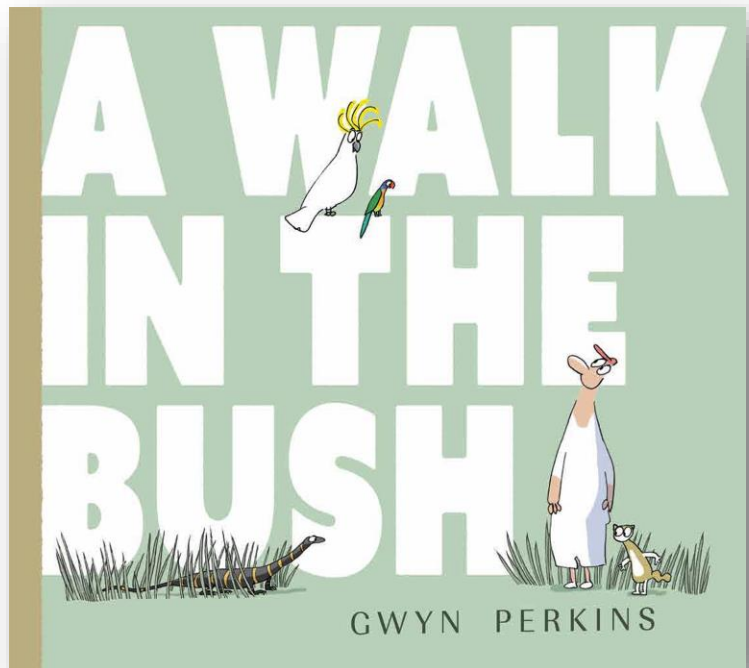


A Walk in the Bush

Author/Illustrator
Gwyn Perkins



Little Iggy doesn't want to leave the house, but Grandad insists — they always have fun together. What follows is a wonderful journey in the great Australian outdoors with singing birds, wallaby surprises, secret caterpillar messages and oodles of grandad humour. Here is a story about the wonders of nature, the funny side of life and spending time with the ones we love.

RECOMMENDED READING LEVEL: Lower to Mid Primary

TEACHER NOTES

- Grandad and Iggy go on an adventure in the bush and meet many animals. Ask the students to identify their favourite creature from the story and write down everything they know about that animal.
- On page 14, Grandad points out new shoots growing after a bushfire. Discuss bushfires with the students, talking about what might make a bushfire more severe

(eg dry vegetation, hot weather). Discuss what trees might look like when they've been burnt by bushfires and how they can regenerate afterwards.

- Use the story as a springboard to a discussion about the importance of our natural environment, what conservation means and what we can do to look after our environment.
- Discuss the feelings that Iggy displays throughout the book. On pages 4–7, what might tell the students that Iggy does not want to go out? How do they think Iggy is feeling by the end of the book? Turn to page 8. Ask the students to look at Iggy's face and describe how they think Iggy might be feeling as he looks at the goanna. How can they tell? Is there anything else about Iggy's body that might tell them Iggy is feeling scared? Ask the students to find another page in the book where Iggy seems to be scared.
- Discuss what kinds of things birds might communicate about. Put the students in small groups and ask them to write a short play about a conversation between some birds in the bush. Have each student draw one of the birds featured in the book, cut it out and paste it onto an ice-cream stick, to use as characters in the play.
- On pages 26–27, Grandad and Iggy are sitting quietly, listening to the sounds of the bush. Ask the students why it might be that this spread does not contain any text. Have the students identify what things they can see in the illustration that might make sounds (for example, the water, the birds, the wind rustling the leaves in the trees).
- Ask the students to write their own story about a time they explored nature. Have them study the illustrations in *A Walk in the Bush* and use them as inspiration for their own illustrations to accompany their story.
- As a group, discuss with the students what is special about grandparents. Ask them to write a letter to their own grandad (or other carer), outlining the things the student likes to do with them.

- On page 16 we see a bird feeding on nectar. Have the students list each of the animals featured in the book and discuss what each of them might eat.
- Talk about the language used in the story. Ask students to identify the nouns. Have them identify the adjectives and discuss what adjectives do. Ask them what they think Grandad means when he says, 'That's called a wallaby surprise'.