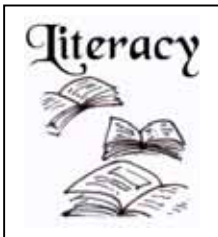


Bear and Chook

By Lisa Shanahan, Illustrated by Emma Quay.

'What do you want to be when you grow up?' Chook asked Bear. As Bear tries out a variety of occupations they all end up disastrously. So Bear decides he just wants to be an Old Bear when he grows up - that is, until tomorrow's adventures start!

Introducing the Book



Ask the children what they want to be when they grow up. Show the children the front cover of *Bear and Chook* by Lisa Shanahan and Emma Quay. What do you think this book is going to be about? What type of bear can you see on the cover? Where would you usually find this bear? Could a bear and a chook live in the same place?

Show the children the title page. Why do you think the illustrator has drawn Bear and Chook without their heads on this page? Do you think it is a good idea?

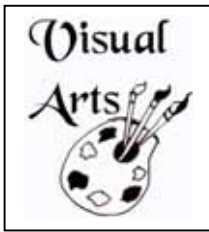
Read to the end of the first double page spread - *'... builder'*. What does a builder do? What does a builder wear? What tools does he/she use? Do you know the names of any famous builders? Could being a builder be dangerous? How? Record the children's responses under the heading 'builder'.



Read to *'By a wing,' shivered Chook*. Do you think Bear would make a good builder? Why not? Read to - *'I wouldn't mind being an explorer, though.'* What does an explorer do? What does an explorer wear? What tools does he/she use? Where does an explorer explore? Do you know the names of any famous explorers? Could being an explorer be dangerous? How? Record the children's responses.

Read to the end of *'By a tail feather,' shivered Chook*. Do you think Bear would make a good explorer? Why not? Read to *'I wouldn't mind being a sea captain, though.'* What does a sea captain do? What does a sea captain wear? What type of boat could a sea captain use? Where could a sea captain sail? Do you know the names of any famous sea captains? Could being a sea captain be dangerous? Record the children's responses. Do you think Bear will make a good sea captain? Why or why not? What do you think is going to happen next to Bear and Chook? What do you think Bear will choose to be next?

Read to the end of *'I wouldn't mind being a pilot, though'*. Using the same questioning pattern as above (for the previous professions), record the children's responses. Continue the same pattern until the end of the book.

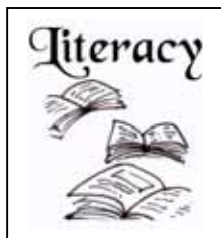


Visual Arts: 2D drawing

Read the list of professions and their characteristics from the board. Ask the children to choose one. The children draw themselves as this person. For example, an explorer.

They write a caption underneath about some aspect of the life they have chosen. For example, I would like to explore _____. Display artworks and sentences around the room.

Getting Into the Book



Read *Bear and Chook*. When you get to the sound effect words ask the children to read them with you. For example, *Crickety-Crock Splodge, Hisssssss, peeeeeee-OOOOW!* Ask the children to supply other 'sound effect' words. For example, *Eeeeeeeek! Aaaahhhh! Clickety Click, Clickety Clack.*

You might like to read sound effect extracts from other books.

For example:

Whistle Up the Chimney by Nan Hunt

Going on a Bear Hunt by Alan Ahlberg

Bertie and the Bear by Pamela Allen

Crocodile Beat by Gail Jorgensen and Patricia Mullins.

Make a separate list of the responses. Ask the children to identify who or what might make these sounds.



Visual Arts: 2D Drawings / Digital Forms

The children are each given an A4 or A3 sized piece of paper which they fold in half.

They then choose two different pairs of sound effect words, one from *Bear and Chook* and one from their suggestions.

They write their words in the most interesting and decorative way they can. Some children could experiment with different font styles and sizes on the computer.

Read and display.



Drama: Reader's Theatre

The text of *Bear and Chook* is ideal for Reader's Theatre as it is primarily dialogue. For example, groups of children could take on the following roles: **Narrator, Bear 1, Bear 2, Chook 1, Chook 2**

Narrator: *One morning Bear and Chook sat by the pond, watching the dragonflies skim and buzz.*

Bear 1: *'What do you want to be when you grow up?'*

Chook1: *'An old chook.'*

Bear 2: *'Oh'. (wrinkles his nose)*

Chook 2: *'What about you, Bear?'*

Bear 1: *'I think that I'd like to be a builder.'*

All: ***CRICKETY – CROCK SPLODGE***



Music: Duration, Structure

Learn to sing the song *When You Grow Up and Get a Job*, from *The Essential Arts Handbook*, by Deirdre Russell-Bowie et al, Karibuni Press, 1993. Teach the song line by line, clapping the beat as the song is sung through. When children know the song and can sing it

confidently, have them look at the third line of each verse. This line tells the occupation and what one does in the occupation.

Read through the book and together note down all the occupations that Bear wants to try when he grows up. Using this list, make up new verses by adding a third line to each verse, based on Bear's occupations, eg.

1. *When you grow up and get a job, what will you be?
I'll be a builder building castles, That's what I'll be!*
2. *When you grow up and get a job, what will you be?
I'll be an explorer in the forest, That's what I'll be!*
3. *When you grow up and get a job, what will you be?
I'll be a captain sailing big ships, That's what I'll be!*
4. *When you grow up and get a job, what will you be?
I'll be a pilot flying aeroplanes, That's what I'll be!*
5. *When you grow up and get a job, what will you be?
I'll be a dancer on the stage, That's what I'll be!*



6. *When you grow up and get a job, what will you be?
I'll be an old Bear with my friend Chook, That's what I'll be!*



Music: Structure

Alternatively, if the school does not have access to *The Essential Arts Handbook*, a song could be created to the tune of *Are You Sleeping?*, based on the above occupations,

eg.

1. *When you grow up, when you grow up,
What will you be? What will you be?
A builder building castles, a builder building castles,
That's what I'll be! That's what I'll be!*
2. *When you grow up, when you grow up,
What will you be? What will you be?
An explorer in the forest, an explorer in the forest,
That's what I'll be! That's what I'll be!*
3. *When you grow up, when you grow up,
What will you be? What will you be?
A captain sailing big ships, a captain sailing big ship,
That's what I'll be! That's what I'll be!*
4. *When you grow up, when you grow up,
What will you be? What will you be?
A pilot flying aeroplane, a pilot flying aeroplanes,
That's what I'll be! That's what I'll be!*
5. *When you grow up, when you grow up,
What will you be? What will you be?
A belly-dancer on the stage, a belly-dancer on the stage,
That's what I'll be! That's what I'll be!*
6. *When you grow up, when you grow up,
What will you be? What will you be?
An old Bear with my friend Chook, an old Bear with my friend Chook,
That's what I'll be! That's what I'll be!*





Music: Tone Colour

Add appropriate instruments to represent the different occupations mentioned in either or both of the above songs.

Play these in the third line of each verse as the song is sung through.



Music: Dynamics

Experiment with each line of the above songs being sung a different dynamic level, ie.

Question part of song: Soft, getting louder

Occupation: Loud

That's what I'll be: Medium

Sing the song through using these dynamic levels; discuss how effective they were. Experiment with other combinations of dynamic levels in the song.

Extension: Have the teacher, or a child, conduct the dynamic levels, ie. they hold their hands wide apart for loud singing, medium apart for medium singing, and close together for soft singing.



Music: Pitch

Have children show with their hands the highs and lows of the song (pitch contour).

With the *Are You Sleeping?* song, the music starts low, the second line is higher, the third line goes up then goes down, and the fourth line goes up, down then up. I identify the highest and the lowest note in the song.



Dance: Student compositions

In groups, have children create their own dance to the song they have made up and learned in the above activities.

They may like to start with a simple circle dance, eg.

Line 1: Step to the right eight beats

Line 2: Step to the left eight beats

Line 3: Make the action of the occupation for four beats, repeat

Line 4: Hold hands and walk to centre of circle for four beats, walk back to circle for four beats.

Share the dances as the rest of the class sing the song. Discuss the effectiveness of the dances and the elements identified in each dance.

Extension: For older children, suggest that they create a dance based on the song, or on a range of occupations, using a variety of levels, relationships, space, action, time and dynamics.



Visual Arts: 3D artworks

Divide class into six groups, one for each occupation that Bear tries. Have them create a 3D artwork showing Bear and Chook involved in this occupation.

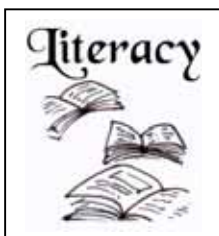
Children may sculpt the animals and props from plasticine, playdough or clay and put them on a flat horizontal board, then surround them with appropriate objects and vegetation, etc.

Alternatively they could create a 3D mural, with the backdrop painted or collaged on, depicting the different scenes from the book.

Bear and Chook are then glued on in different places throughout the mural, dressed in suitable clothing for the different occupations they are representing.

Have children write a short paragraph about their particular section of the artwork and display this near the completed artwork.

Going Beyond the Book



Find and read other books by written Lisa Shanahan. For example, *Gordon's Got a Snookie*.

Find and read other books illustrated by Emma Quay.