

LEARNING TIME

Bev and Kev

By Katrina Germain and Mandy Foot

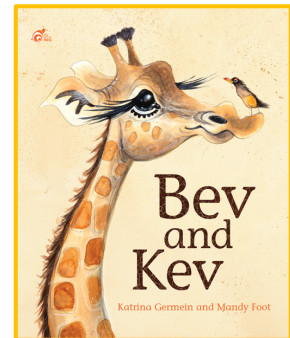
Bev is tall, the other animals are always telling her so. She needs a place that feels just right, day and night. Along her journey she meets very small Kev.

This unlikely pair help each other discover the value of a true friend and the importance of loving yourself.

Stunning watercolour illustrations set in earthy desert tones beautifully portray the emotions felt by Bev. An important story to help children learn about themselves, emotions and friendship.

Themes: friendship, measurement, animals, size, uniqueness

Rare and interesting words/concepts: stretched, massive, desert, gigantic, humongous, jungle, tickle, company, journey



Key Message for Parents | The best learning happens in nurturing relationships

Nurturing relationships that are consistent, warm and loving provide children with secure attachments that are critical for optimal brain development. Through a widening network of secure relationships, children develop confidence and feel respected and valued. Some ideas to share with parents/carers are:

- Provide an environment that is predictable and calm. Routines are great for young children as they know what to expect.
- Be a role model and speak to children in a respectful way. Get to know the names of the children in your group through a welcome song so everyone feels included and valued.
- Children learn a great deal from each other so encourage interactions that promote sharing and turn taking. Play games that require interaction

Australian Early Years Learning Framework | Outcome 1: Children have a strong sense of identity

Children learn about themselves and construct their own identity within the context of their families and communities. Educators can support children's to develop a strong sense of identity by

- Talking with children in respectful ways about similarities and differences in people. Bev and Kev provides a discussion starter about being different.
- Model care, empathy and respect.
- Acknowledge each child's uniqueness in positive ways.

Welcome

Ask carers to write nametags for themselves and their children.

Welcome everyone, introduce yourself, remind adults to turn their mobile phones off and that there will be time for adults to chat after the story and songs.

Welcome Song (or your preferred song)

Have the words available as a handout or written on a board or butcher's paper for the adults to read and join in.

Good Morning

Good morning to you

Good morning to you

Good morning everybody

and welcome to you!

You may like to introduce the book at this stage or use a song to help prepare your group and introduce the upcoming story and activities.



Song

Friends

Friends Friends 1, 2 3

All my friends are here with me

You're my friend, You're my friend

You're my friend, You're my friend!

Repeat

<https://www.youtube.com/watch?v=QaITh9NEQ38>



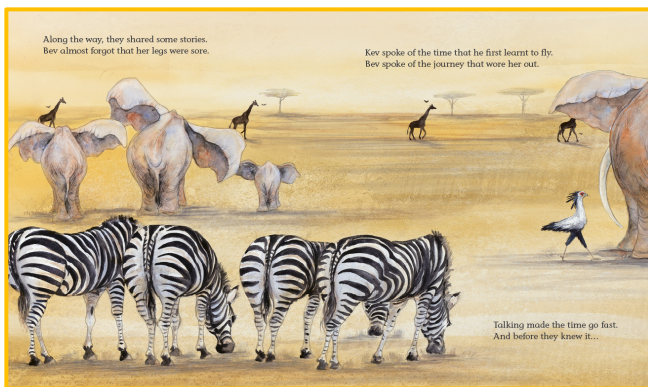
Before Reading

Read the title and share the author and illustrator information.

What are the animals on the cover? Ask the children what animal they think Bev is and which is Kev. Encourage them to explain their answers.

Read the blurb on the back cover. Were the children right in their prediction?

Talk about how the words Bev and Kev sound the same and rhyme. Are there other words that rhyme with Bev and Kev- dev, rev etc. Letting children explore rhyming words, even if they make up nonsense words helps to develop their phonemic awareness which is an important pre reading skill.



During Reading

Bev feels lots of emotions throughout the story so practice reading the book aloud and use different voices and tones for the animals and the way Bev feels. Read with enthusiasm and excitement. As you read the story there are lots of opportunity for discussion

What are some other words that mean tall? Colossal, monstrous, large, lanky, towering

How do you think Bev is feeling when the animals comment on her height? – sad, out of place, doesn't belong. There is no one else around that looks like her as all the other animals are small.

How can we tell Bev is feeling sad? Illustrations show sad eyes, drooping head, downturned mouth.

What are the other animals in the story? Look at the back endpapers to find out. Red river hog, okapi, meerkat, African penguins, secretary bird, zebras, elephants, yellow billed oxpecker.

After Reading

Reflect on the story. How does Bev feel at the end of the story? Talk about the fold out pages and how all the animals have come together. Can the children name all the animals?

Some questions to prompt discussion include;

- What makes a good friend?
- What do you think Bev and Kev will do next?
- Where could you go to see these types of animals? Zoo, safari park, Africa.

Song

If your Happy and you know it



*If your happy and you know it clap your hands
If your happy and you know it clap your hands
If your happy and you know it then your face will surely show it
If your happy and you know it clap your hands*

*If you're happy and you know it, stomp your feet
If you're happy and you know it, stomp your feet
If you're happy and you know it, then your face will surely show it
If you're happy and you know it, stomp your feet*

*If you're happy and you know it, shout "Hurray!" (Hurray!)
If you're happy and you know it, shout "Hurray!" (Hurray!)
If you're happy and you know it, then your face will surely show it
If you're happy and you know it, shout "Hurray!" (Hurray!)*

*If you're happy and you know it, do all three (hurray!)
If you're happy and you know it, do all three (hurray!)
If you're happy and you know it, then your face will surely show it
If you're happy and you know it, do all three (hurray!)*

Extension Ideas

Read

Read the endpapers. There are the names of all the other animals from the story. Pointing and naming animals and objects helps to build vocabulary.

Re read the story and point out the different shapes, sizes and opposites.
Read other books about friendship and being different

- **Leonardo the Terrible Monster** by Mo Willems
- **Pink!** By Margaret Wild
- **The Things I Love About Friends** by Trace Maroney

Read nonfiction books and learn more about the animals in the story.

Sing

Sing some songs about animals together:

- We're going to the zoo
- Hey de hey de ho the great big elephant is so slow
- Five grey elephants

Talk

Talk with your child about:

- Talk about how everyone is unique and valued. Everyone has different talents and strengths, and everyone belongs. Talk about how working together is beneficial and a lot can be achieved this way.
- The animals in the story and how there are many different sizes.
- There are also lots of opposites and things that are unique.
- Shapes, sizes, day and night, near and far, long and short distances
- Any words that are new to your child
- How animals live in different environments

Play

Play some cooperative games where children need to work together.

- In pairs build a tower of blocks and take turns putting a block on and see how high it can go before falling. Measure the height with a ruler or tape measure
- Use our free online Activity Time – with a template of a giraffe.

Shadow games

This game can be played on a sunny day when shadows form outside. Or at night with a light. Do silly dances and see what they look like as shadows. Make animal shapes with fingers. Try different actions and see how small body parts can be made big and big body parts can be shrunk.

STEM Focus

Exploring Height and Size

Gather a range of blocks of various sizes and get children to put them in order from smallest to tallest.

Standardise vs non standardise measurement

Measure and record the height of the children with 2 different measurement tools.

- Use a stick – talk about how a stick could be any length so you wouldn't get the same answer if you used a different stick.
- Use a tape measure/ruler- As a tape measure and ruler use the standard measurement unit of centimetres you will get the same answer every time even if you use a different tape measure or ruler.



Exploring Shadows

When Bev is walking across the desert one of the illustrations shows Bev and her shadow.

Talk about how shadows are formed- an object must block the light.

Draw Shadows- use some building blocks to create shadows. Draw around the shadow with a pencil. Check back throughout the day to see how the shadow changes.

<https://www.science-sparks.com/shadow-activity-ideas/>

<https://rhythmsofplay.com/educational-shadow-activities-for-kids/>

Goodbye

Conclude the session with some suggestions of books that parents might want to share with their children. Raising Literacy Australia recommends the following books to support learning in this area. If your library has copies, make them available for families to borrow or include them in your story time.

For more stories to share, we recommend the following titles:

- **Little Chicken Chickabee** by Janeen Brian
- **Whoever You Are** by Mem Fox
- **Giraffes Can't Dance** by Giles Andres
- **Wombat Can't Sing** by Katie Stewart

An Activity Time for this book is available to download for FREE from our website. This is a great resource to share with families, you are welcome to print and distribute as necessary.

Goodbye Song

Depending on the size of your group, you may wish to insert each child's name in the place of 'you' as it develops a more personal relationship between yourself, the child and the family.

Sung to the tune of (*Here We Go Round the Mulberry Bush*) or your choice.

Goodbye

This is the way we say goodbye (wave) say goodbye, say goodbye

This is the way we say goodbye to all our library friends (or) (to our friend.....)!

Australian Curriculum - Foundation and Year one. | English

Strand: Language

Picture books offer a wide range of interesting words to explore and unpack. As foundation students are learning to read and write we need to remain curious about language and continue to weave interesting language into students' vocabulary. *Bev and Kev* by Katrina Germein and Mandy Foot introduces language to describe size such as *tall, big, huge, gigantic, and humongous*. This language helps to build vocabulary and to make connections to a child's own experiences with familiar words ([ACELA1737](#))

In foundation students are learning about language to express ideas, likes and dislikes ([ACELA1429](#)). This story shows how Bev feels about her size and the way others comment on it. Year one students expand on this and explore ways of expressing emotion, verbal, visual, body language ([ACELA1787](#)), Bev demonstrates her emotions clearly through Mandy Foot's detailed illustrations.

Picture books help to demonstrate punctuation as a feature of written text. This text supports the developing punctuation skills in foundation students ([ACELA1432](#)), Year one ([ACELA1449](#)) introducing exclamation marks, questions marks or speech marks.

Mandy Foot's illustrations help to provide visual language to the story and assist children to explore how words and images together create meaning ([ACELA1786](#); [ACELA1453](#))

Strand: Literature

Exploring events, circumstances and concerns through picture books are a safe way to bridge such topics with young children. Sharing texts such as *Bev and Kev* may assist children in recognising that texts and stories might be similar to their own experiences ([ACELR1575](#)) and they can explore characters within the story ([ACELT1581](#)). This exploration will allow for children to make connections and respond to the texts by sharing their own ideas, opinions, wonderings and making comparisons about the events or characters and their own lives ([ACELT1577](#); [ACELT1582](#); [ACELT1783](#); [ACELT1583](#)).

Use this text to retell events, what did Bev do? Where did she go? What animals did she meet along the way? ([ACET1578](#)) What happened in the story to help Bev? Where did the story take place, what complication did Bev face? What do we know about the characters? All these discussions enable children to explore and unpack features of a narrative ([ACELT1785](#); [ACELT1584](#)).

Strand: Literacy

Through discussion children are building capacity to respond orally to texts ([ACELY1646](#); [ACELY1656](#)). What could Bev say to the other animals? What makes Kev such a kind friend? What do you think their next adventure will be? Utilising a *Think, pair and share* strategy gives children an opportunity to critically think about the characters, share their ideas and listen to the ideas of others ([ACELY1784](#); [ACELY1788](#)).

Write your own story about what Bev and Kev do next. Create a short text to record their ideas, draw upon grammar and punctuation knowledge ([ACELY1651](#); [ACELY1661](#)) and take time to edit work ([ACELY1652](#); [ACELY1662](#)) by first writing a draft, and then a good copy – don't forget an illustration or diagram.

Cross curriculum links | General Capabilities.

Numeracy

- **Estimate and measure with metric units.** First using informal language and/or actions to describe length or mass and building to measure by comparing objects and indicating through measurement if they are the same or different.

Critical and Creative Thinking

- **Inquiring** – posing questions, clarifying information all gives students opportunities to collect ideas, examine and evaluate content and to compare information.
- **Generating ideas** lead to alternatives, finding solutions and imagining other possibilities by connecting ideas.

Personal and Social Capability

- **Self-awareness** – taking time to compare Bev's feelings with their own. Can your students describe their own emotional needs? What cues do we look for to recognise emotions in ourselves?
- **Self-management** – How can we express emotions appropriately? What did Bev do to express how she was feeling? Is there a better way? What are ways that would not be appropriate? Why?
- **Social awareness** – coming back to noticing how Bev is feeling - can students they identify the needs of others? What cues do we look for to recognise how others are feeling?

Ethical Understanding

- **Reasoning in decision making and actions** – Talking about how Bev and Kev navigate a challenge. What did they do? What about the other animals, what are the consequences of their actions? How might you feel if a friend said unkind things to you?
- **Explore values, rights, and responsibilities.** This can be a heavy area to navigate, storybooks help to guide the conversations with young students. Illustrating consequences of actions and to examine differing points of view.

