

# SAILOR BEAR



by Martin Waddell, colour illustrations by Virginia Austin

ISBN: 0-86278-363-1 • €6.98 pb • 32 pages

Small Bear was lost and lonely and had no one to play with, then he had an idea – he would be a sailor and sail on the sea. The boats in the harbour were too big for a small bear, so he thought and he thought and made his own boat to sail in a small sea. But the weather changed, the sea turned rough, and he was cast out onto a rock where he lay shivering, cold and alone, until dawn. Morning brought a little girl who picked him up and hugged him and brought him home to dry. Small Bear had been found and he cuddled up, safe and warm at last.

## LANGUAGE – ENGLISH

- ◆ Language of repetition and refrain: 'He thought and he thought and he looked at ...'
- ◆ Discussion: Naming and listing things that make us feel small, that look too big.
- ◆ Creative: 'Small bears need small boats ... small boats need small seats'. Composing and listing further.
- ◆ Creative: Compose other appropriate names for Small Bear's boat.

## SESE – GEOGRAPHY

- ◆ People at work: The work of a sailor, living at sea, fishing, on cruisers, with the Navy.
- ◆ Weather: Observing, discussing different weather conditions using illustrations; effects of weather conditions on land, at sea; seasonal changes; importance of wearing suitable clothing.
- ◆ Planet Earth in space: Identifying the sun, moon, stars, day, night from illustrations.

## SESE – SCIENCE

- ◆ Forces: Investigating how forces act on objects, grouping objects that float or sink.
- ◆ Materials and change: Exploring the effects of water on materials, materials which are waterproof, suggesting materials suitable for rainy days, describing wet/dry materials.
- ◆ Living things: Identifying from illustrations animals/birds/insects that hunt at night.

## SPHE

- ◆ Myself: Feelings and emotions, naming and discussing situations when one might feel lonely, lost, upset and afraid. Joy/happiness when one is found/loved/secure/safe.

- ◆ Safety issues: Exploring how accidents might be prevented, strategies for keeping safe near water, importance of being supervised near water, dangers of engaging in unsafe behaviour, importance of letting others know where we are.
- ◆ Myself and my family: Importance of belonging to family group, how families take care of, support and love each other.
- ◆ Circle time: 'I felt lonely when ...'; 'I was frightened when ...'

## MATHEMATICS

- ◆ Time: Concept of time through use of appropriate vocabulary, using illustrations – night and day; early/late; morning and evening; bedtime.
- ◆ Classifying: Sorting and identifying objects that float or sink.

## PHYSICAL EDUCATION

- ◆ Warm-up: Sailors running around, searching for and collecting driftwood, hammering, sawing and building small boat.
- ◆ Movement: Children sit in lines to form long boats, rowing together, pulling on oars, rowing with strong movements to avoid stormy weather, 'boat' rocking.
- ◆ Cool-down: Children shipwrecked, lying exhausted on beach, sun shines through, safe at last! Rest and recover from storm, dreaming of warm fires and comforts of home.

## VISUAL ARTS

- ◆ Reflections: See *Busy Fingers* series, No. 2, Summer, p.9.
- ◆ Starry, Starry Night: See p.2, as above.