

THE GREAT BEAR

By LIBBY GLEESON AND ARMIN GREDER



F	1	2	3	4	5	6	7	8	9	10
					✓	✓				

Writing	
Ideas	✓
Organisation	
Voice	✓
Word Choice	✓
Sentence Fluency	✓
Conventions	
Presentation	



Reading	
Determining Importance	
Inferring	✓
Making Connections	✓
Predicting	✓
Questioning	✓
Summarising & Synthesising	✓
Visualising	

The Great Bear, a collaboration between author Libby Gleeson and illustrator Armin Greder is a powerful narrative about the treatment of a circus bear who is forced to perform for a crowd, night after night. The illustrations are as important as the text and should get students thinking and discussing deeply.

Writing

IDEAS- why did the author write this text? Read the author's note at the end of the book to discuss what may have inspired her. Teachers often say VOICE is the hardest trait to teach students because it seems so subjective. It's not as clear cut as conventions or sentence fluency, so how can you possibly teach it? This intriguing text is a wonderful text for exploring VOICE with students. (What is the tone of this text? What was Libby Gleeson's purpose for writing this? How can a text have VOICE when the second half of the text has no words at all!?) As is generally the case, the VOICE in this book is strengthened by specific WORD CHOICE combined with very deliberate choices around SENTENCE FLUENCY. It contains long flowing sentences as well as short, staccato-like sentences in addition to the use of repetition to add drama and impact. This would be an excellent text to dissect simple, compound and complex sentences.

Reading

With only half of the book having text, this book opens itself up to INFERRING. (Reading the illustrator's view on the use of words vs illustrations at the back of the text provides a sound and fascinating explanation for why there is no text). With the strong themes of respect, humanity and the treatment of animals, this book is prime for MAKING CONNECTIONS (especially to news articles/media pieces). The connections made could form the basis of a new piece of writing by students. QUESTIONING in this text should go beyond the text- students should be encouraged to ask bigger questions about the treatment of animals in different situations, how this text could be related to the treatment of people, how it is placed in time (is it current or a historical perspective)?