



Title: The Bear and the Piano

Author/ Illustrator: David Litchfield

Age Range: 4-9

Topic/Themes: friendship, talent, practice, fame, speech bubbles, sequencing, writing practice, connection to self.

Vocabulary: clearing, standing ovation, admiration, grace, passion

See the book read aloud here: [The Bear and the Piano](#)

I. INTRODUCTION (PREP QUESTIONS)

- I wonder what this book is going to be about? Can anyone tell me?
- I notice there's some big curtains around the edge of the book, I wonder why that is... (Model curiosity).
- Why do you think there's a piano in the forest?
- Put your fingers on your nose if you've ever played an instrument? What have you played?
- We can all put our fingers on our noses – we have our own instrument, our voice!
- Do you think this story is going to be fiction or non-fiction? (Re-cap meanings). Why?
- Introduce title and author/illustrator (recap what these words mean)

II. INTEGRATIVE STRATEGIES

During Reading:

- (P.3-4) I notice these pictures are similar but different, can anyone tell me why? Identify the four seasons.
- (p.9) What do you think it means when it says, "make your fur stand on end"?
- (p.10) I wonder what the Bear is going to do?
- (p.11) If bear goes to the city, what do you think will happen?
- (p.22) What do you think he's going to do now?
- (p.28) What do you think has made the bear's fur stand on end?

III. SMALL GROUP ACTIVITIES (6-10 CHILDREN)

Post Reading Comprehension:

Conduct a picture walk asking the following questions as you go (bring in a bear as a 'talking object' for the children to hold when they participate).

- What do you think "PLONK!" means? Why is it written differently than the other words?
- Why did the bear leave after he heard the "awful sound"?
- Why did the bear keep coming back? What was he doing?
- What did the little girl and her father want the bear to do?
- Do you think the bear should have gone to the city? Why did the bear not want to go?
- Why did everyone love the bear's music so much?
- Do you think the bear was sad? What did he miss? Why?
- Was the bear surprised to find the clearing empty when he returned? How do you think that made him feel?
- Why did the gray bear run away from him?
- How did bear feel when he saw what the other bears did for him? How would you feel?

- How did things change from the beginning of the story to the end? Were the sounds the bear was making with the piano still “awful”?
- Would you like to be famous? What for? What would be good? Would anything be hard?
- What was your favorite page in the book?
- *Follow on activity should you choose: “A book about me”*. Ask them to think about what they would like to be famous for and imagine someone writes a book about them. They can then design their own book cover.
- This could include: A title, a labelled drawing, and who the book is written by. Have other books available for them to see how to lay out their own book cover, and/or draw a basic example on the board for them to copy key components.