?

Honors and Praise for *The Gingerbread Man Loose on the Fire Truck*

“This rapid-fire reboot of a traditional favorite will be a requested read-aloud for high-energy listeners...this sequel doesn't disappoint.” ~*Kirkus Reviews*

“Stylistically reminiscent of Mo Willems's work, Lowery's images vary between panels and full-page art... written in rhyming couplets, will make a fantastic read-aloud.” ~*School Library Journal*



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About the Author



Laura Murray was a teacher before becoming an author, and had to deal with many an escaped Gingerbread Man in her time. Her first book, *The Gingerbread Man Loose in the School* was chosen as a Junior Library Guild Selection; is a 2013-2014 Virginia, Illinois, and Nevada Reader's Choice Award Nominee; a Florida Children's Choice Award Honor book, and received glowing reviews from Kirkus, Publisher's Weekly, Horn Book, SLJ, along with a starred Booklist review.

Her new book – a fired-up, follow-up entitled *The Gingerbread Man Loose on the Fire Truck*, was inspired by the hard-working and enthusiastic fire fighters who used to visit her students during October Fire Safety week. And as the Kirkus review says, “*This rapid-fire reboot of a traditional favorite will be a requested read-aloud for high-energy listeners...this sequel doesn't disappoint...*”

Laura lives with her family in northern Virginia. Visit her online at www.LauraMurrayBooks.com for fun Gingerbread Man activities and lessons, as well as information on school author presentations.

About the Illustrator



MIKE LOWERY lives in a tiny cottage surrounded by trees where he mostly just makes art. His work has been seen in galleries and publications internationally and he is Professor of Illustration at the Savannah College of Art and Design in Atlanta. His daughter, Allister, loves it when he draws faces on their bananas.

His illustration clients include: Digitas, Hallmark, Simon and Schuster, Bilingual Readers (Madrid), Random House, Walker Books for Young Readers, Nick Jr. magazine, Disney, Gallison/Mudpuppy, G.P. Putnam's Sons Book for Young Readers, as well as many graphic design and advertising agencies. He has been featured/interviewed in *The Washington Post* and the *Washington City Paper*, and a few years back, he showed 16 of his tiny drawings in a show in Beijing. His work has been featured recently in several books including "Print and Pattern" a collection of illustrated patterns and surface design. Learn more about Mike and his work at <http://argyleacademy.com>.

Pre Reading

Building Background Knowledge

Ask students what they already know about other gingerbread man tales. Discuss the different endings they may have heard; ask which one they like best, and why.

- ☑ Choose a traditional version of the story to share with students, and then read *The Gingerbread Man Loose in the School* by Laura Murray, illustrated by Mike Lowry. Ask students how they feel about the endings to these stories. If they could invent their own ending, what would they change? Why?
- ☑ Visit a local fire station or invite a fire fighter to visit your classroom. For younger children, ask a visiting fire fighter to arrive dressed in regular clothes, then add articles of their uniform one at a time.
 - *Make connections between previous experiences and reading selections.*
 - *Preview the selection by using pictures and titles.*
 - *Make predictions about content.*

Take a Book Walk

Show the front cover and title page of *The Gingerbread Man Loose on the Fire Truck*, including the author and illustrator's names. What are the author and illustrator's jobs?

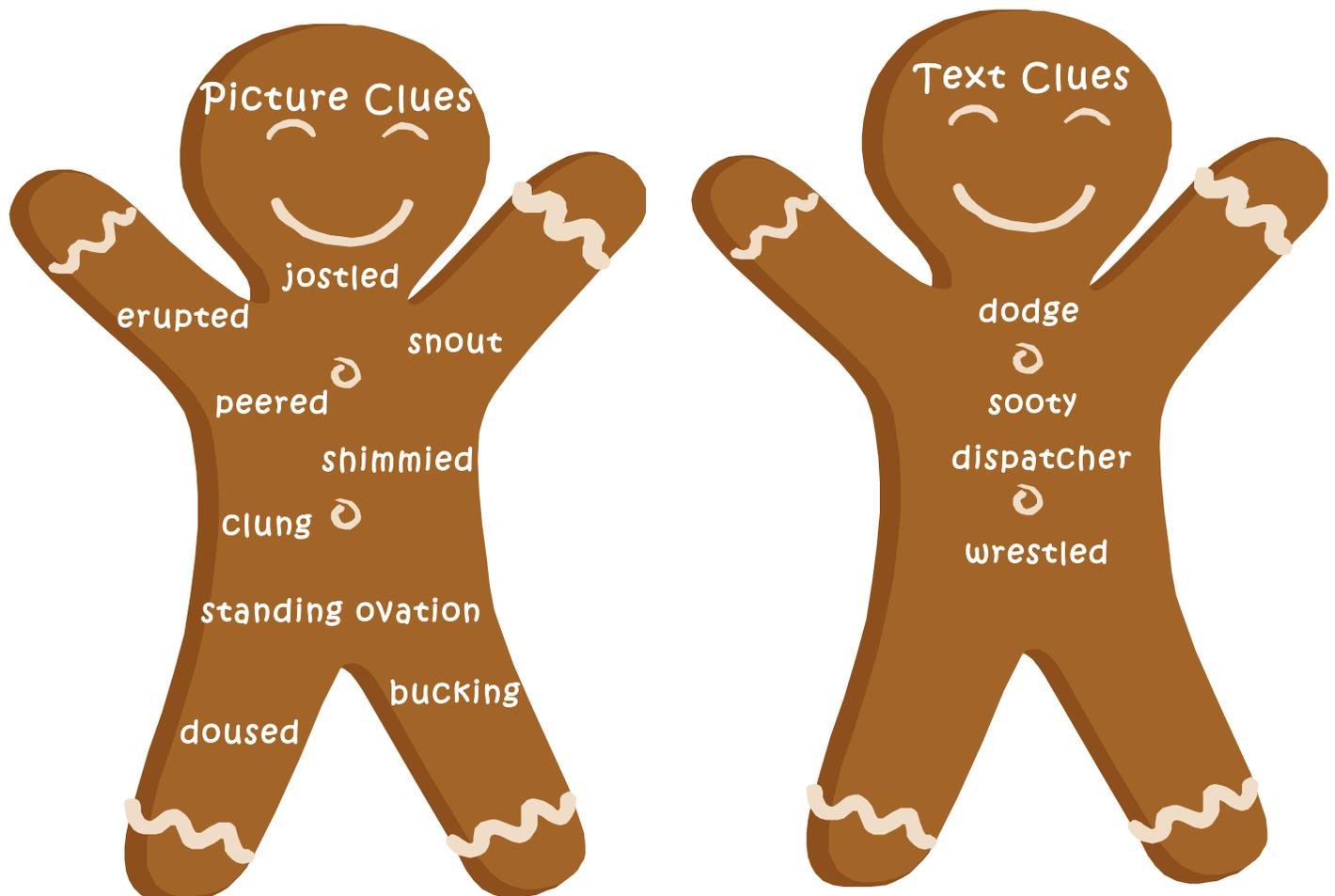
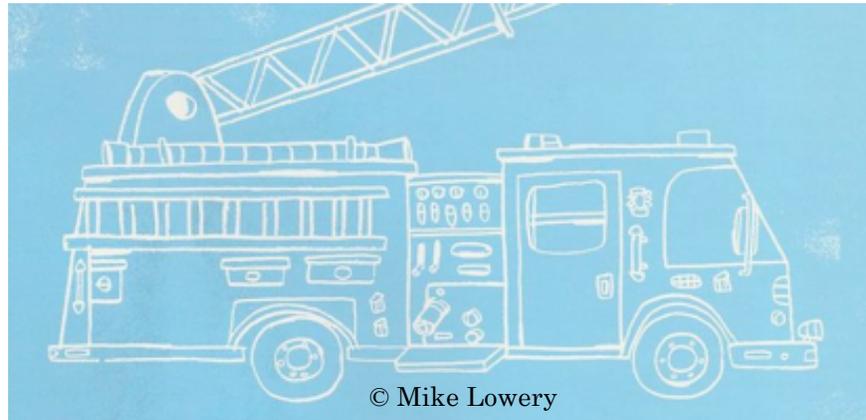
Compared with the original gingerbread man story (or Laura Murray's *The Gingerbread Man Loose in the School*), how might the story change if the setting were at a fire station? Who would the characters be? What might the refrain be (instead of: "Run, run, as fast as you can. You can't catch me—I'm the Gingerbread Man!"). What might the gingerbread man's problem be in this story? Show the back cover of the book with the Dalmatian dog and invite students to revise their predictions.

Take a book walk and show children the illustrations. Have them summarize what is happening in the illustrations.

- *Compare and contrast the adventures and experiences of characters in stories.*
- *With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.*
- *Identify the front cover, back cover, and title page of a book.*

Vocabulary

Encourage your students to use text and picture clues to infer these meanings:



- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.

Discussion Questions

1. How does the Gingerbread Man travel to the fire station? (*knowledge*)
2. How does the Gingerbread Man become separated from his class? (*comprehension*)
3. What would you do if you became separated from your class on a field trip? (*application*)
4. Do you think the Dalmatian really wanted to eat the Gingerbread Man? Which clues from the text or illustrations support your opinion? What else might the Dalmatian have been thinking? (*analysis*)
5. Turn to the page where three children watch the Gingerbread Man on top of the fire truck as it pulls out of the station. Looking at the expressions on their faces, what do you guess each one is thinking? (*synthesis*)
6. Did the Gingerbread Man make the right decision to jump onto the fire truck and go with the fire fighters? Why or why not? (*evaluation*)



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Student Activities

Take a Tour

Visit your local fire station, or take a virtual tour by visiting one or more of the links below:

Place:	Link:	Features:
Lake Oswego, Oregon	https://www.ci.oswego.or.us/fire/fire-department-virtual-tours	Includes a tour of the inside of a fire truck
Lexington, Kentucky	http://teach.fcps.net/VirtualTours/Fire_Department/virtual_tour.htm	Explains what fire fighters use besides water to put out fires.
Kent School District, Washington	http://www1.kent.k12.wa.us/curriculum/vtours/fire/tour.html	Includes interviews with fire fighters
Cambridge, Maryland	http://www.rescuefirecompany.org/index.php?page=virtual-tour-of-station	Includes a photo of a fire rescue boat
Tasmania, Australia	http://www.tfseducation.com.au/games/grade-1-4	Includes images of fire fighter training and games for students

Using a chart like the one the following page, compare what you see on your tour with the parts of the fire station shown in the story.

- *Compare and contrast information.*
- *Make connections between students' own personal experiences and what is happening in the text.*

	 <p>Company Four</p>	<p>Our Local Fire Station</p>
 <p>Hooks for coats</p>	<p>✓</p>	
 <p>Garage for fire trucks</p>	<p>✓</p>	
 <p>Pole</p>	<p>✓</p>	
 <p>Bedrooms</p>	<p>✓</p>	
 <p>Kitchen</p>	<p>✓</p>	

Gingerbread Man Loose in Your Community

If the Gingerbread Man were to visit your community, which places would he want to visit? Look at a printed map of your community use Google Maps.

Reproduce the Gingerbread Man template (on the following page) onto cardstock. Let each child decorate a gingerbread man and bring it home with a letter to parents (included in this guide) requesting that they take a photo of their child with the Gingerbread Man in any community location—the public library, grocery store, police station, community center, park, etc.

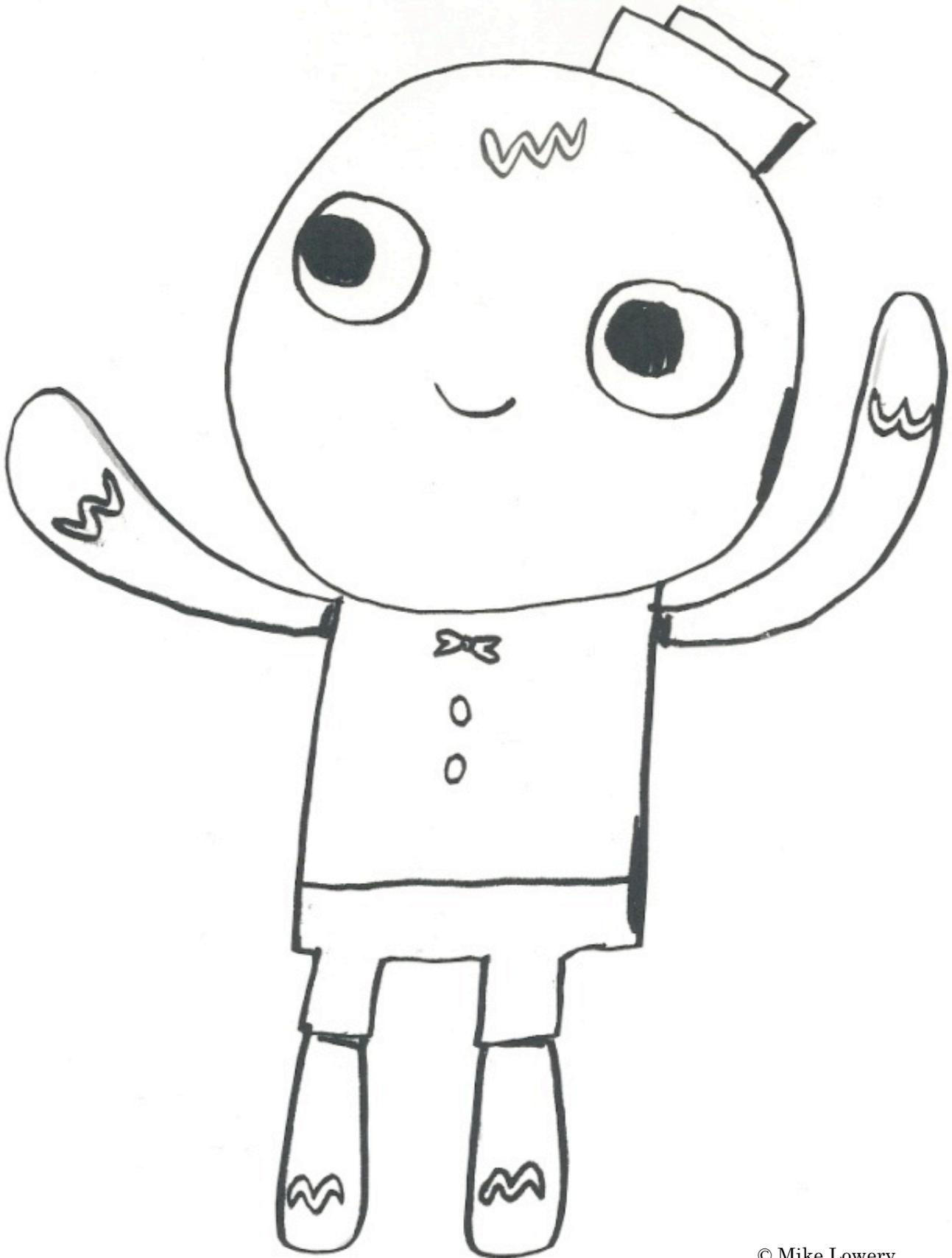
As children bring their photos to school, post the photos on a map of your community. Make color copies of the photos and assemble them into a book called

The Gingerbread Man Loose In [name of your community]

- *Write letters.*
- *Use simple maps to develop an awareness that a map is a drawing of a place to show where things are located.*



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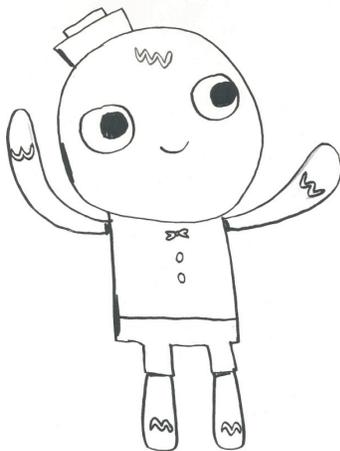


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Dear _____,

In my class, we read a book called The Gingerbread Man Loose on the Fire Truck by Laura Murray, illustrated by Mike Lowery. My favorite part of the story was when

If the Gingerbread Man came to our community, there are many places he might visit. Please bring me to a place in our community and take a photo of me with my Gingerbread Man. We will gather all of our classmates' photos into a class book to read about the Gingerbread Man's adventures in our town.



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Love,

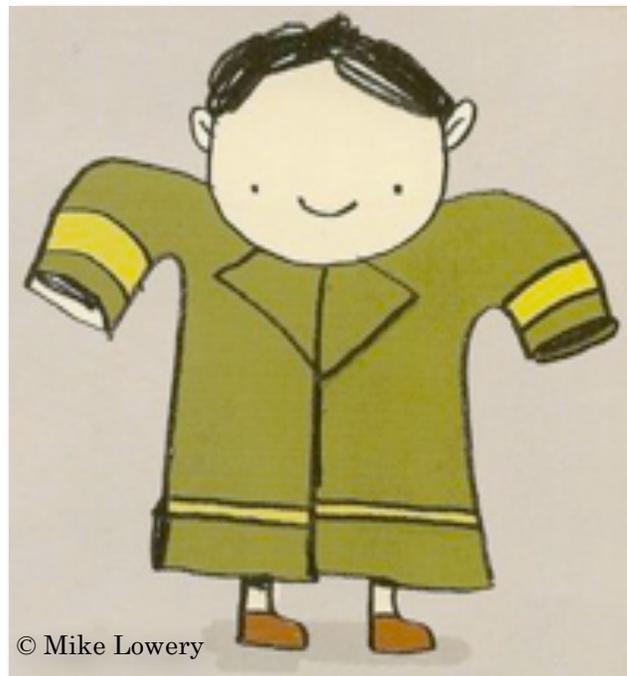
Suiting Up

Invite a fire fighter to visit your school to talk about his or her uniform and equipment for fighting fires. Another option: host a virtual visit such as this one from York County, Virginia:

<http://www.yorkcounty.gov/FLSServices/VirtualTour/VirtualFirefighter/tabid/3521/default.aspx> (Click on Fire Fighter Frank to see the different layers of his fire fighter's gear).

As you learn about the different components of the uniform, check them off on the labeled poster (following page). Add any new articles of clothing to the diagram and label them.

If your students have the chance to try on a fire fighter's gear, take a photo of each child and let them label their own photos either by writing directly onto their images, or by providing pre-printed labels to stick on the photo.



- *Explain the need for specific rules and practices to promote personal safety.*
- *Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.*
- *Know and use various text features to locate key facts or information in a text.*
- *Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.*
- *Match simple descriptions of work that people do with the names of those jobs.*

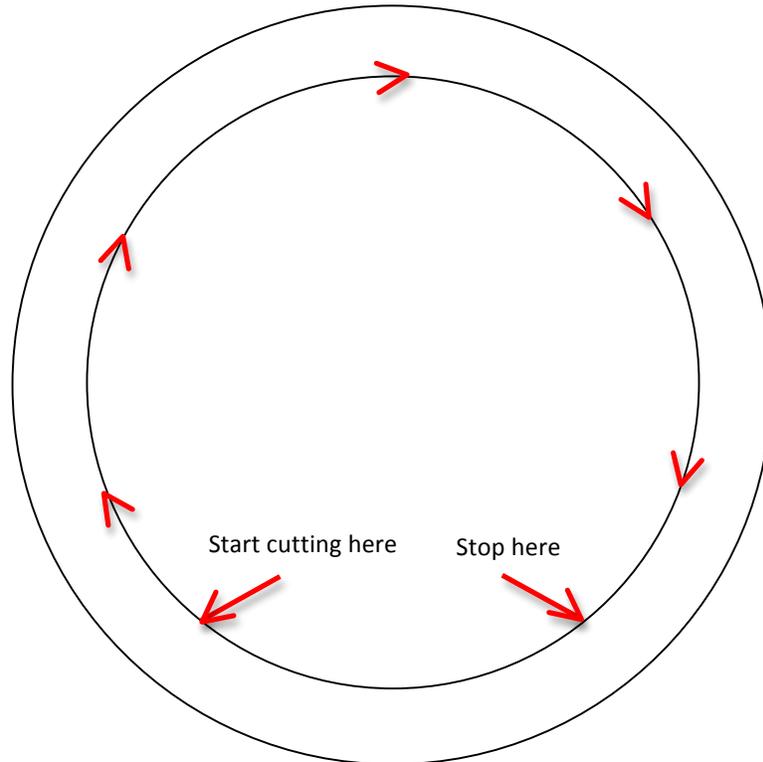


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Fire Fighter Hats

Help students make their own fire fighter hats:

1. Paint a paper plate red on the curved bottom and let dry.
2. Cut $\frac{3}{4}$ of the center out, leaving the remaining $\frac{1}{4}$ in tact as shown below.



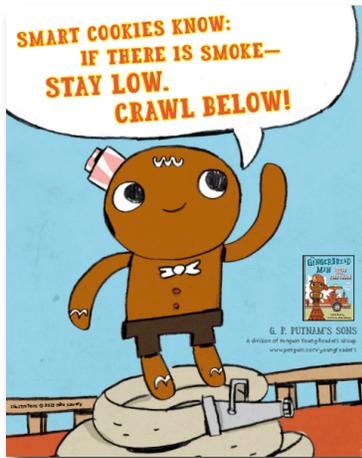
3. Fold the plate along the uncut line so that the center is sticking up.
4. Using the template on the following page, reproduce the badges on yellow paper and have each child add his or her name below "Fire Chief."
5. Glue the badges to the front of the hat.

Discuss the difference between career fire fighters and volunteer fire fighters. Why might someone volunteer to work at the fire station? Encourage students to role-play what fire fighters do while they're at the station and while fighting fires.

- *Match simple descriptions of work that people do with the names of those jobs.*
- *Recognize that communities benefit from people who volunteer in their communities.*



Fire Safety



Review fire safety rules with your students, including your school's fire drill procedures. Use the poster in the book to discuss fire safety at home.

Most school fire drills focus on getting students out of the building in a quick and orderly fashion. Go beyond this basic drill by practicing two other safety techniques: "stop, drop and roll," and the one shown in this poster on the left.

Stop, Drop, and Roll ~ Using Scotch tape, let children attach a yellow, an orange, and a red streamer to their shirts to represent flames. Have them drop to the ground and roll until the streamers come off. Discuss how this technique can douse flames when clothing has caught fire.

If there is smoke, stay low. Crawl below! ~ Have teachers and students pair up and face each other in two parallel lines. Have each person hold one end of a gray or silver streamer while their partner holds the other. The streamers should be stretched across the room parallel to one another.

Explain that the streamers represent smoke that tends to rise during a fire. Have two students at a time drop down and crawl under the streamers. When they reach the other side, let them hold the last streamer and the next two children take a turn. Continue until everyone has had a turn, then discuss the importance of staying below the smoke when exiting a room where there is fire.

For more safety tips, look for this poster included in the book.



- Explain the need for specific rules and practices to promote personal safety.

History of Fire Fighting

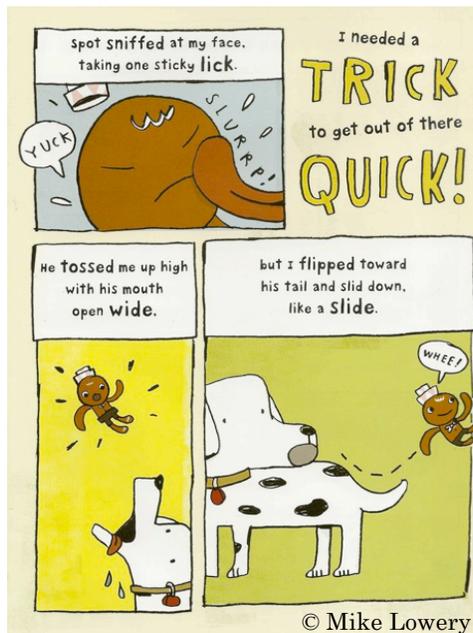
Visit the Museum of Firefighting in New York by going to this link:

<http://www.fasnyfiremuseum.com> and clicking on *Education and Tours*. Click on the *Educational and Interactive Tours* link. Here you can access the image gallery that illustrates firefighting techniques and equipment from Ancient Rome up through modern times. The site also includes teacher pages with lessons, background information, and more. Discuss how technology has improved fire safety over the years.

- Describe everyday life in the present and in the past and begin to recognize that things change over time.

Comic Strips

Review the illustrations in the story and discuss their comic-book style. What makes these illustrations different from illustrations in other picture books? Point out the panels and speech bubbles like the ones shown on the page below. How does this format help tell the story?



Use the panels, speech and thought bubbles on the following pages to help students:

- ♦ retell the major events in the story,
- ♦ illustrate their favorite part of the book,
- ♦ show the problem and solution,
- ♦ or give supporting evidence for characters' traits (such as scenes that shows that the Gingerbread Man's bravery, the fire fighters' helpfulness, etc.).

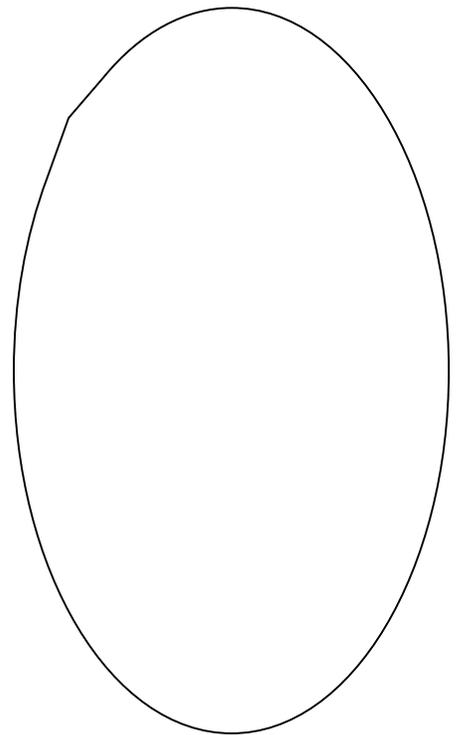
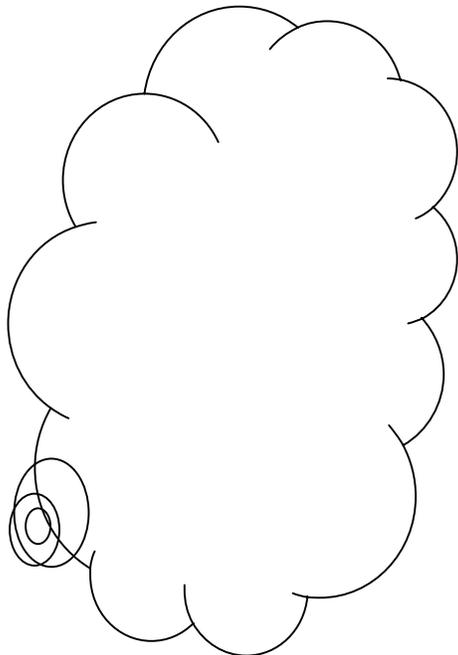
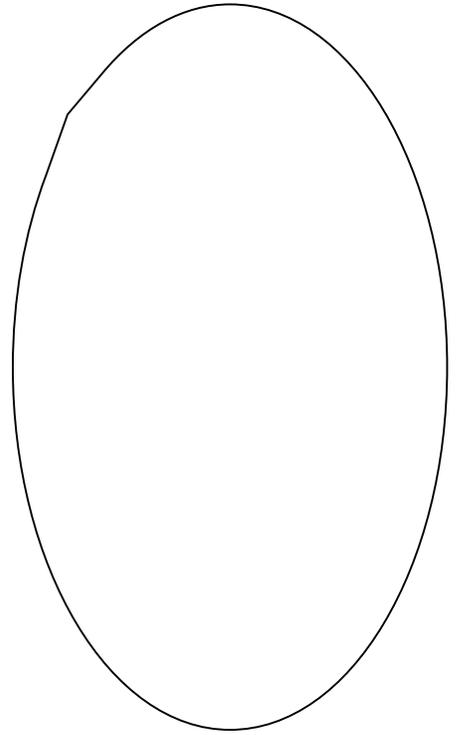
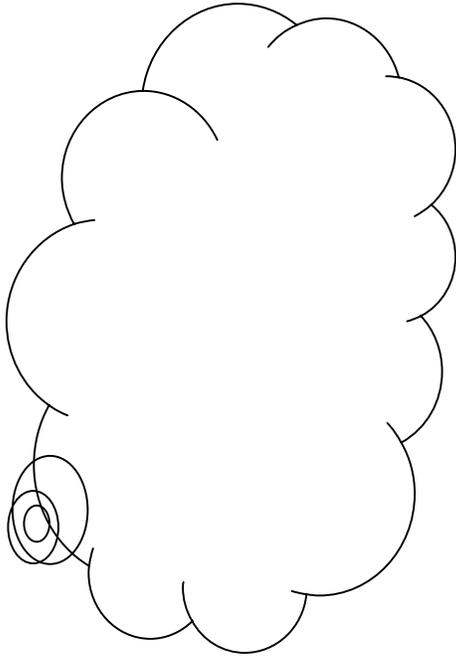
- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Describe characters, settings, and major events in a story, using key details.
- Describe the relationship between illustrations and the story in which they appear.
- Add drawings or other visual displays to descriptions as desired to provide additional detail.

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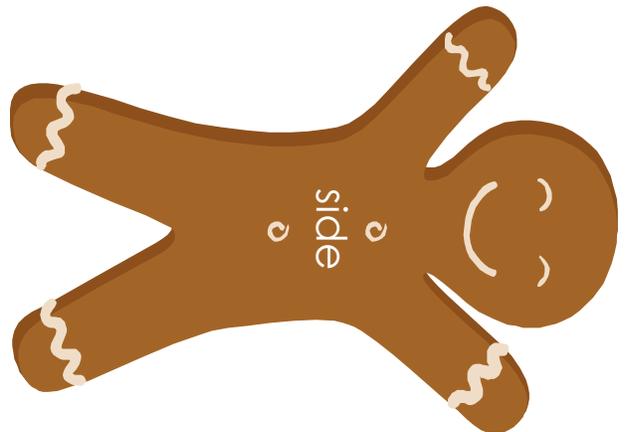
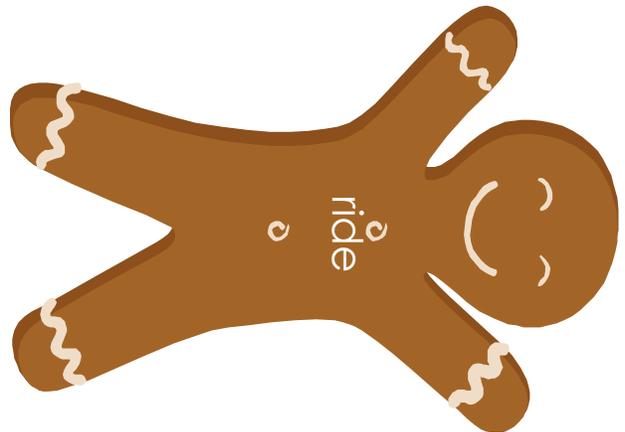
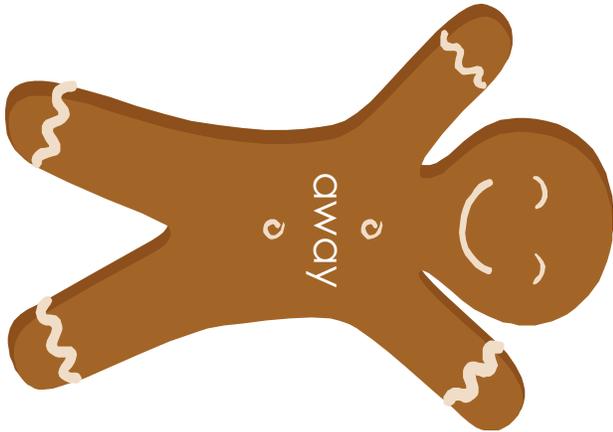
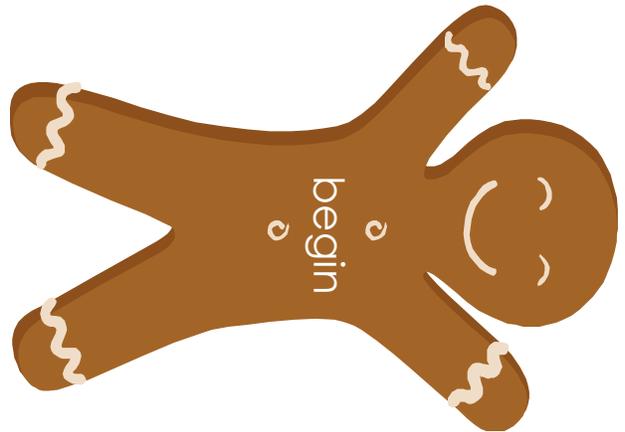
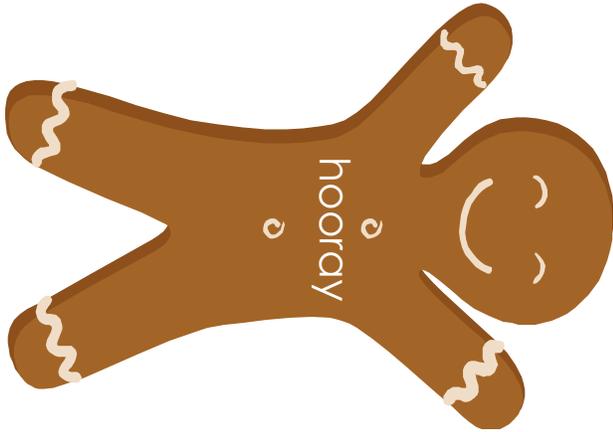
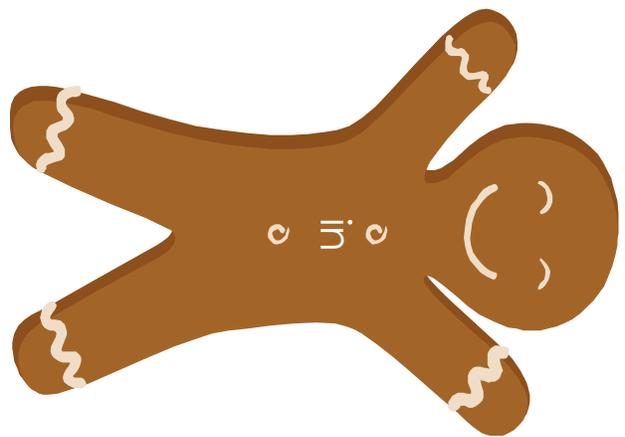
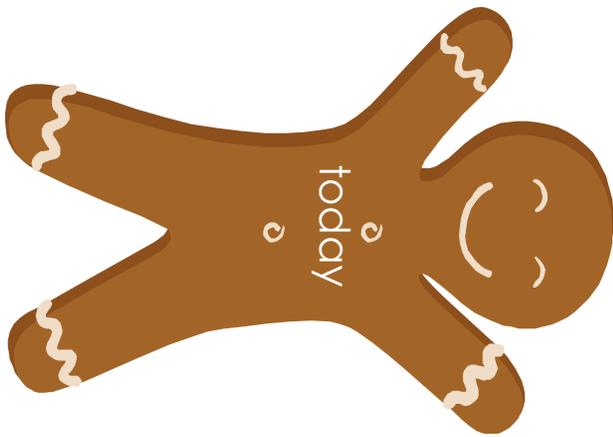


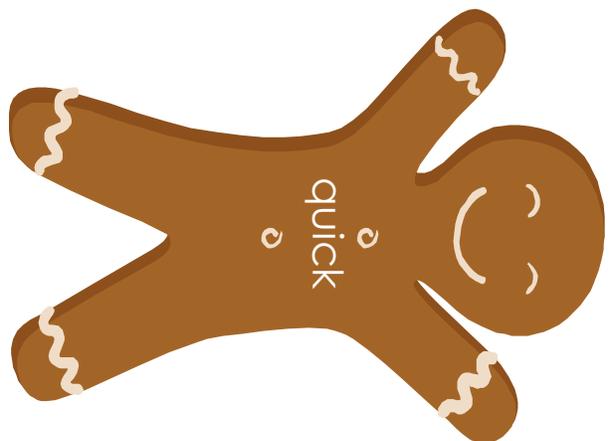
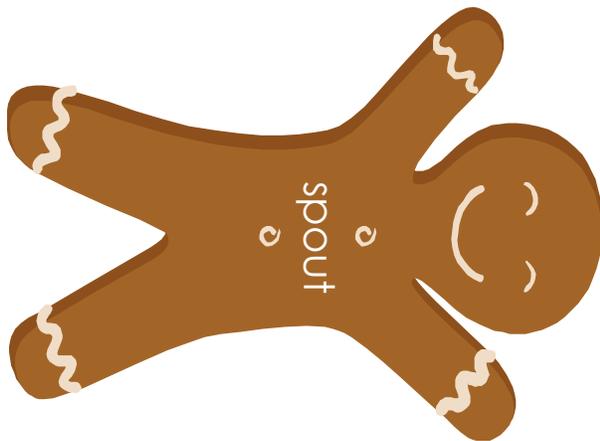
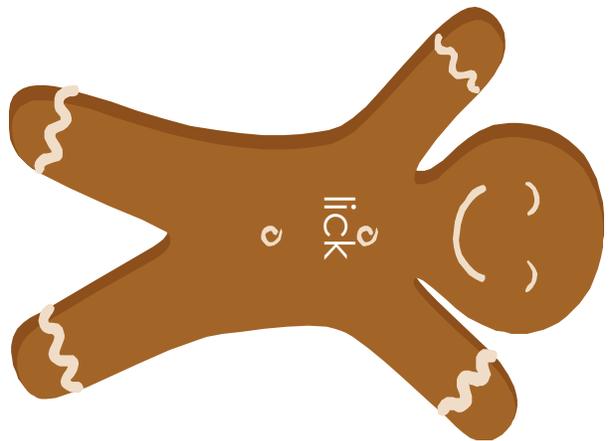
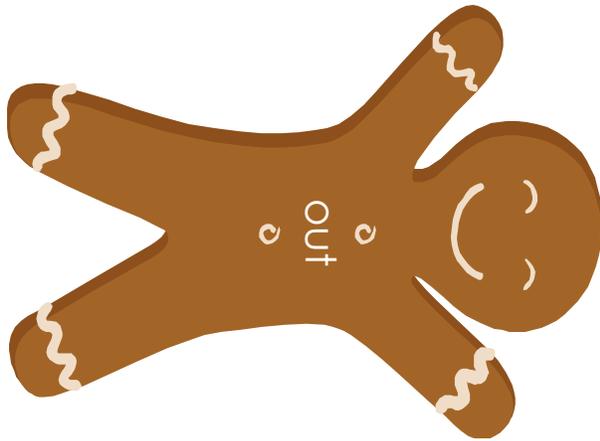
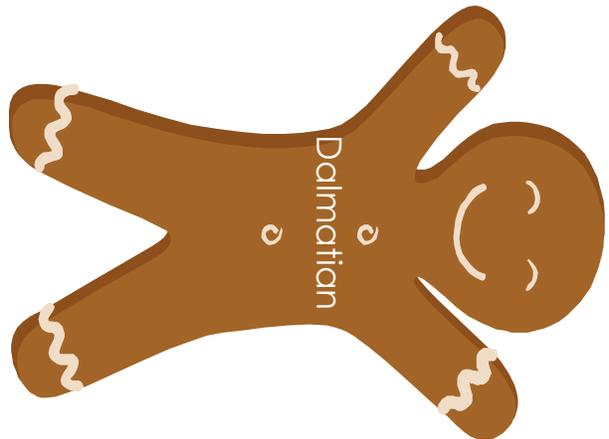
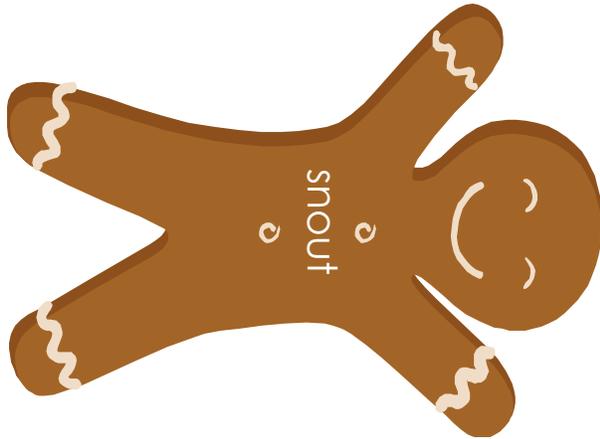
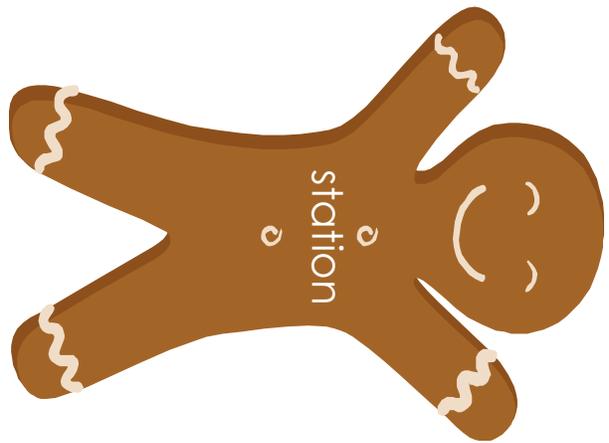
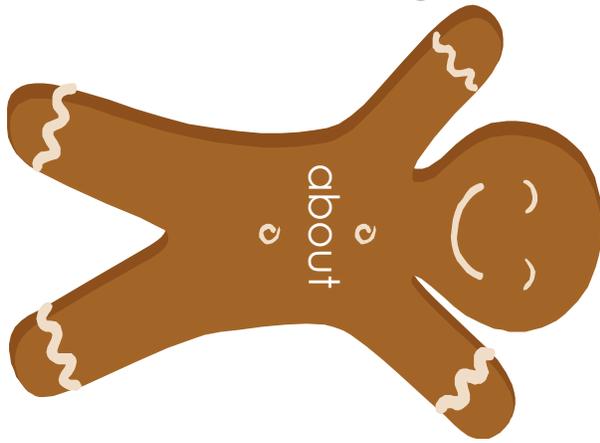
Baking Up Rhymes

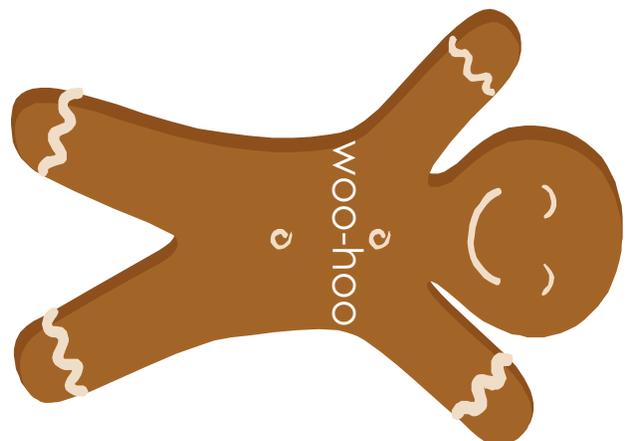
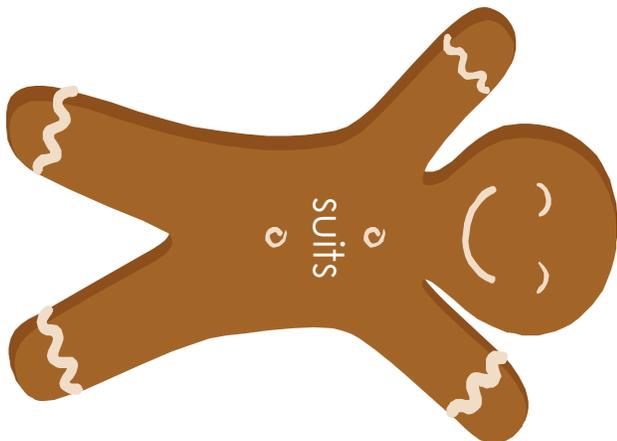
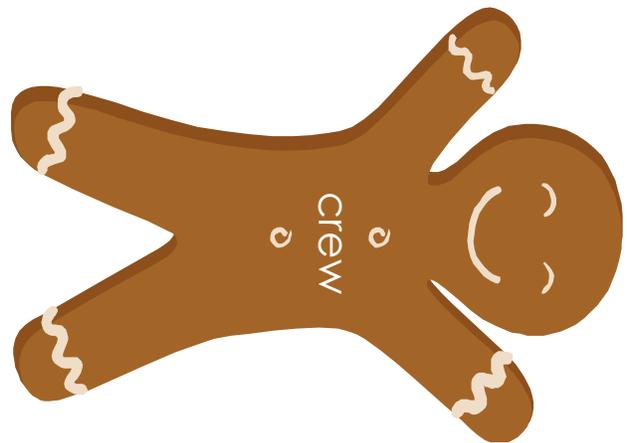
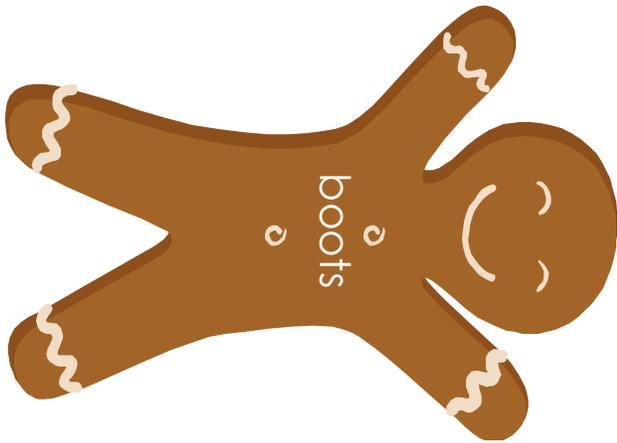
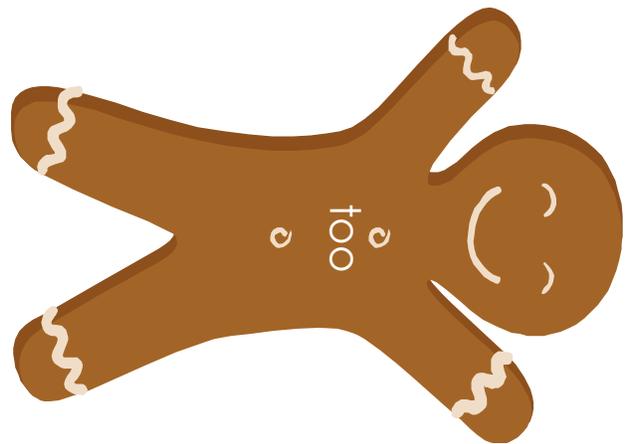
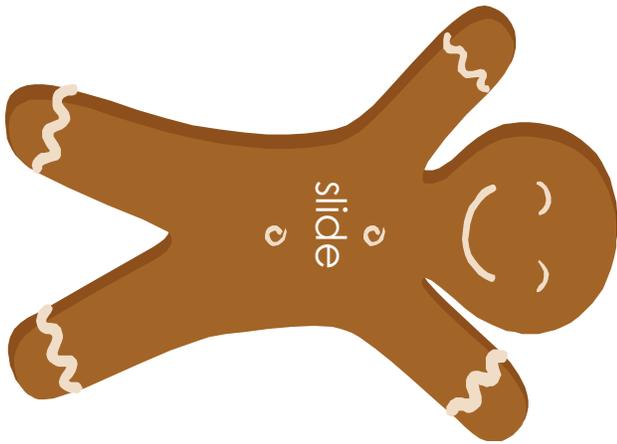
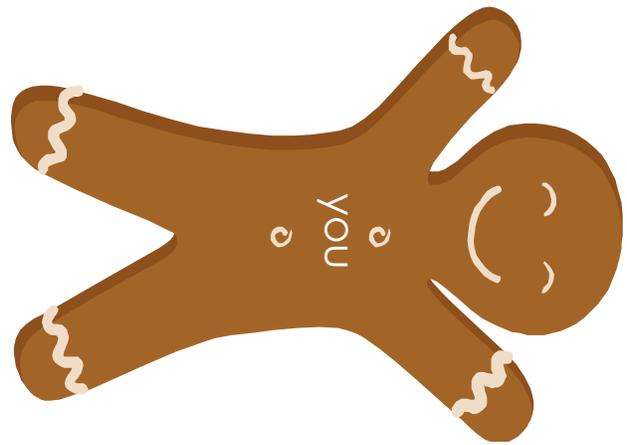
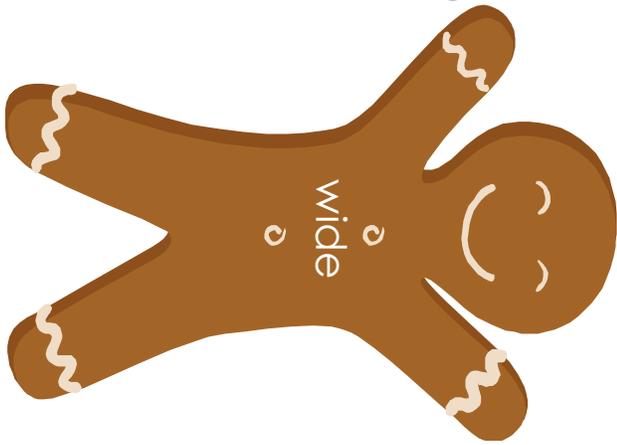
Discuss the effect that rhyme and rhythm have on the reader's enjoyment of the story. Use the rhyming pattern in the story to show students how rhyme can help them decode unknown words.

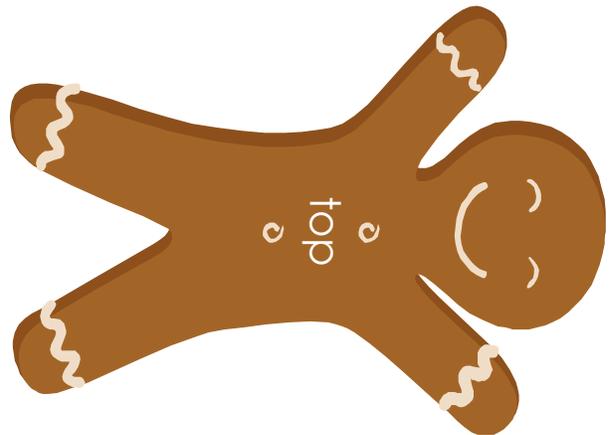
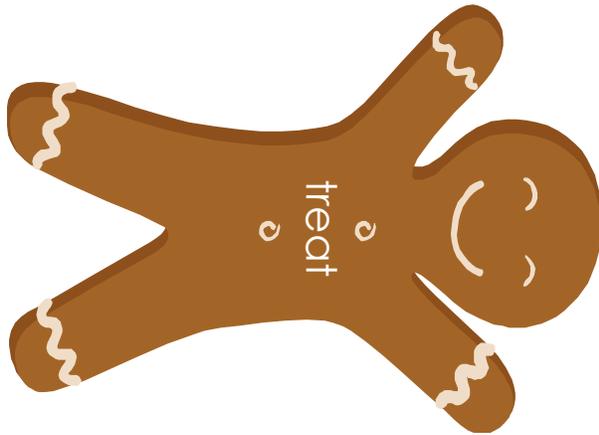
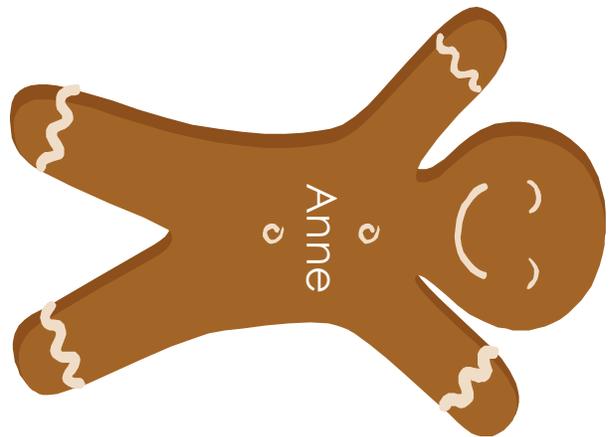
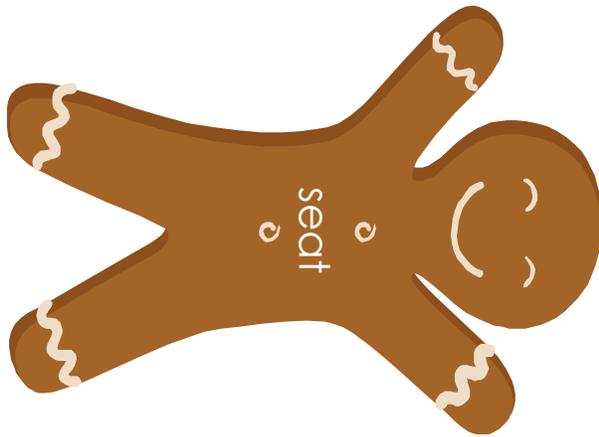
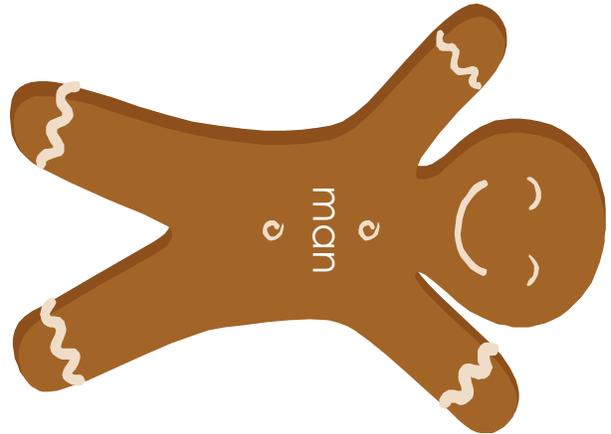
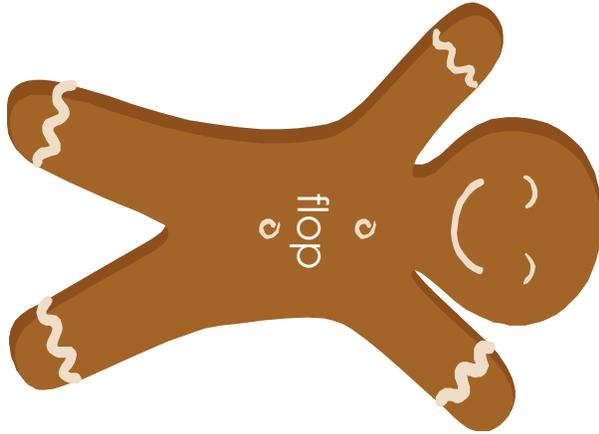
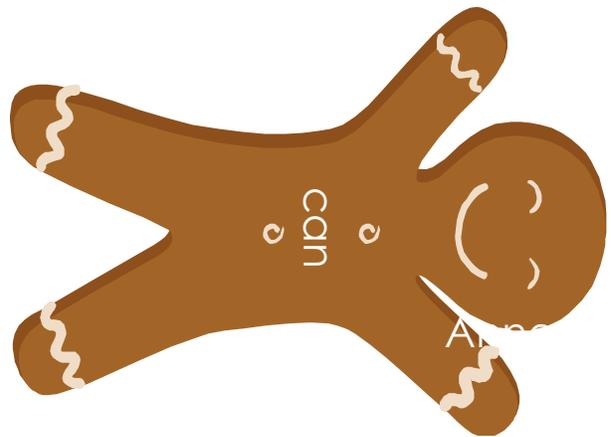
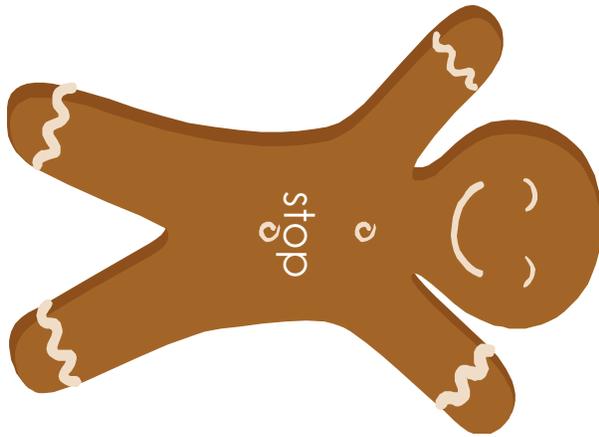
Copy the gingerbread men from the following pages on cardstock. Adhere a magnet onto the back of each one and set out cookie sheets. Invite students to match up rhyming sets on the cookie sheets either by reading the words or listening to them read by someone else.

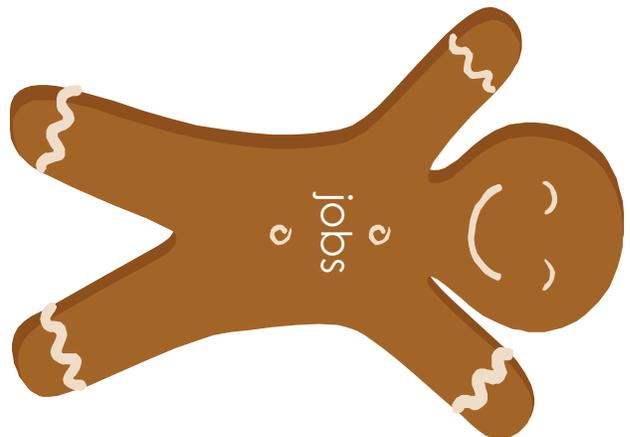
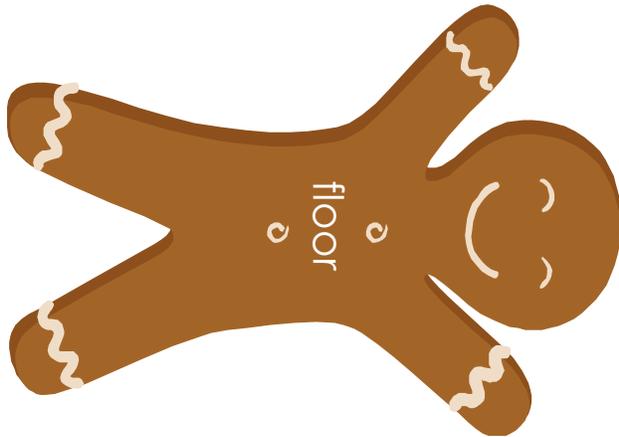
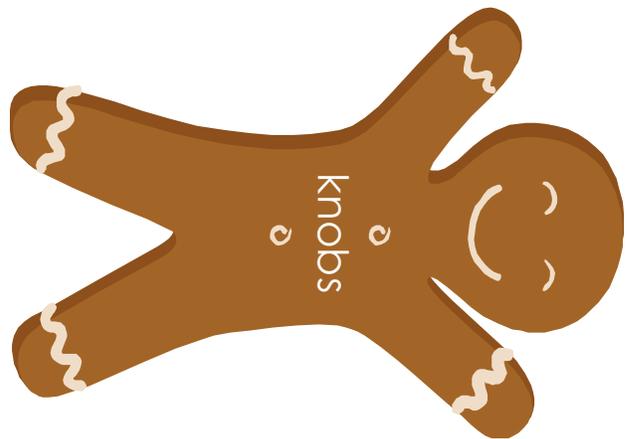
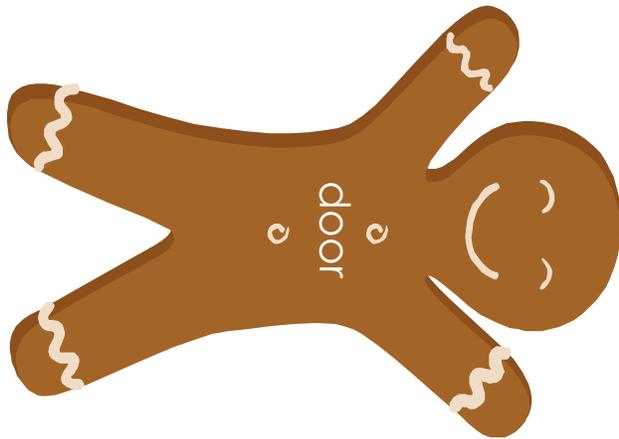
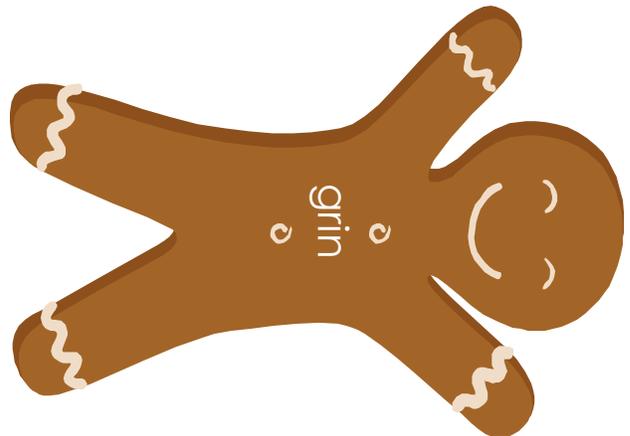
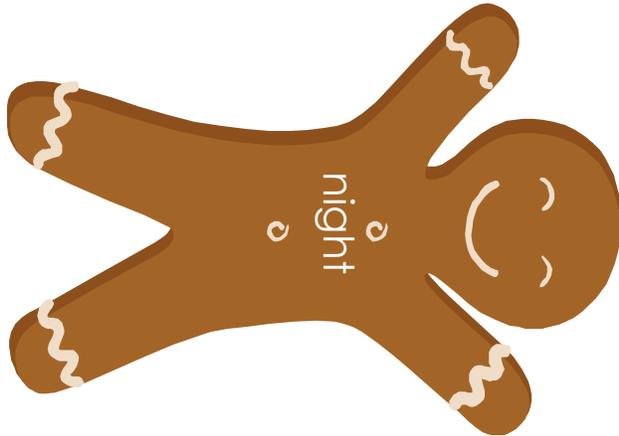
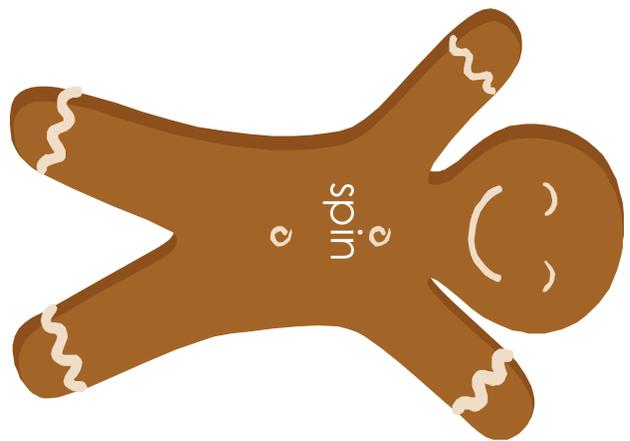
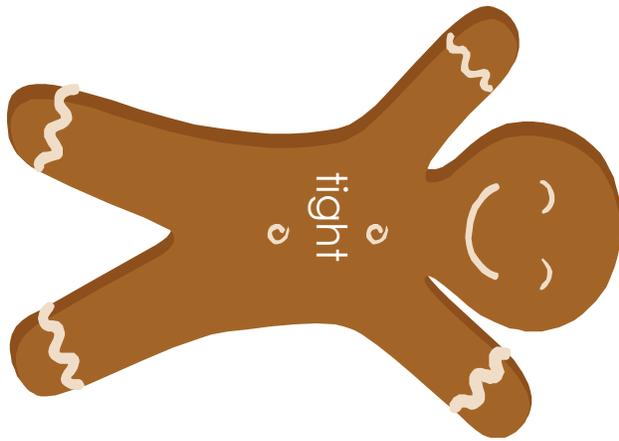
- *Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.*
- *Recognize and produce rhyming words.*
- *Distinguish between similarly spelled words by identifying the sounds of the letters that differ.*

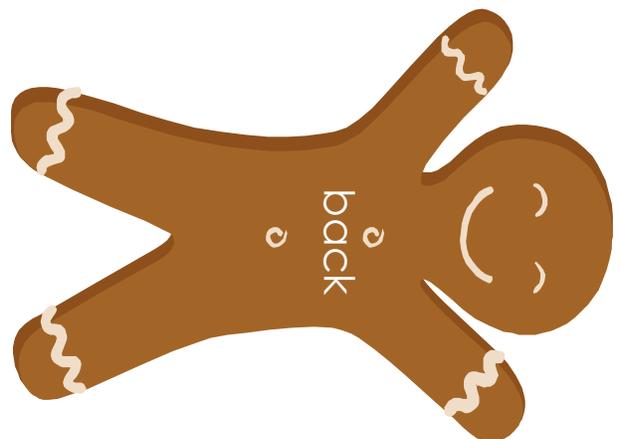
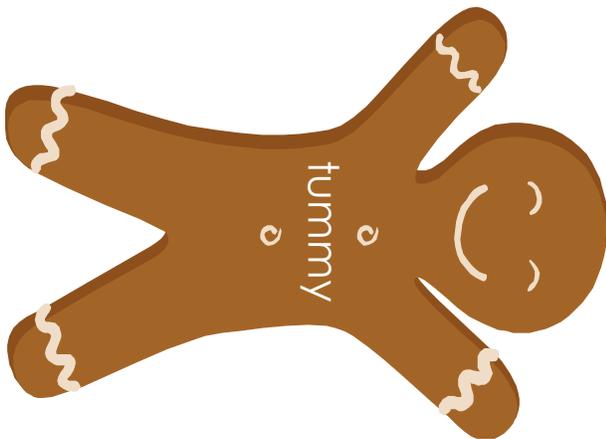
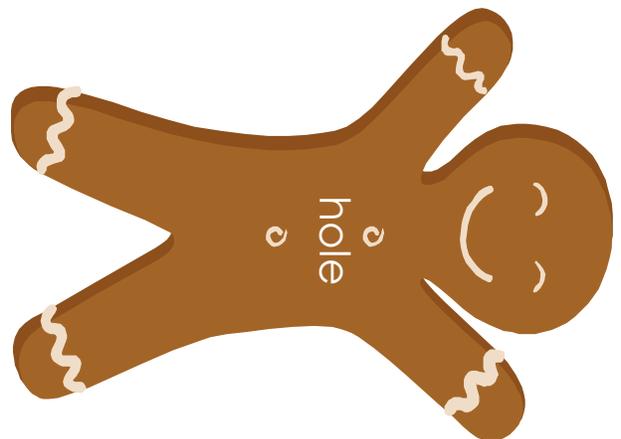
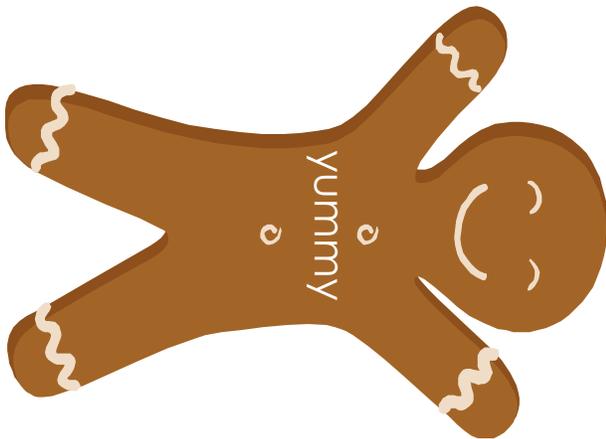
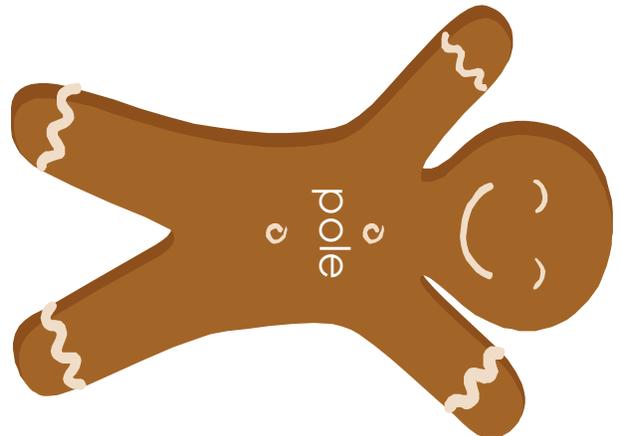
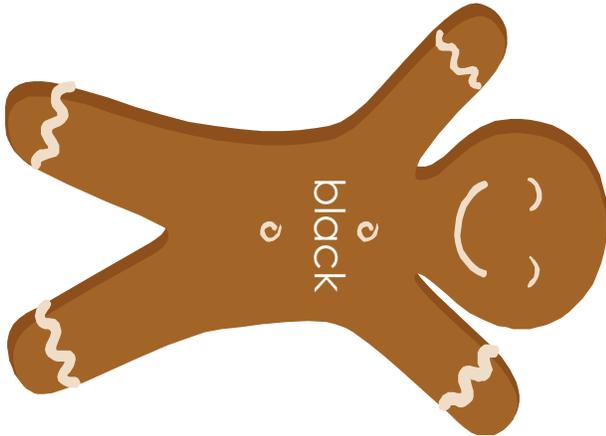
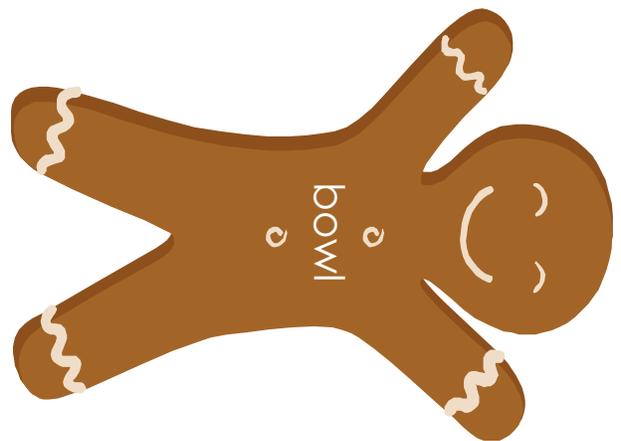
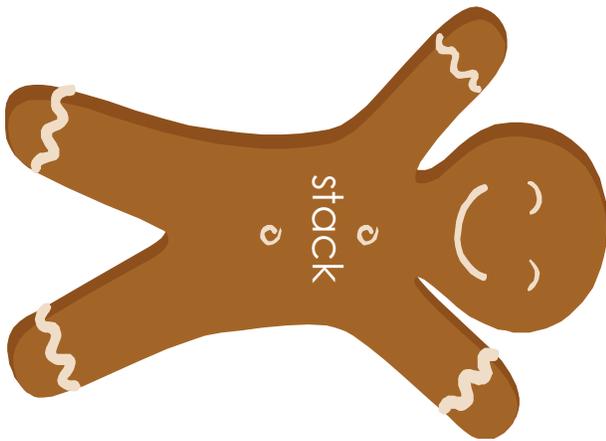


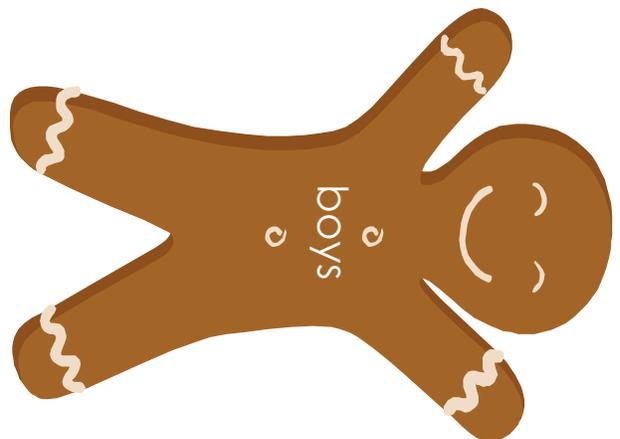
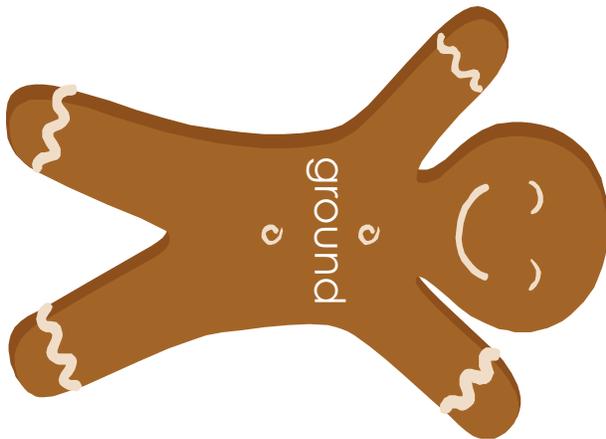
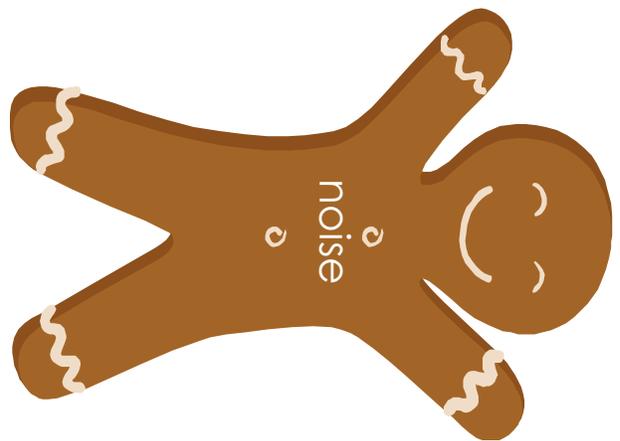
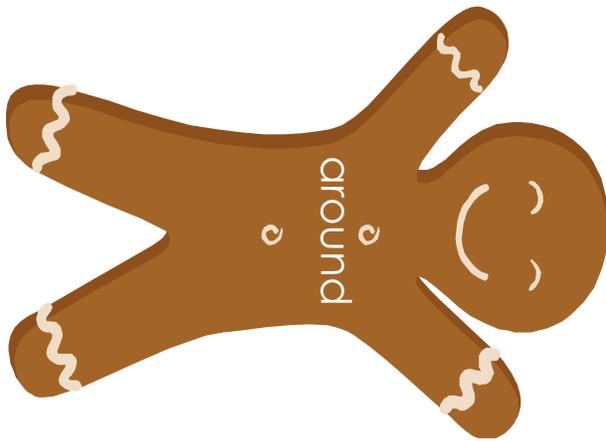
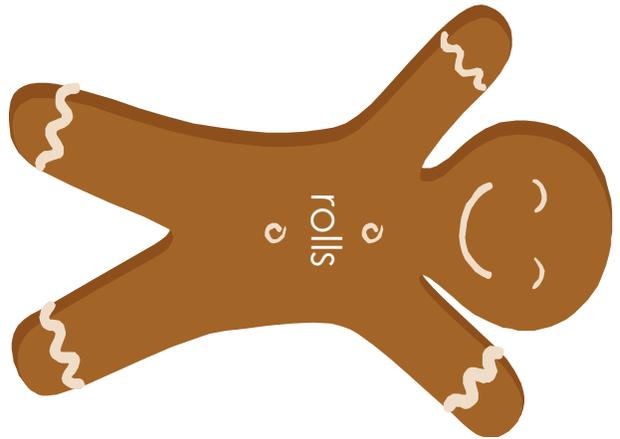
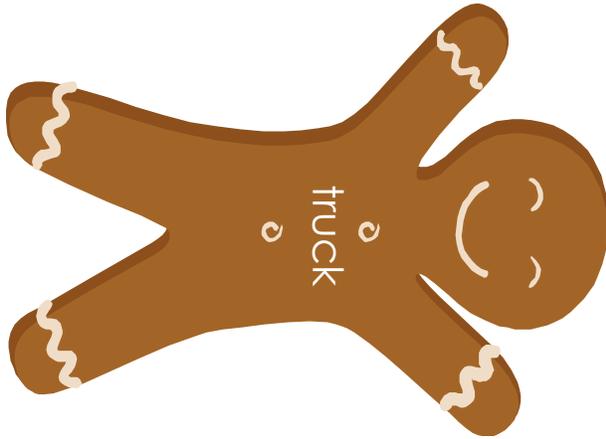
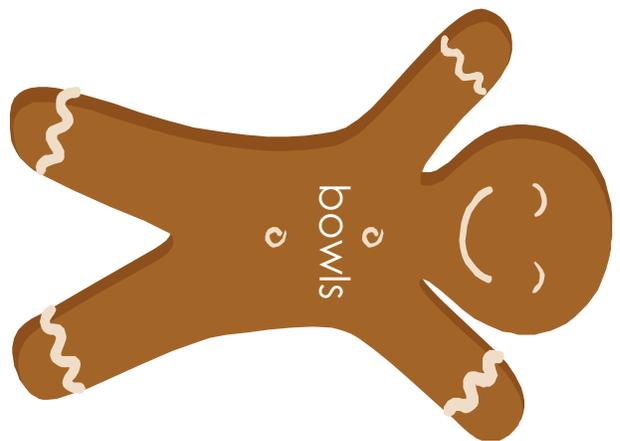
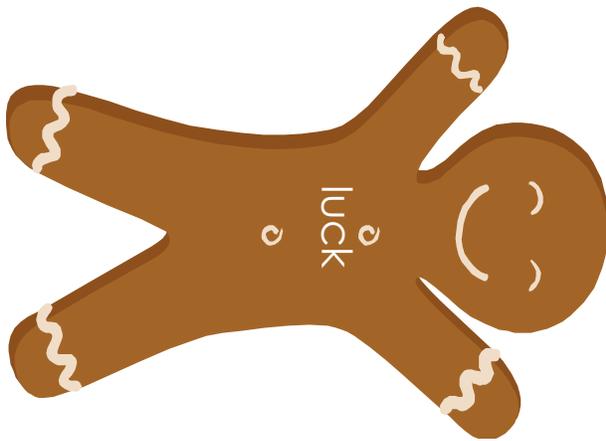


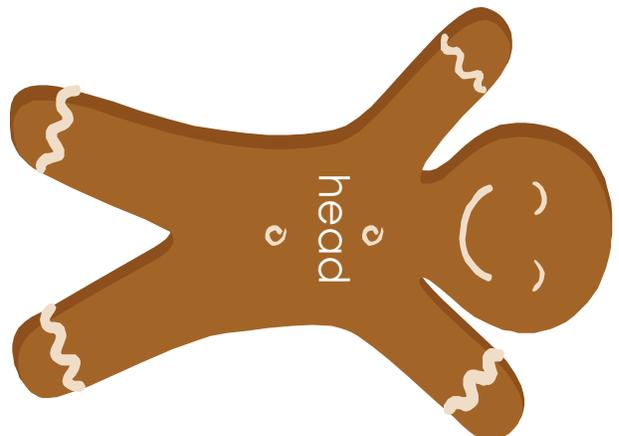
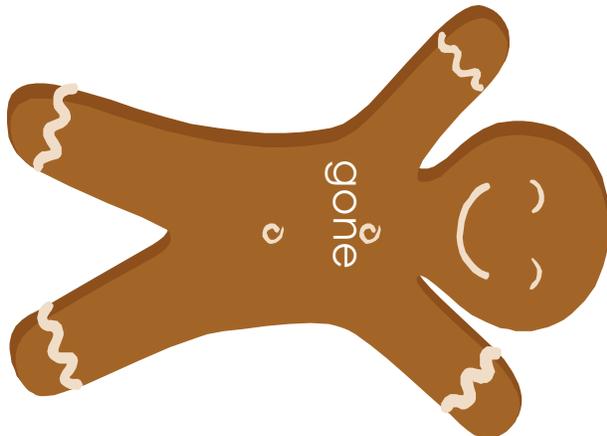
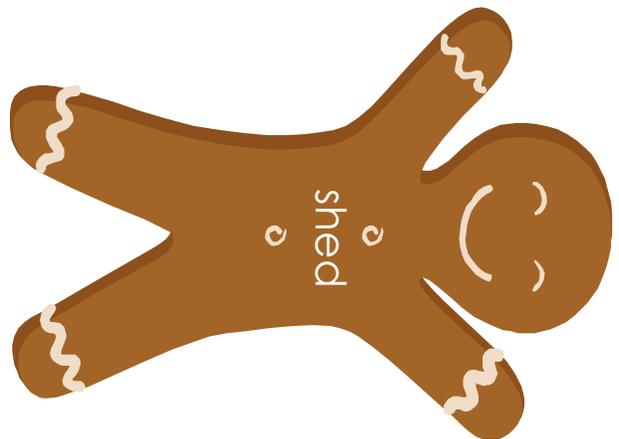
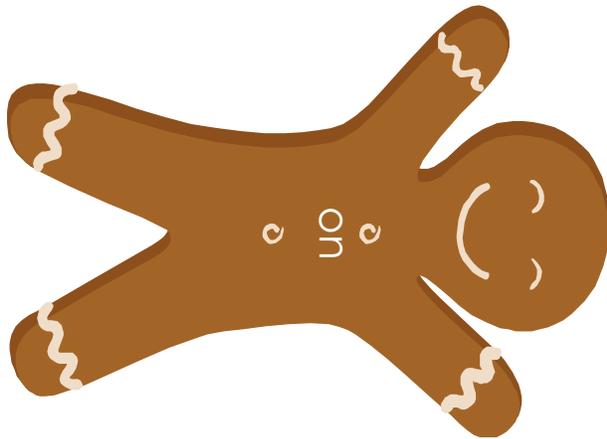
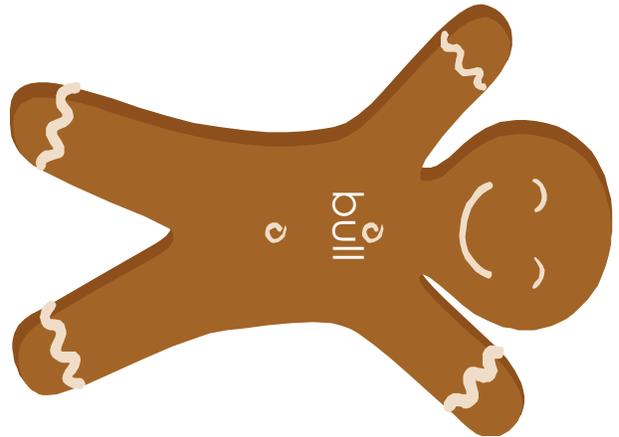
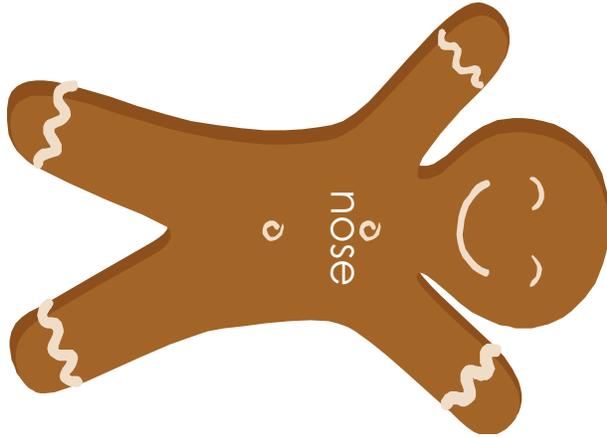
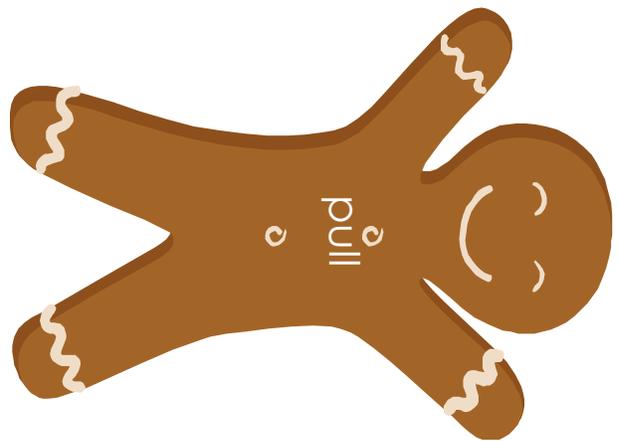
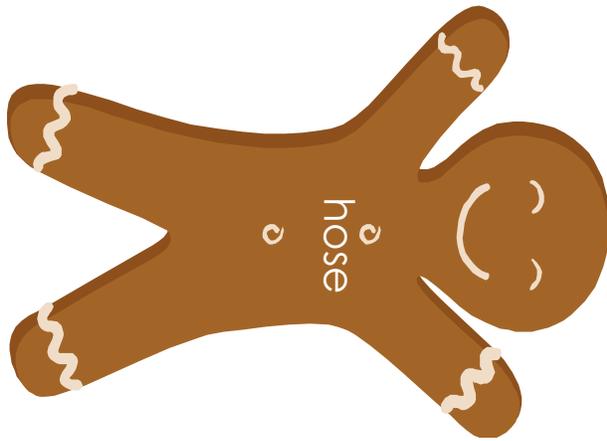


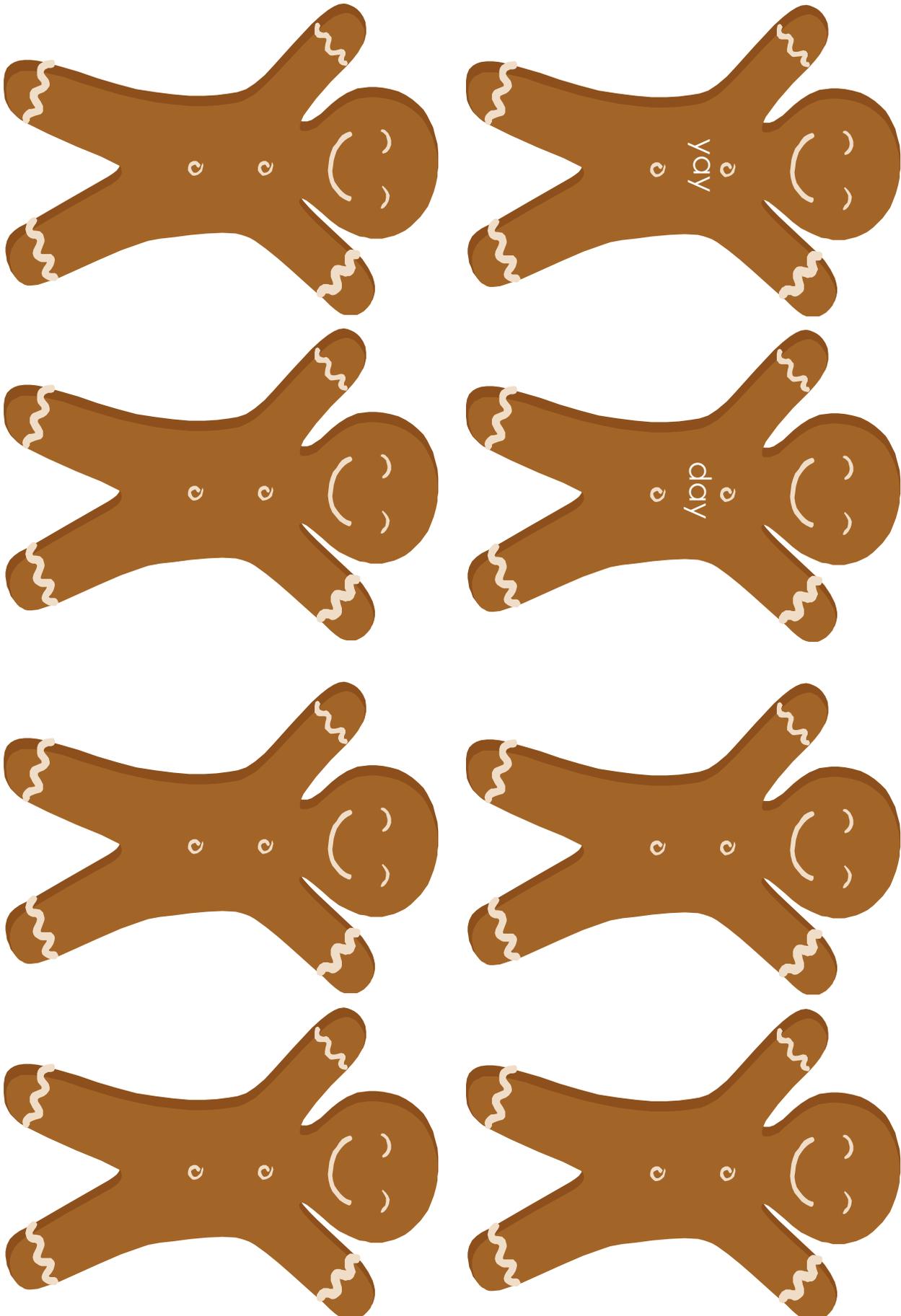












An Interview with Author Laura Murray



How did you get the idea for *The Gingerbread Man Loose on the Fire Truck*?

As an elementary school teacher, I tried to remember my students' favorite units and field trips during the year. Having the fire fighters come to our school with their gear and fire truck was definitely a highlight!

They were friendly, genuine, and inspirational, letting the children try on their gear, explore the fire engine, and spray the hose. And they always did an incredible job teaching the students about fire safety. Even as adults, I don't think we ever grow out of our awe and respect for what fire fighters do.

After thinking about how much my students loved the fire fighters' visit, I started to envision how much fun it would be to put the Gingerbread Man and his class in that setting and see what adventures might happen.

Once the idea came to you, what happened next?

Once I decided that the Gingerbread Man and his class were going on a field trip to the fire station, I tried to explore the unique things found there – like the fire fighters' gear, fire pole, the rooms where the fire fighters slept, and the fire and rescue vehicles. Then I started to think about what challenges or problems the gingerbread man might encounter at a fire station – perhaps a hungry, crumb-snatching Dalmatian? Yes! The gingerbread man not only has an adventure trying to escape from the fire station Dalmatian, but he wants to be a helper just like the fire fighters. And help, he does!



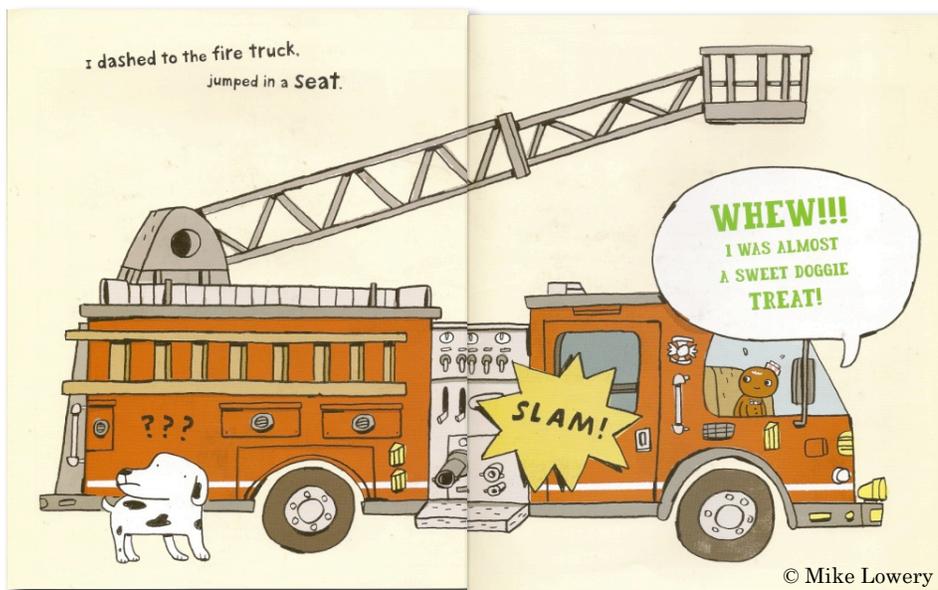
What did you find the most challenging about writing this book? The most rewarding?

I love the fact that *The Gingerbread Man Loose on the Fire Truck* is written with rhythm and rhyme, because children love the flow and cadence of the rhythm, predicting the rhyme, and chiming in on the refrain. But this was definitely the most challenging thing about writing the book as well – fitting a fun story with a well-defined story arc into the rather rigid pattern of rhyme and meter.

The most rewarding aspect of writing this story was thinking back to the fun that my students had learning about fire fighters, and the fact that the fire fighters made such an important topic fun to learn. I wanted to do the same thing with this book. I was also treated to an hour-long tour of all the vehicles at the Fairfax County Station #1 in Mclean, Virginia when I went to ask a few research questions – that was very cool!

The talented Mike Lowery...while you must have had an idea of what to expect this time around, was there something that surprised you about the illustrations for this book?

I was excited to see the endearing little gingerbread man with his big expressive eyes being drawn in a fire station setting! One of my favorite illustrations shows a fire fighter decked out in his gear on a full-page spread, with all of his gear labeled for readers. Another favorite is a double-page illustration of the huge tower truck (the truck with the long ladder on top.)



Do you have a writing routine?

I have three young children, so I work my writing time around our family time. But when it is "writing time," I stick to it. My brain seems to work best in the morning, when things are quiet. I have tried to make my writing environment fun and cozy, filled with children's books, writing quotes, pictures, a big window to stare out of and think, a warm cup of coffee, and of course - my friend and occasional enemy - my computer. (Although, plain paper and a pen work just fine as well!) I try to break writing into bite-sized pieces that are doable in the time I have and not to go back and "fix" my work while I am writing. It is never perfect the first, second, or even third time I write it - I don't expect it to be - I just try to let the ideas and story come out and turn off my inner critic.

One of my favorite "must-haves" for writing is a big gingerbread-colored coffee mug that my children and I made on Mother's Day at a pottery place. It says "Imagine" on one side and "Mischief" on the other. I always try to keep those two words in mind when writing for children.

How did you know you wanted to become a writer? When did you begin to think of yourself as a writer?

I think my love for writing came from reading. I love to escape and be the character for a while. I have actually put off reading the end of some of my favorite books because I knew I would be really sad when the adventure ended.

In college, I took a children's literature course for my Education degree and absolutely loved it. I remember thinking that "someday" it would be wonderful not to just read books, but to write them as well. That dream simmered for a long time, until I came up with the Gingerbread Man story idea. It pushed me to learn more about writing for children and really dedicate myself to becoming a children's writer.

If you love to read and love to write, then you are a writer in your heart. I started to think of myself as a writer as soon as I decided to pursue writing for children. You have to believe in yourself first, and then with hard work, perseverance, feedback, and revision - you can come up with a creation that will convince others that you

are a writer as well. One of my favorite quotes by Richard Bach is, "A professional writer is an amateur who didn't quit."

What is the best piece of writing advice you have ever received?

To actually sit in the chair and WRITE. Sounds simple doesn't it, but how often have we heard someone say, *I've always wanted to try writing a book?* And I was just as guilty of that "someday dream" mentality as everyone else who has ever thought of writing. There are so many great ideas out there, but deciding to make the time to actually write them down and craft them into a story, seems to be one of the hardest steps in the process. The minutia of daily life will absolutely keep you from writing if you let it. So I decided to take Jane Yolen's # 1 piece of advice on writing - "BIC" (bottom in chair).

What advice do you have for young writers?

1. Read, read, read.
2. Keep journals about your daily life and DON'T throw them away when you get older. Reading them later will remind you of how you feel now.
3. Write stories. You don't have to show them to anyone, but keep them. I remember sitting in English classes wondering if I was really ever going to use all that information about grammar, sentence parts, story structure, etc. Well, guess what—you really do.
4. Need ideas? Think of situations in your life or a story you know, and ask what if something else had happened? This is exactly what I did with *The Gingerbread Man Loose in the School*. What if he wasn't running away from the people who made him; what if he was chasing them instead?
5. You also might want to check out a book called *What's Your Story? A Young Person's Guide to Writing Fiction* by Marion Dane Bauer. This book is great for adult writers too.
6. Enter kids' writing contests. Google "kids' writing contests" and a list of several options will come up.

When you aren't writing, what are some of your favorite things to do?

I love to spend time with my family. We travel as much as we can, exploring new and different places. We like to make forts in the woods, climb trees, swing, and hike. I particularly enjoy making cakes, costumes, and crafty things with my kids. I love to read and go to the movies, as well. My husband and I are also scuba divers. Although I haven't done it in a while, it is a fabulous world under the sea - I have seen fish bigger than me, ship wrecks, and things glowing on night dives.

What is your favorite fire truck?

Well, I am not sure I would have known the difference between the fire trucks before I wrote this book. When I went to our local fire station to ask a few questions about them, a fire fighter took me on a tour of every vehicle they had. He opened up every compartment, explained what gear was inside and what it was for. I got to climb in the front and back of each vehicle and take pictures. It was truly awesome, and I was very grateful to that fire fighter for taking the time to explain everything to me!

I guess my favorite truck would have to be the tower truck. It is just so cool! Two things I didn't know about the tower truck – it has big braces (like arms low to the ground) that come out of the rear on each side to stabilize it when the ladder goes up. The braces keep it from tipping over. Another cool thing – the button for the loud horn is located on the floor! So the fire fighter who drives the truck, steps on the horn to get it to blare. Here's a picture...



An Interview with Illustrator Mike Lowery



When did you begin to think of yourself as an artist?

Honestly, I don't remember a time when I wasn't constantly drawing and making things. My grandmother (Louise) would set up these little sessions of drawing and painting, and in between she would give us little critiques of what was going on in our sketchbooks. (I'm not sure she was crazy about the super villains and robots my brother and I would draw, but she seemed happy to see us making art all the time). So my answer is: ummm...always?

How did you become an illustrator?

I went to school for Graphic Design (because of the big 90's Design boom), but ended up liking my painting and drawing classes better. I ended up doing Design AND Fine Art for a few years, and eventually they both sort of melted together into...Illustration.

What type of media do you like working with the most, and why?

Most of the stuff I do for clients is pencil drawings that I scan in and color in Photoshop. Why? 'Cause I like it! And also, we travel a lot and it's an easy set up to take wherever we go. My studio can fit into my backpack!

How long did it take to illustrate *The Gingerbread Man Loose on the Fire Truck*? Did your timeframe differ at all from your work on *The Gingerbread Man Loose in the School*?

Oh, the timeframe was incredibly different between the two books. I'm guessing *Fire Truck* took about a year or so (which I think is pretty typical for kids' books), but the first book (*Loose in the School*) took probably twice as long or longer. The reason is because we had to design all those cute characters (including that little ginger dude) AND it was originally going to be a straight-forward children's book

style (one image per page, text at the bottom). We ended up ditching this and going for the comic style, so that process added several months...but it was definitely worth it.

What was the most challenging thing about this project? The most rewarding?

The most rewarding part is (and I'm guessing any children's book illustrator would say the same thing!) to see the final, printed book smiling back at you in the bookstores. It's also pretty great to get letters from kids and schools, or classes with little drawings in them! (Anybody can send me email at: tmlowery@gmail.com.)

Did you collaborate with the author as you did the illustrations?

Not really! I mostly worked with the Art Director and Editors on the book. I sent them sketches and they made notes and sent them back to me.

You've illustrated numerous books for children. How does your process differ from one book to the other?

Most of the process is the same. I get the manuscript, start making sketches, send those sketches to the art director, they make comments, and I make changes (phew!). This keeps going until the book is all wrapped up.

Are any of your characters or aspects of the setting modeled after real-life people and places?

Oh, absolutely. My daughter, Allister is always in my books (in "The Day my Mom Came to Kindergarten" she's the main character, and she's the main girl in the *Gingerbread* books!). I also try and work my wife Katrin in when possible.

Pablo Picasso once said, "All children are artists. The problem is how to remain an artist once he grows up." Do you agree?

Well, I'm not sure. I mean, I don't want to go and offend Picasso or anything...yeah, I guess I agree with that. I think most kids are given a lot of time to just make stuff. AND they are given a lot of options on HOW to make stuff: Legos, crayons, play-dough, etc. I think there are a lot of adults who don't really make art, simply because they're not constantly surrounded with the time or tools to do so.

A friend of mine (let's call him "Josh" because that's his name) works in a bank. He doesn't really draw a lot, BUT whenever we play drawing games at a party, or I ask him to draw stuff for me, it's always really smart and really well done. He's a banker, but he's also a pretty amazing artist, he just doesn't MAKE art much because it's not part of his routine the way it is for me, or the way it probably was for him when he was 5 or 6.

When you're not illustrating, what do you like to do in your free time?

I play music, I travel with my awesome ladies, and honestly... I make art.