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Talk about - The Bush

If the children had to imagine a bunyip, what would he or she look like? What would the bunyip be like - friendly? or mean and scary? What other Australian animals can the children think of? Which ones live in the bush?

- Groups can share what ideas they came up with, feeding back to the large group after everyone has had a few turns.

- Then the other child has a turn to ask questions about what sort of animal they have.

Bunyip of Berkeley's Creek

How to play:

Players then swap turns, but this time draw the alternative version of the bunyip. (i.e. If he was fine and handsome in the first turn, then this time he is to be horrible.)

Place the bush creek scene in the middle of the group. Have each child draw a small picture of a bunyip and stick it onto a paddle-pop stick. Each child takes a turn to listen to your instructions, to move around the bush scene. Start with just three places that the bunyip has to walk to, and gradually increase the number of places that the children have to remember.

For example:

The bunyip walked to the table, then to the swing and then he walked to the girl with the towel.

The child takes their bunyip and moves it across the scene - first to the table, then to the swing and then to the girl. After their turn, the child then passes the bunyip puppet to the next person in the group. When every child has had a turn to complete the three-step command, increase the number of places and work around the group a second time.

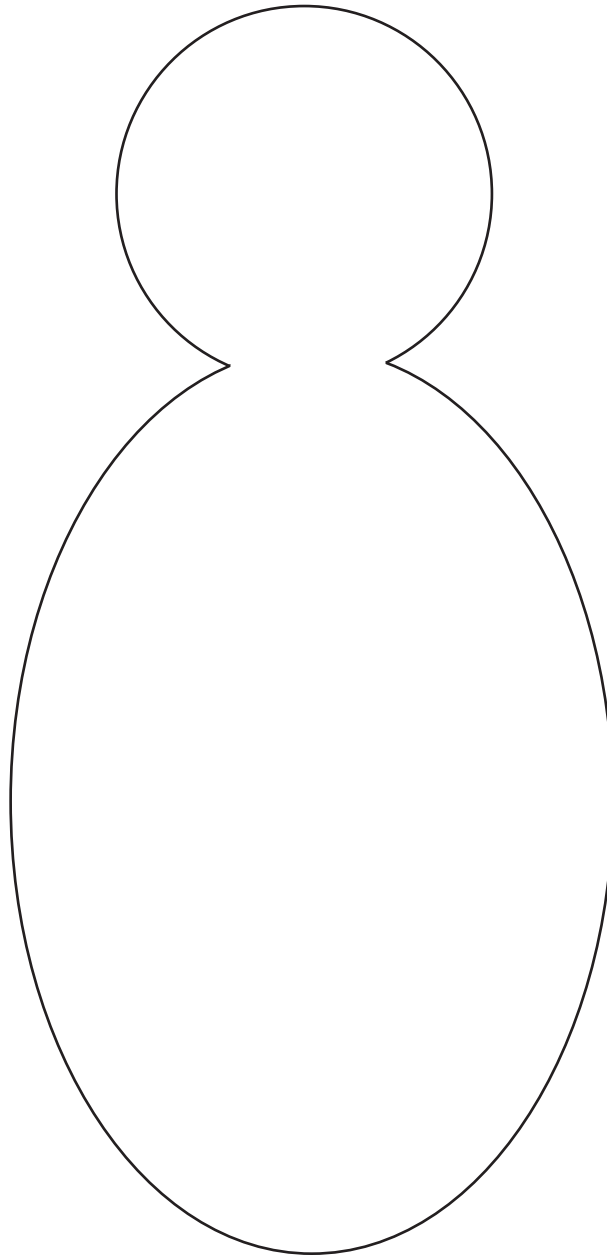
Alternative versions

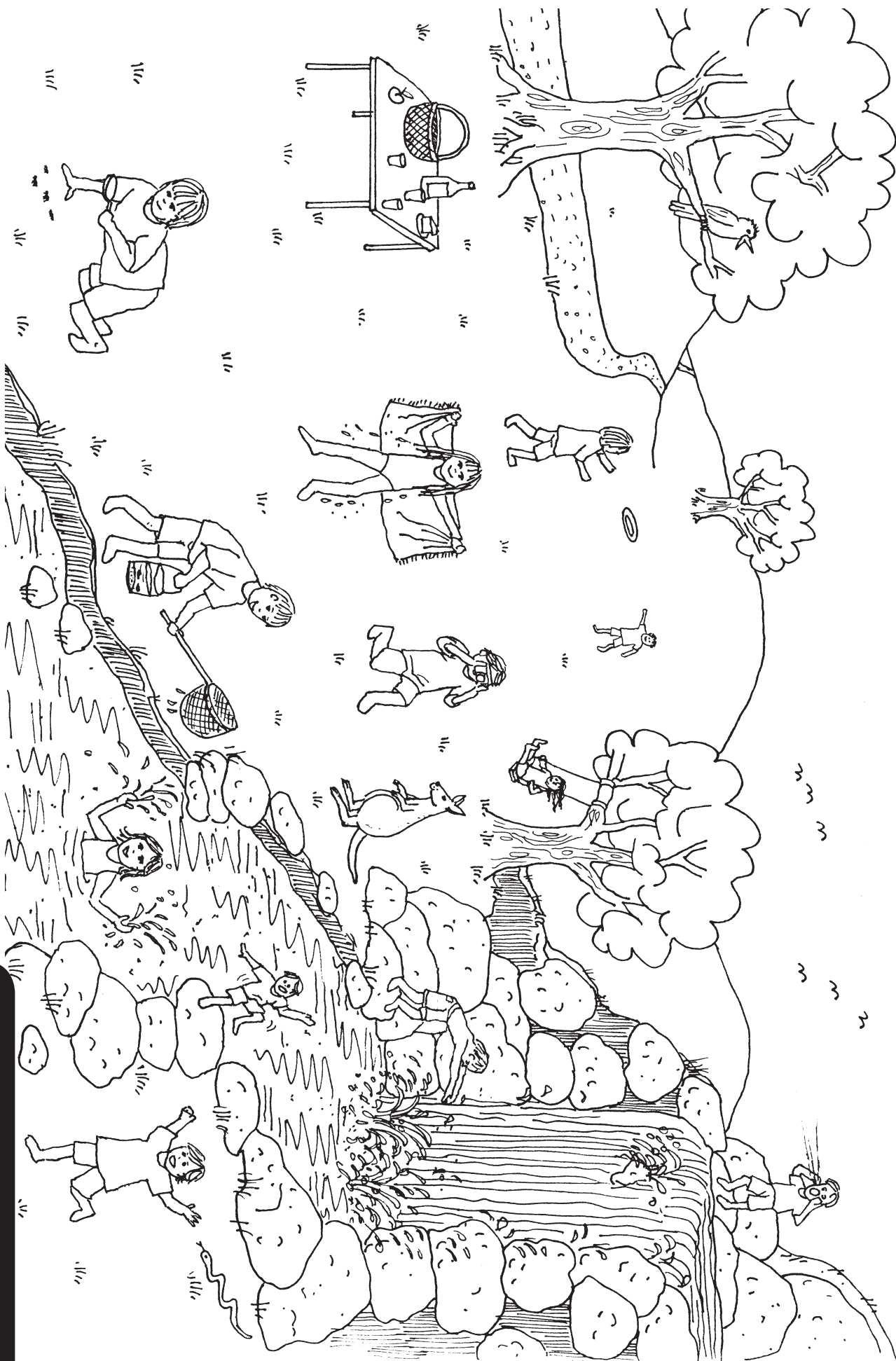
There are other ways to increase the memory load without adding extra places.

For example -

- 1) The instruction could include whether the bunyip was to move slowly or quickly.
- 2) Instructions might state the bunyip walked, ran, jumped or even rolled to the various places.
- 3) Instructions could add more information in the description
(e.g. the girl who is drying herself with the towel)
- 4) The instructions might be more complex by adding 'before' or 'after'
(e.g. After the bunyip rolled to the waterfall, he jumped to the swing.)

Bunyip outline





Bunyip of Berkeley's Creek

Orientation

- Talk to the group about 'being different'. Start by asking the children how they would describe themselves. How would they describe a brother or sister or a friend? How would they be the same and how would they be different? Encourage them to think of people who they think are similar to themselves. Then think of someone who is very different.

Read the story

- Talk about the cover of the book with the group. Ask questions such as - What animals can they see on the cover? What animals do they think are going to be in the story? Where do they think the story might be set? What is a bunyip?
- Read through the story, and at each point where the bunyip says "What am I?" or "What do I look like?", ask the children what they would say to the bunyip. At the end of the book, encourage the children to suggest clues that they could use in a "What am I" game about a bunyip.

Sound work:

Rhyming

- Put out the pictures of Australian animals and quickly make sure that the children know the name of each animal. Explain that you have a list of names for the animals, but that you have mixed them all up. Ask the children to help you sort them out and put the right name on the matching animal. Explain that all you know is that the names rhyme with what the animal is.
 - Put the animal pictures on the ground in a long column, and put out the names randomly down the other side. Tell the children that you have only one matching set and give the group the example of 'Skipperoo Kangaroo'.
 - Take the top name and put it next to the first animal. Read out the combination of name + animal type e.g. Biddna Koala, move gradually down the list, until the children identify a rhyming match (i.e. Biddna Echidna).
 - When all the names have been sorted out, read down the list one last time.
- Have the group think up some similar names for other animals. Take turns in thinking up a new animal, and then as a group try to think of a good rhyming name.

Syllabification

- Ask the children then, to help you sort out how many claps are in each animal's names - do both the made-up name, and then the animal type.
 - Model for the children, clapping out the syllables in the names of the animals. See if any child wants to have a turn to work out the syllables themselves. Place 4 or 5 buttons or markers of some sort in a row to make the syllables concrete and plainly in front of the group. Tap a button as you say the name of the animal, stressing and tapping each syllable.
 - To help those children who still find this a difficult concept, go around the group getting each child to identify how many claps in their own names, first and last.

Word work:

Description - features

- Give each child a copy of the blank concept web. Encourage them to draw an Australian animal inside the circle. Then help them to work out describing words for their animal.
 - Talk firstly about general features - eyes, legs, ears etc. Then get more specific descriptors, such as: colour, fur/skin/feathers, teeth, noise, where living, etc.
 - As they come up with ideas for describing words, the children can colour in one of the stars on the arms of the web.
 - Point out that some descriptors can apply to lots of different animals (broad terms) like: 'four legs' and 'two ears'; but some descriptors apply to just a few like: 'long, pointy spines' or 'a long and strong tail'.

(Word work cont.)

Synonyms & Antonyms - sorting

- Place the front cover of the book in front of the group. Have two A4 pages to each side of the book - one headed with a 'thumbs-up' and one headed with 'thumbs-down'. Explain to the children that the thumbs up page is for 'handsome-type' describing words for the Bunyip, and thumbs down is for 'horrible' descriptors.
 - Have the children think up various adjectives for the Bunyip, encouraging not just physical descriptors but personality-type descriptors (e.g. friendly, happy, gentle, nasty, rude etc.)
 - As the children brainstorm the describing words, ask them to decide which page to write the word on - a thumbs-up or thumbs-down type of word. Make sure you end with more positive descriptors than negative.

Sentence work:

Listening comprehension

- Give each child in the group three counters / buttons / markers - one red, green and yellow. Explain to the children that they have to listen carefully to some sentences about the story of the Bunyip.
 - If they think the sentence is TRUE, they have to hold up the green counter. If they think the sentence is FALSE, they have to hold up the red counter. If they don't know the answer - if it isn't in the story, then they hold up the yellow counter.
 - Go through the story and give simple sentences for the children to rate, or simply work through the examples provided in the resources section.

Sentence completion

- Give each child the page from the resource materials which shows a special frame with the words "No-one quite like me." written at the top.
 - Encourage the children to draw a picture of themselves in the frame, and then go around the group saying a sentence starting with - "I'm special because ..." Children can think of as many different things that make them special.
 - A different version of this activity would be to also take turns around the group saying to a friend - "I think you're special because....". Use the puppet of bunyip that you made and give it to the first child. When the child makes a positive comment about someone else, he can pass the puppet on to that person, and then that person has a turn.

Text work:

Social Language

- Put children into small groups of 4 or 5. Explain that you are going to practice giving positive compliments to others as a role play.
 - One person agrees to be someone who is feeling a bit down / sad. The others in the group will try to make him/her feel better by saying nice things about them.
 - Start with one person saying to the sad person, "Hi, How are you ?". That person then says something like: "Not too good, I'm feeling a bit sad at the moment."
 - Then everyone has to think of something nice to say to that person to make them feel better; a positive compliment or just something friendly or helpful.
 - After a while and after everyone has contributed something, the original person then says: "Thanks guys, I'm feeling much better."

Expository text

- Explain to the children that you are going to write a science report about the Bunyip of Berkeley's Creek. Imagine that you are the scientist from the story, and that you really can see the bunyip. You are a special scientist investigating the Bunyip, and you are now writing a report about him.
 - List all the 'facts' that you learn about the bunyip from the story - some you can find from his picture, and some you can find from the writing.

Text work (cont.):

- Think about each of his features and then think of why he might need this.

For example:

Bunyip has a very long and strong-looking tail - what could this be for?

Bunyip also has three very long toes, what does he use these for?

He has a very thick, brown coat, - why?

- Use the page of sentence starters to develop an expository text about the Bunyip. For the sentences where the children need to describe the bunyip, use similes to compare the bunyip to other Australian animals.

For example:

The bunyip's tail is very long and strong like a kangaroo's tail. He uses it to keep his balance as he runs through the bush, and as a paddle when he is swimming in the billabongs.

Text Innovation

- Discuss for a short time animals that are real and animals that are not real - like Bunyips, Big Foot, Loch Ness Monster, unicorns, dragons, etc. Finish by talking about the Yeti, an animal that lives in cold places, like Mount Everest.
 - Explain that you are going to write another book that is a bit like Bunyip of Berkeley's Creek, but it is going to be "The Yeti of Mount Everest".
 - First of all, talk about what a yeti might look like - remembering that it has to live in a snowy country, where it is white with snow and ice on the ground and very cold. Have the children draw a picture of what they think a yeti looks like. (Then show pictures of what other people have imagined the yeti to look like, if you can print some from the web.)
 - Help the children to think of other animals that might live in the same place. After some discussion you might need to provide the names and descriptions of a few of the animals that live in the Himalayas.

For example:

Himalayan Yak

Snow Leopard

Himalayan Black Bear

Musk Deer

Red Pandas

Mountain Tahr (like a goat)

- What features could each animal talk about when they talk to the yeti (like the other animals in the bunyip story.)
- Next think of the places on Mount Everest that could be parallel to a billabong, or a bush creek. How do things look on Mount Everest. Talk about where the Yeti might come from at the beginning of the story, and where might he go to? Who could the man be? Could he be someone who is trying to get to the top of Mount Everest?
- Finally, work together as a group to form the story: "The Yeti of Mount Everest".

Blank's Questions

Level 1

- Can you see the bunyip's eyes?
- Watch what I touch, now you touch it. (pick a feature from one of the pictures)
- What did you just see? (second page)
- What's this called? (point to the mirror)
- What is the bunyip doing? (brushing his fur)
- Say this: 'The platypus is swimming in the water.'
- Show me the wallaby's tail.
- What is hiding in the wallaby's pouch?

Level 2

- Find the animal that has got long legs. (emu)
- How are a wallaby and a platypus, different?
- Name an animal that lives in the water.
- Tell me what a pen is used for.
- What's happening in this picture? (emu and bunyip running)
- What is this thing used for? (point to the comb)
- In the story, who doesn't think that buniyps are real?
- What colour are the bunyip's pants?

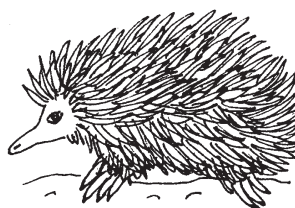
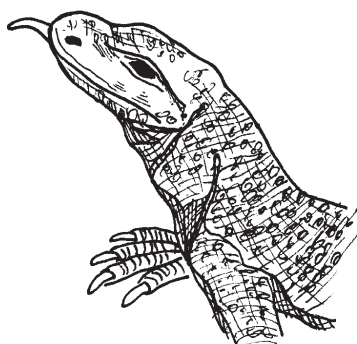
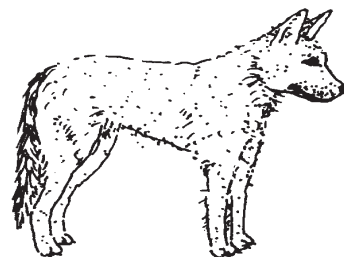
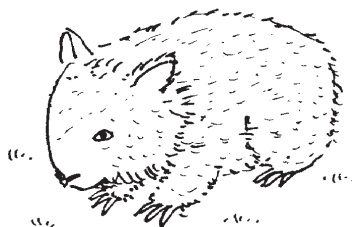
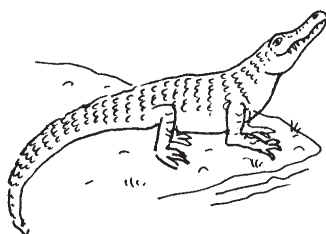
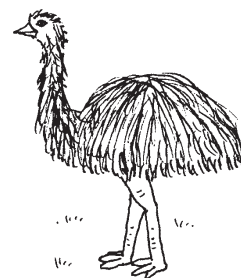
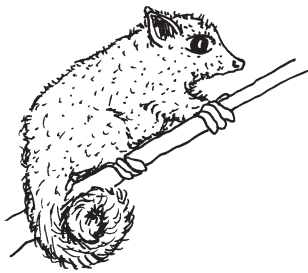
Level 3

- Tell me what a bunyip is.
- What do you think will happen next in this story?
- Tell me an animal that lives in the bush, but has no legs.
- What could the platypus say to the bunyip to describe him?
- Tell me what 'curious' means.
- Tell me something that you wouldn't see in the bush.
- How are an emu and a wallaby the same?
- Say this, "The bunyip is wanting to meet a new friend."

Level 4

- Where might the two buniyps go next?
- What would you do if you found a strange animal?
- Why do you think the bunyip has got such long toes?
- What else could the bunyip do to find out about buniyps?
- Why is this called a waterhole?
- How can you tell the bunyip is happy at the end of the story?
- Why does a bunyip live near the creek?
- Why wouldn't you find a bunyip at the creek if you went looking?

Australian Animals



Rhyming names

Match these names to the Australian animal it rhymes with.

Skipperoo

Bidna

Jossum

Temu

Moala

Atticus

Gumbat

Joanna

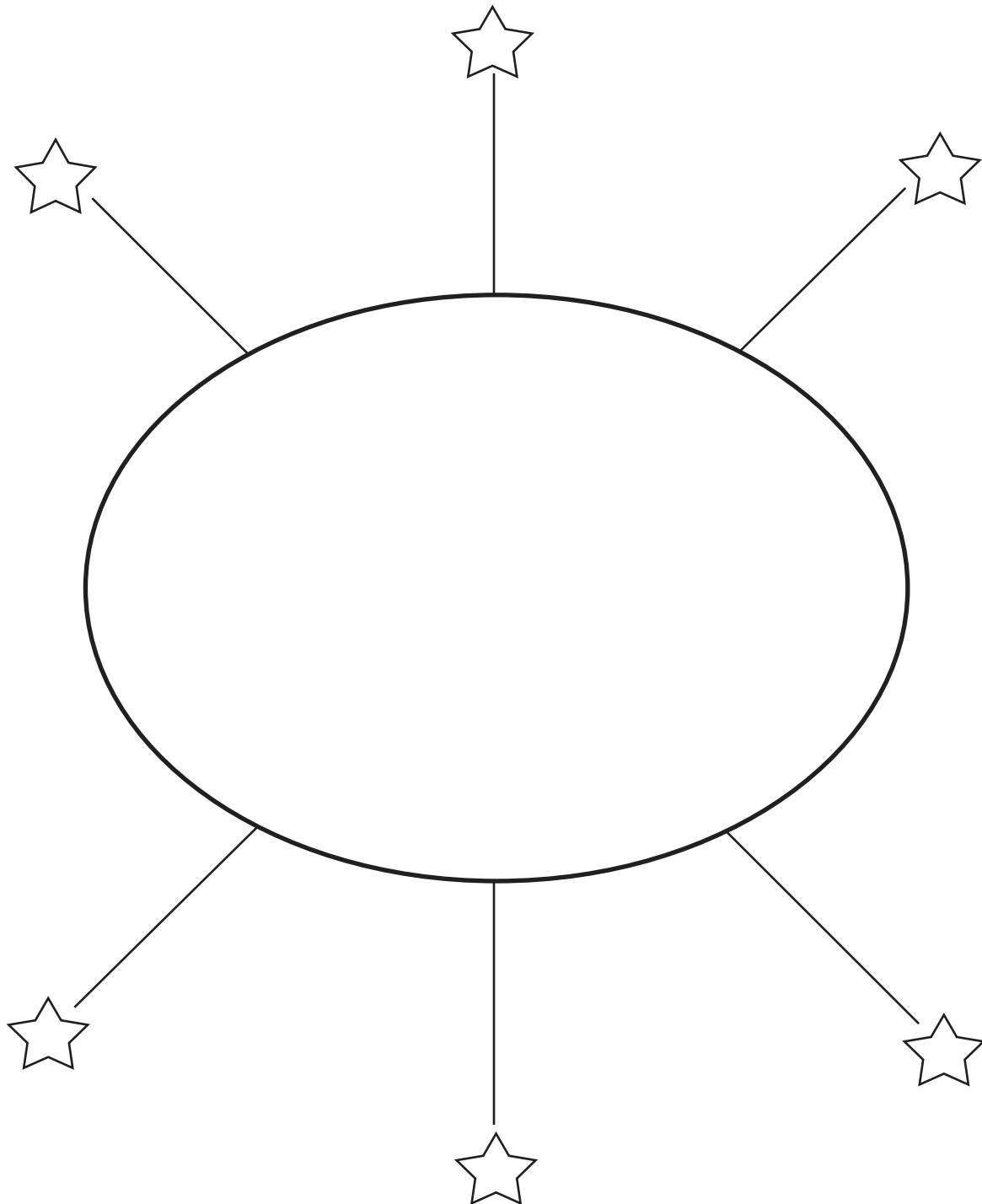
Philby

Jake

Saradile

Ringo

Draw an Australian animal in the middle of the ring, then think up some good describing words for the animal. Put a dot sticker on each arm of the web or colour in the end stars when you think of a describing word.





THUMBS UP

THUMBS DOWN



True / False / I don't know sentences

The night birds were scared of the bunyip.

When he came out of the billabong, the bunyip made lots of friends.

The platypus knew what the bunyip was, and told him.

The bunyip and the platypus had a long talk.

The bunyip's name was Billy.

The bunyip thought he was very handsome.

The wallaby had a baby joey in her pouch.

The wallaby thought the bunyip looked very scary.

The emu was running in a race.

The emy thought the bunyip looked very horrible.

The bunyip felt very lonely.

The man couldn't see the bunyip at all, because he was invisible.

The bunyip went back to the waterhole after he spoke to the man.

The man wanted to be the bunyip's friend.

Bunyips like to swim in waterholes.

Bunyips like to cook fish for their dinner.

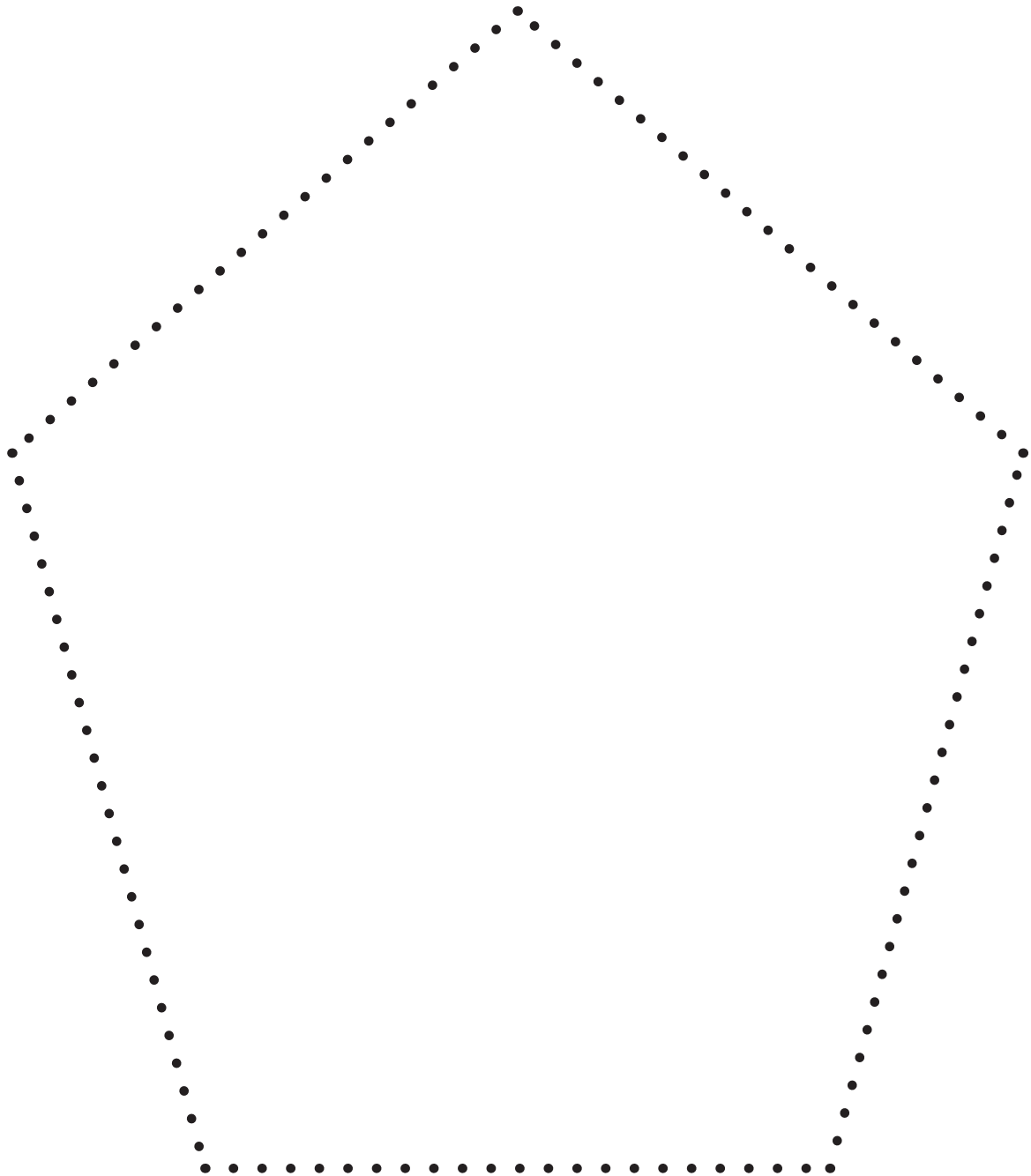
Bunyips like to drink tea in the evening.

Bunyips spend a lot of time looking in the mirror.

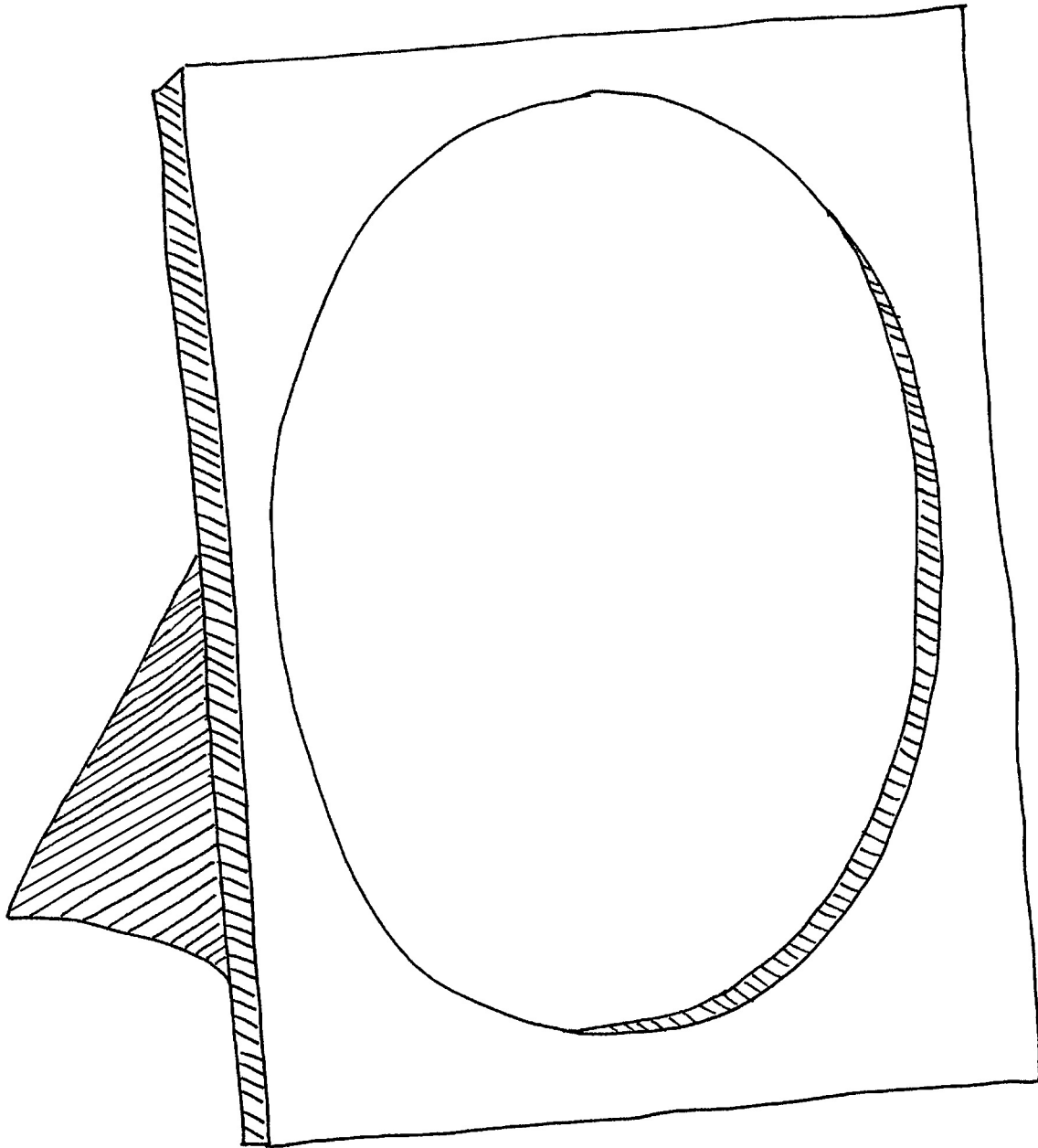
The two bunyips got married and had three baby bunyips.

A baby bunyip is called a bunling.

This bunyip is special because



There's no-one quite like me.



I'm special because

Here are some suggestions for the Bunyip story:

LEGS

FUR / FEATHER / HAIR / SCALES

EYES

SNOUT

TEETH

EARS

ARMS

PAWS / HANDS

TAIL

BODY

COLOUR

NOISE

SPECIAL FEATURES - e.g. horns, tusks, trunk

BELONGINGS



Sentence starters for a Bunyip Report:

The bunyip can be found

The bunyip is a,, creature.

He lives ...

A bunyip mainly eats ...

A bunyip has ...

The bunyip moves by ...

He likes to ...

Bunyips often have ...

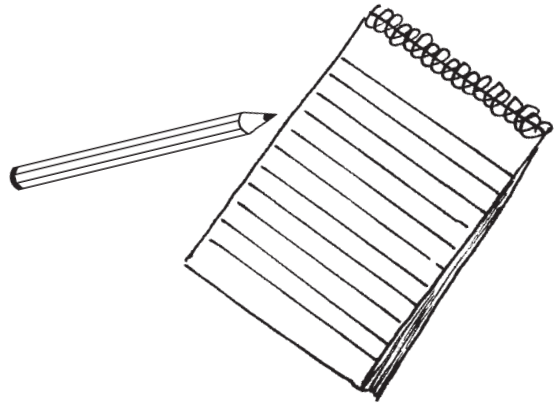
Bunyips don't like to ...

The bunyip can't ...

The thing a bunyip hates the most is ...

Bunyips are best at ...

Bunyips make,, & friends.





Dear _____ ,

In my group today, we read a story about a bunyip and some Australian animals.

The story was about the bunyip who didn't know who he was, and he was trying to find out.

We talked about Australian animals, and played a guessing game of "Who am I?". I'd really like to play the game with you, but I might need some help.

Thanks for playing with me.



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