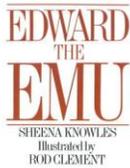


From the Creators of *Edwina the Emu*



EDWARD THE EMU

AUTHOR: SHEENA KNOWLES

ILLUSTRATOR: ROD CLEMENT

See a video of the book read aloud here: [Edward the Emu](#)

**** REMEMBER: HAVE FUN AND THE KIDS WILL TOO! ****

OVERVIEW

ABOUT THE BOOK

In a hilariously illustrated and rhyming tale, Edward is tired of his life as an emu. He tries swimming with the seals, lounging with the lions, even slithering with the snakes. Edward soon discovers that being an emu may be the best thing after all, but has he been replaced?

ABOUT THE AUTHOR

Sheena Knowles is an Australian author of children's books. Born in Geelong, Victoria, she currently lives in Victoria. She is the author of the popular picture book *Edward the Emu*, which was illustrated by Rod Clement, and shortlisted for the 1989 Australian Children's Picture Book of the Year.

ABOUT THE ILLUSTRATOR

Born in Sydney, Rod Clement spent several years of his childhood in Papua New Guinea, an experience that led to his love of nature. This enabled him to portray images of animals with a precision and flair that appealed to his young readers. Humor prevails in his work and he has received several awards for his richly illustrated picture books, which include *Edward the Emu* (1988), a verse story, and *Edwina the Emu* (1996), both written by Sheena Knowles.

THE READ ALOUD

BEFORE READING

Use these prompts before reading the story to help students activate background knowledge and make predictions:

- (cover) Can we tell what this story is about by looking at the cover?
- Do you think this is Edward the Emu?
- How does he feel?
- (Reader: open up the cover so that both front and back show.) Do we get any new information if we look at the front and back cover together?

DURING THE STORY

Use these prompts while reading the story to help students interpret the action and content:

- (title page) What is that at the end of Edward's beak? I can't figure out why it's wet.
- (p. 1) What do you notice about the way this is written? (rhyming)

EDWARD THE EMU

TOPICS & THEMES:

- Zoos
- Animals
- Self-esteem
- Empathy

Tips for every book!

POWER PHRASES:

I WONDER...

I NOTICE...

TELL ME MORE...

DIGGING DEEPER:

"Tell me more, why do you think that?"

"How do you know that?"

"Why do you think they feel like that?"

"Interesting, did you notice anything else?"

- (p. 3) The author just gave us a clue about the illustration on the title page.
- (p. 8) If we look at the illustration of the seal on this page, can we tell how he feels when Edward says “the lion’s best”?
- (p. 10) Compare and contrast the emu and the lion illustrations.
- (p. 14) How does the lion feel to have an emu using him as a ladder?
- (p. 21) What has the snake done with Edward? (is he choking Edward?)
- (p. 25) He’s been replaced? Already? Oh no!

AFTER READING

Use these prompts after reading the story to help students understand what they just read:

- What happens next?
- What would happen if Edward really had been replaced?
- Is Edwina a boy or a girl? Why do you think so?
- Do you think Edward will be more, or less, bored now that he has company? How else might he feel?

BRINGING THE BOOK TO LIFE!

- (cover) If anyone thinks they know why there’s a dripping ball on the end of the emu’s beak, put your hand on your mouth. Whisper to your neighbor what you think. Don’t tell anyone yet.

COOPERATIVE LEARNING

- Talk with your neighbor about a different ending for the book. What would it be? Share with the class.

SMALL-GROUP IDEAS

1. DISCUSSION ACTIVITY

- What do you know about emus? (more information at: <http://animals.sandiegozoo.org/animals/emu>)
- (p. 4) Do emus usually eat fish? Where do emus live?
- (p. 13) How do you think Edward got into the tree? Do emus climb trees?

Suggested Optional Activity:

- *(Reader/Teacher: print and/or cut out photos of an emu, seal, lion, and snake; glue onto index cards or other cardstock; students can work together or make multiple sets so they can work individually.)* Without looking at the book, can you put the pictures of these animals in the order they appeared in the story?

2. WRITING ACTIVITY

- What is your favorite animal in the zoo? Write a short sentence about what the animal eats. (e.g. The lion eats meat.)

3. EXTENSION ACTIVITY

- Game: True or False – Edward was a seal; Edward felt bored at the beginning of the story; Edward wanted to be a monkey; the zoo opened every day at nine in the morning; emus can fly and climb trees.

COMMON CORE LINKS

CCSS.ELA-LITERACY.RL.K.1, K.3, K.4, K.5, K.6, K.7, K.10