

Bear and Chook

TEACHERS' NOTES

Written by Lisa Shanahan

Illustrated by Emma Quay

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Before reading the book:

- Show the book cover, point to and read the words “Bear and Chook” and ask the students to talk about the associations they already have with these two animals.
- What do the students think the book might be about?

After reading the book, encourage the students to:

- Talk or write about their dreams of what they would like to be when they grow up.
- Look at the author’s and the illustrator’s names on the cover of the book. Talk about the role of the author and the illustrator in the creation of a picture book.

Take the role of author:

Make a book by folding a sheet of paper in half. (Books may have more pages, according to age of students.)

On the front cover write the title of the story and the author’s (the student’s own) name.

Inside, on the left page, write a continuation of the story of Bear and Chook, with another career path Bear might take and the catastrophe that ensues as a consequence.

Write a short summary of the story on the back cover.

Take the role of illustrator:

Exchange books with another student.

Read the other student’s story.

Interpret and illustrate the new text.

Write the illustrator’s name (the student’s own) on the cover of the book, after the author’s name.

Illustrate the cover of the book appropriately.

Choose a scene from the story to illustrate on the inside left hand page.

- Discuss which character is their favourite—Bear or Chook. Talk about whether they identify with one character more than the other.
- Talk about how different Bear and Chook are to one another. List some of their differences, such as:
 - Bear is bigger than Chook
 - Bear is adventurous and Chook is cautious.Go back through the list of differences. Where did the students pick up the clues which suggested these differences—in the characters’ names, in their different ways of speaking, in the events of the story as it unfolded, in particular illustrations?

- Talk or write about a friend. Draw themselves with their friend. Are they very different to one another, or similar? Different sizes? Is one a leader and one a follower? Are they supportive of one another? Loyal? Discuss how people are different and each has special qualities.
- Talk about how the dynamics of the story would change if Chook's character were a large animal and Bear's a small one. Ask the students to suggest different animals to replace the two characters, such as "Ant and Giraffe", "Pig and Emu". Retell the story, substituting the two characters' names with the students' suggestions. Illustrate the new story.
- Make puppets and create a play based on the story or a sequel to the story. Make up sounds for the events that happen in the students' play, in the style of Lisa Shanahan's onomatopoeia (such as "crickety-crock splodge").
- Move heavily and slowly like bears. Then switch to the quick, jerky movements of chooks. Two contrasting pieces of music could be played (or rhythms on a percussion instrument), to suit the different movements of the two animals. Switching between the two pieces of music (or changing rhythms) could suggest a change of animal and a change in the students' movements.

A 'Feelings' Story Map

- Discuss and map out the storyline of the book or one episode in the book. For example:
 - 1) Bear and Chook sit by the by pond, discussing the future.
 - 2) Bear decides he would like to be a builder.
 - 3) Bear and Chook build a mud castle.
 - 4) Bear climbs on top of the mud castle and tells Chook what he can see from the roof.
 - 5) Chook spots that something is wrong and shouts, "Watch out!"
 - 6) The mud castle collapses and Bear falls off.
 - 7) Bear and Chook talk about it just missing Chook.
 - 8) Bear decides he doesn't want to be a builder any more.
 - 9) Chook says, "Good."
 - 10) Bear says he would like to be an explorer.
- Discuss the emotions Bear might be feeling at each of these stages—optimism, fear, happiness, disappointment?
- Discuss and contrast the emotions Chook might be feeling at each of the stages.
- Now discuss how the reader might be feeling and responding to the story and illustrations at each of these stages.
- The students could map out the three different lines of emotions in graph form, using a different colour for each character.
- Try the exercise with the dancing scene, subsequent collapse of the stage and Chook's disappearance. Discuss what is not shown in the illustrations. How have the characters' emotions been conveyed through the text and through the illustrations?