

These notes are for:

- K – 6 (Primary)

Key Learning Areas:

- English Literature
- English Literacy
- Visual Literacy
- Personal and social competence
- Science understanding
- Mathematics understanding
- The Arts
- ICT

This book explores:

- Dogs/Pets
- Animal/People behaviour
- Someone/Something
- Favourite things

Fearless in Love

Colin Thompson and Sarah Davis

ISBN 9780733329517 (hbk)

Published February 2012

Classroom activity guide by Catherine Hainstock

Fearless in Love



About the Book

The only thing Fearless could remember his mother telling him was,

“Life is much nicer if you love everyone.”

But loving everyone is much more complicated than Fearless had imagined

Until he meets Primrose ...

About the Author

Colin Thompson began writing and illustrating children's books in 1990. He came from England to Australia on a book visit in 1995, fell in love with the country and moved here shortly after. He's now written and/or illustrated more than 60 books including award winners like *The Short and Incredibly Happy Life of Riley*, *The Big Little Book of Happy Sadness* and *How to Live Forever* (a novel). He is also the author of two popular series *The Floods* and *The Dragons*. Colin knows a lot about bulldogs; he's been trained by one named Wallace.

Fearless in Love is the second collaboration between Colin and Sarah about Fearless's adventures, and they have already planned a third. Colin shares his news and lots of background information on his official website:

<http://www.colinthompson.com/>

About the Illustrator

Sarah has an honours degree in literature but no formal art training. In a previous existence she worked as a secondary school teacher and graphic designer, until in 2007, when she began illustrating picture books. She immediately realised that a) this was what she wanted to do when she grew up, and that b) illustration is a career that uses her main skill-set (getting covered in paint and doodling). In 2009 she gave up her day job and began illustrating full time, and is now totally ruined for any other career. In the last three years she has completed 14 books. Of the 10 that have already been published, 6 have been shortlisted for major awards in New Zealand and Australia.

You can read about Sarah's many other award-winning works and her adventures on her official website:

<http://www.sarahdavisillustration.com/>

To the Teacher

These notes and activities are generally suited to years K-6 but could be used more widely. Please select and adapt them according to your students' needs.

Some websites have been linked to the classroom activities, but your school library or public library will have other wonderful resources too. Help your students develop their information literacy skills by discussing the wide variety of sources/places to access information.

Teaching notes for the first book in this series, *Fearless* can be found at:

http://www.harpercollins.com/harperimages/ommoveoverride/Teacher_Notes_on_Fearless_by_Colin_Thompson_and_Sarah_Davis.pdf

Fearless also has its own website and book trailer at:

<http://www.sarahdavisillustration.com/fearless>

Getting Started

Help students activate prior knowledge to assist their understanding of the book and begin to make connections with the story. Accept any predictions and appropriate discussion points. You may wish to discuss some of the following:

- Explore the cover of the book both front and back. What might the story be about? What was it that made you think that?
- What kind of dog do you think *Fearless* might be? What was it that made you think that?
- What kind of book do you think it's going to be (mood, type of story pattern)? What made you think that?
- Does the cover of this book remind you of any others you've read? (Students may be familiar with the first book, *Fearless* or other pet stories).
- Have students share any questions that may come to them when looking at the cover. Write them/chart them then review the questions after reading the book. Were they answered? This is an excellent opportunity to discuss and distinguish between direct and inferred answers. If any

questions remain unanswered, have a class brainstorm to work out possible ways to find an answer (e.g. look in other books, contact a professional, contact the author).

Reading the Story

- During or directly after reading, ask general comprehension questions to ensure children understand the story, especially focus on whether the problem was that Fearless had not listened to his mother properly or whether there was a different problem (e.g. loving everyone vs. everything, love vs. like – not understanding the difference).
- Make a list of the things that happened in *Fearless in Love*. (What happened first, what happened next etc) You might wish to create a timeline or sequencing activity. This could be done on the Interactive White Board or with laminated strips.
- Examine the pictures in the book to determine family members' facial expressions, feelings, problems, and the outcomes especially the pages where Fearless has damaged things. (There is one member who does not have a problem with Fearless' behaviour. Who is it? Why don't they mind?)
- Read and compare Colin and Sarah's first book, *Fearless* with *Fearless in Love*. Look for similarities/differences. Colin and Sarah have another Fearless book due to be published in 2013. What do you think it might be about? What do you think might happen in it?

Themes

Dogs/Pets

Fearless is a new pet and while pets are fun they are also a responsibility. It pays to know a bit more about pets and pet care before bringing one home.

- Carry out some class surveys such as "Who has a pet? What kind of pet do you have? How many pets do you have?" Create bar graphs to show what you've found out. You could show your results using stacked coloured blocks, a program on the interactive whiteboard or make poster graphs. Tell or write up some sentences to help people understand what

- you've found out. (Teacher may need to assist children to summarize their findings using terms such as more than, less than etc.)
- Interview a friend about their pet (or the class pet or some other pet that they know). Make a list of words that include their pet's name, words that describe what their pet looks like and what it behaves like. Draw a picture showing what you imagine their pet is like based on their description.
 - **Breeds : what are bulldogs like?** Use Wordle (<http://www.wordle.net/>) to create a cloud of descriptive words. First have students work in small groups to brainstorm a list of words that describe Fearless and/or bulldogs in general including temperament and behaviour. Older children may wish to check out breed sites to find more descriptive words. Enter all the words generated by each group even duplicates into Wordle.net to create a word cloud. Print, discuss, and display. (The larger the word is in the Wordle display, the more often it was suggested). Students may wish to explore other pets in a similar fashion, collecting descriptive words from breed books or online.
 - As a class, create a profile poster of the English bulldog breed. Have students explore in books or online other breeds of pets and create a similar profile poster for their chosen pet. If you'd like to use

Giva Doga Biscuits

This makes a big batch! Sell them at your next school fete. Halve the recipe if making these at home.

2/3 c margarine
 1½ c hot water
 1 c powdered milk
 1Tbsp sugar
 ½ c chunky peanut butter
 2 eggs
 6 c wholemeal flour

Mix eggs and peanut butter together, set aside. In a very large bowl, pour hot water over the margarine to melt it. Add powdered milk and sugar. Begin adding flour, one cup at a time, stirring. After 3 cups, stir in the egg/peanut butter mix, continue adding flour. Divide mix into thirds, knead to create a stiff dough. Roll out (to about the thickness of a kid's finger). Use cookie cutters for shapes. Place biscuits on ungreased baking sheets.

Bake for 40 – 50 mins.

a Web 2.0 scrapbooking or poster tool, try Cropmom:

(www.cropmom.com/Digital_Scrapbooking.aspx) or one of the poster toys

from BigHugeLabs:

(<http://bighugelabs.com/>)

- **Pet care: how do you look after a pet?** Brainstorm as a class what pets need (food, water, shelter, grooming, exercise, etc). Research and make up a handbook of how to care for a dog or other pet.

Here are some websites that can help:

<http://www.sarahdavisillustration.com/bulldogs/>

<http://www.digitaldog.com/>

<http://www.petnet.com.au/>

<http://www.petalia.com.au/Home/>

<http://www.loveyourdog.com/>

- **Role-play: Can we get a ____ ?** Students work in pairs. Each pair chooses a type of pet to research for the role play. One student takes the role of a child who wants to have a (e.g. goldfish). The child needs to create a list of three advantages to having a (goldfish) and use them to convince the parent to let them have one. The other student takes the role of a parent who does not really want a pet in the house. They need to create a list of three disadvantages of having a (goldfish) to try to talk the child out of wanting a pet. Try acting these out in front of your class. (If your students have never done an activity like this before, this cartoon is a very simple example of arguments for and against :

<http://learnenglishkids.britishcouncil.org/en/short-stories/the-animal-shelter>)

Poor Puppy Game

How to Play: Choose one child to be the puppy. The rest of the class sit on the floor in a circle. The puppy goes to a person, stops and whines for a pat, looking as pathetic as possible. The children must pat the dog gently and say, "Poor Puppy" while looking the puppy in the eye. If the puppy makes them laugh the two must switch places.

Other Activities

- Organise a visit from the local vet to talk about responsible pet ownership.
- Try some of the games and stories about pets on this site:
<http://learnenglishkids.britishcouncil.org/en/category/topics/pets> (for younger children).
- Learn the words to “Do Your Ears Hang Low”. You can sing along to this YouTube video: (http://www.youtube.com/watch?v=5URLq0_1fos)
- Make a sock puppy so it can sing along with you!



L. McKechnie

Materials

- 1 clean sock
- Coloured felt for tongue and ears
- Textas for marking
- Googly eyes or buttons for eyes
- Small pompoms for nose
- Butchers paper or newspaper for stuffing
- Scissors and glue

Directions

Put the sock on your hand and push the toe part in between your fingers and thumb to create the puppy’s mouth. Mark where you will put the eyes, ears and nose with a texta. Next, stuff the foot of the sock with balled up paper so you can work on the head. Cut out two ears and a tongue from the bits of felt. Glue on the ears, attach the eyes, the nose and make any markings you want with the textas. Remove the paper when the glue is dry. Put the sock back on your hand, open the puppies mouth and mark where the tongue will go then glue. Carefully take it off and wait for the glue to dry. Name your new puppy!

- Learn the actions and sing along to “BINGO” (BINGO was his Name) on this YouTube video: http://www.youtube.com/watch?v=9mmF8zOlh_g
- Play “I Wrote a Letter to a Friend” circle game. You’ll find some easy-to-follow instructions here: <http://teachers.net/lessons/posts/2539.html>

Animal/Human Behaviour

- Brainstorm and describe problems the family had with Fearless and ones students may have had/heard of with other pets. You may wish to discuss why Fearless behaves this way (not bad, just young, did not understand, doesn't know better etc.) What did his family do to solve the problem? Could there have been a better way? Discuss behaviours and consequences. Why do we have consequences? Create some simple behaviour and consequence sentences based on Puppy training sites – e.g. If Puppy does A, Owner should do B.
- Compare *Fearless in Love* with a book where the main character is human and does not behave well such as *No, David!* by David Shannon. Discuss some of the same issues as above. You can also use this as a time to discuss or review classroom behaviours and consequences. For a consequence that doesn't turn out quite the way it was meant to, read and discuss one of Colin's other picture books, *The Naughty Corner*.
- Look in magazines and online for Pet Advice columns. Copy then lucky-dip some of the problems. Write your own advice/suggestions based on research. Publish them in your school's newsletter.

Someone/Something

"Life is a lot more complicated than I thought." Fearless often confuses things with people. Discuss with your students what the difference is between things and people.

Is it alive? How do you know if something is living or not?

Have students draw/name three things that are alive and three things that are not. As they work on this, help them to sort out issues like movement (cars can move but they are not alive) and to think aloud about their decisions (metacognition). With young children, have a circle discussion after drawing. For older children have them write a few sentences about each item. Possible questions:

- *Why did you choose to draw what you did? Tell us how you decided on them.*

- *How did you know if your choices were alive or not?*

Then as a group work to answer:

- *What makes something alive?*
- *What do living things do that non-living things don't do.*

Living things:

- GROW and REPRODUCE (have babies or grow seeds)
- EAT and DRINK
- RESPOND (know and react to what is around them). This means they move towards things they like and go away from things they don't like (e.g. plants grow towards the sun; earthworms don't like the sun so will try to burrow into the dirt).
- With younger children organise a mural or create a wall display with headings for each of the attributes and have the children draw or find picture examples for each.
- With older children you may want to cover the other attributes of living things (excretion and respiration) and explore some simple biology with experiments such as plants responding to sun, proving that plants breathe etc.

Explore Personification.

Explain that personification is a writing technique that authors use to describe something not alive as if it were human or alive. Why might an author want to do this? Find examples in the book. Why do you think Colin Thompson uses personification in this book? Have students create drawings to illustrate the personifications. As a class you may want to explore this literary technique further and write some of your own images. (*Fog* by Carl Sandburg is an accessible poem to continue exploring personification. Try some of the ideas here with your class: <http://www.ncpoetrysociety.org/oldsite/resources/teachers-growingyoungpoets.htm>)

Favourite Things

Fearless finds it difficult to love everything; he has definite likes and dislikes.

- Re-read the story to make a list of the things Fearless loves and doesn't love.
- Discuss Fearless's thinking about how he loved the vet but not the medicine. Can you think of other examples where this might be true? Why? If you have not done so previously, discuss, "Is love for things different than love for people? How so?" (Fearless is also confused between these two).
- Have students make lists or draw pictures of their own likes and dislikes. Create Venn diagrams to show the classes' like and dislikes. Display and discuss (all, some, none).
- Learn the words and sing along to "My Favourite Things":
<http://www.youtube.com/watch?v=tfbB0p-yyLA>
- Look back over the list of likes that the class created. Use them to make up new words to "My Favourite Things". You may have to hunt around for some rhyming words. Try this rhyming dictionary:
<http://www.poetry4kids.com/rhymes>