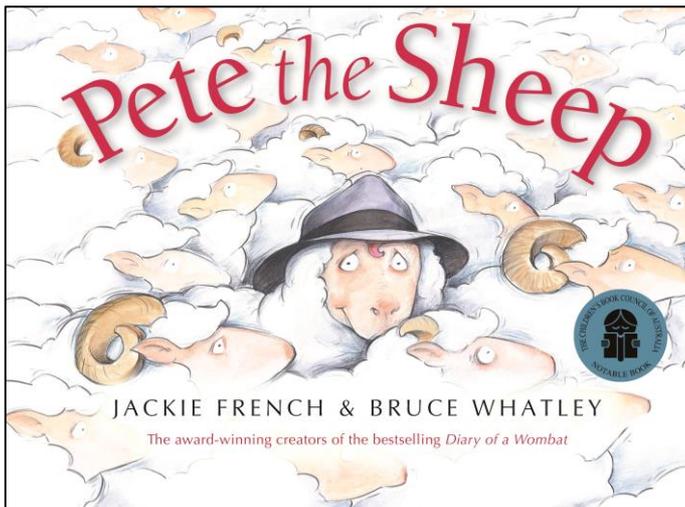


Pete the Sheep

By Jackie French

Illustrated by Bruce Whatley



Book Summary:

The award-winning team behind *Diary of a Wombat* have joined forces again to create another highly amusing picture book. Sean is a shearer and instead of a sheepdog to help him, he's got a 'sheep sheep' – Pete. After being rejected by the other shearers and their dogs, Sean and Pete set up a sheep salon in town. Sheep from everywhere arrive to have their wool shorn in the latest style and even the shearers' dogs end up arriving for a cut in order to look gorgeous.

Themes:

Uniqueness (Individuality and difference)
Friendship/Mateship
Identity

Appropriate Ages: Guaranteed to delight young people aged 4 to 9 years.

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Notes by: Christine Sarandis
updated by Jacqui Barton

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KEY CURRICULUM AREAS

English, Drama, Literacy, Creative Arts, visual literacy

REASONS FOR STUDYING THIS BOOK

- To discuss new vocabulary, respond to texts and share feelings and thoughts about the events and characters in texts
- To retell familiar texts through performance, use of illustration or images
-

THEMES

Uniqueness (Individuality and difference), Friendship/Mateship
Identity

PREPARED BY

Christine Sarandis updated by Jacqui Barton



The real Pete the Sheep

Jackie says:

'Pete was a black sheep called Dunmore, who herded all our other sheep into the shearing shed in return for a milk arrowroot biscuit and a scratch behind his horns. (He'd go all dribbly and weak at the knees when you scratched him). Back in the drought in the late 1970's, when there was no grass for sheep to eat and no money to buy hay for them, a friend and I came up with a cunning plan. We'd give a sheep to every preschool in Australia! And then we'd make a living going around each preschool giving the sheep really cool haircuts... Luckily it rained before we put our plan into action. But many years later, this is where the story of 'the sheep with a plan' came from.

About the Author Jackie French

Jackie became a Member of the Order of Australia in 2016 for her service to literature as an author, and advocacy for improved youth literacy.

Jackie was the Australian Children's Laureate for 2014/15 and the 2015 Senior Australian of the Year. She is also an historian, ecologist, dyslexic, and a passionate worker for literacy, the right of all children to be able to read, and the power of books.

Jackie's writing career spans 25 years, 148 wombats, over 140 books, 36 languages, 3,721 bush rats, and over 60 awards in Australia and overseas.

<http://www.jackiefrench.com>

About the illustrator Bruce Whatley

Bruce has worked with some of Australia's best known authors. His collaboration with Jackie French has resulted in a myriad of wonderful picture books, including *Diary of A Wombat* (an Honour Book in the 2003 CBCA Picture Book of the Year Award) and *Queen Victoria's Underpants*.

Bruce now lives in NSW with his wife Rosie Smith, who has co-authored several of his titles, including Whatley's Questand Detective Donut and the Wild Goose Chase.

His first book, based on the family dog Skitty, was *The Ugliest Dog in the World*, and has been followed up by a number of award-winning titles, including *Looking for Crabs*, *That Magnetic Dog*, *Detective Donut* and *Little White Dogs Can't Jump*. Bruce is inspired by his family and has collaborated with his son, Ben Smith Whatley, to produce *Zoobots* and *Tin Toys*.

<http://www.brucewhatley.com/>

Pre-Reading

Introduction to 'PETE THE SHEEP'

Discuss the title of the book 'PETE THE SHEEP'.

Brainstorm what the book may be about (ideas could be recorded on a large sheet of paper for later reference).

Discuss their favourite animal and what it means to them.

Read *Pete the Sheep* by Jackie French and Bruce Whatley.

Themes

As a class identify key themes in the book: identity, uniqueness (individuality and difference), friendship/mateship. Students will be connecting with personal experiences and emotions.

Work in pairs to discover and present some information on one of the topics listed.

- Shearers
- Sheep
- Sheepdogs
- Rejection
- Hairdressing and/or beauty salons
- Getting along and learning to compromise
- wool sorting and processing techniques,
- farming,

- animal and human relationships.

Characters

- Ratso the shearer
- Big Bob the shearer
- Bungo the shearer
- Fang the sheepdog
- Brute the sheepdog
- Tiny the sheepdog
- Shaun the shearer
- Pete the sheep-sheep

Uniqueness (individuality and difference)

Discuss with the students the various characters in the book and consider what was 'unique' or different about each.

Discuss the term 'uniqueness' and 'individuality'.

Differences

As a class discuss the reactions from different characters to Pete and Shaun as partners as well as the establishment of 'Shaun's Sheep Salon'.

Characters considered could include Ratso, Big Bob, Bungo, Brute, Tiny, Fang, and Sheep.

Students to discuss what the terms 'friendship' and 'mateship' mean to them. List their ideas as a whole class.

Discuss how are those characteristics demonstrated through the characters in book .

Students select one of the key characters in the book. Get students to imagine they are that character and discuss from the character's perspective how it felt for them throughout the story.

Include Shaun's feeling when told to leave and his feelings when his salon is a success as well as Ratso's confusion when all the sheep leave and his feelings of being different when all the others embrace the new salon.

Identity

Discuss with students what makes us who we are – introduce the concept of 'identity'.

Working in pairs identity questions such as:

What is your name?

What kinds of things do you like to do?

What is your favourite food?

What is your favourite colour?

Where do you live?

How do you stand?

How do you speak?

Discuss how the characters in the book 'PETE THE SHEEP' were given an identity.

Friendship/Mateship

Friendship/mateship relationships are evident in the book 'PETE THE SHEEP'.

In particular consider the relationship and role of each shearer and their sheep dog/sheep as well as to each other.

Discuss what the terms 'friendship' and 'mateship' means to the students.

Students can record their ideas in small groups or as a whole class.

Language use (colloquialisms)

Examples of slang are usually found in everyday speech and in some dictionaries, often with the note 'Colloquial' after the entry. For example, 'having a bash' at something is similar to 'giving it a burl', and both phrases indicate how Australians improvised to create new words.

Colloquial words used in the book include: Strewth, too-right, jumping jumbucks, doggone.

Discuss the meaning of the words above and then make a list of others you've heard before, giving their definitions as well. You could also make up some new ones of your own and give them meanings.

Arts

Illustrate some portraits of sheep or sheepdog hairstyles for an art show. Frame and hang your work.

Create hairstyles for some of the animals shown on the last pages of the book.

Discuss how the styles might differ depending on each animal's head shape, the colours of the animal and the type of hair or fur the animal has. It might be necessary to consider hair extensions as well. Make a clay or papier-mache model of an animal with a unique hairstyle – consider styling, colours, etc.

Create a class collage of a scene from the book.
Design a new cover for the story.

Sing the Australian ballad: Click Go the Shears (See Click Go the Shears work sheet).



Activity Sheet 3

Hairstyle Activity Sheet

Hairstyle Name (e.g. perm, bob, straightening)	Illustration



Activity 4

Pete the Sheep QUIZ – Find the Correct Answer

Circle the correct answer to the questions below:

1. Big Bob the shearer had a sheepdog called
 - a) Sam
 - b) Tiny
 - c) Bruiser
2. Shaun and Pete were
 - a) not good at working together
 - b) always arguing
 - c) a great team
3. But the sheep didn't move. They were waiting for
 - a) Pete
 - b) Fang
 - c) Bungo
4. First, Shaun sheared Pete
 - a) under his belly
 - b) his front and back legs
 - c) the top of his head
5. When Pete showed off his new hairstyle, the other sheep were

- a) amazed
 - b) horrified
 - c) hysterical
6. Shaun and Pete had so many customers they
- a) decided to skip town
 - b) had to open another salon
 - c) couldn't look after them all
7. Shaun had just finished curling Tiny's tail when the
- a) new assistant bustled in
 - b) three shearers rushed through the door
 - c) health inspectors arrived
8. Bungo said to one of the customers: I only wish everyone could look as
- a) gorgeous as you
 - b) utterly ridiculous as you
 - c) fabulously unusual as you



Activity 5

WORDFIND
PETE THE SHEEP

Y U X K G N S K I Q X T J C R
S U O E G R O G A J R H X E Y
L R Y L G N I T R O F M O C L
H A H S S S U N U G D J J U H
T V N G E C H B N E X U J S S
W R E O R L L E S E M H A T I
E L E I I E Y I E B D N H O P
R T A R M T G T U P I G A M E
T H R A A O A C S M D N T E E
S F K I L E K S A C L O E R H
T E X O M S H L N E X L G W S
R S P L H L S S C E K A J Q M
M A F U R I O U S I S S E W T
D E Z A M A E X C L A I M E D
T Q L F A F X T B K O D O G S

AMAZED ANIMALS APOLOGISED COMFORTINGLY CUSTOMER DOGS
EXCLAIMED FURIOUS GORGEOUS GRINNED HAIRCUT HAT JUMBUCKS
LEGS SALON SENSATIONAL SHEARER SHEEPDOG SHEEPISHLY
STRENGTH STYLES TRIM TROUBLE



Pete the Sheep PROJECT WORKSHEET

1. Create a project about sheep or sheepdogs. Find out about their characteristics, temperament, and daily life, requirements such as diet, and their habitat and lifestyle. Either present your project in the form of a book, poster or computer generated report or PowerPoint. (Refer to web links at the end of the main Teaching Notes page.)

Points to consider:

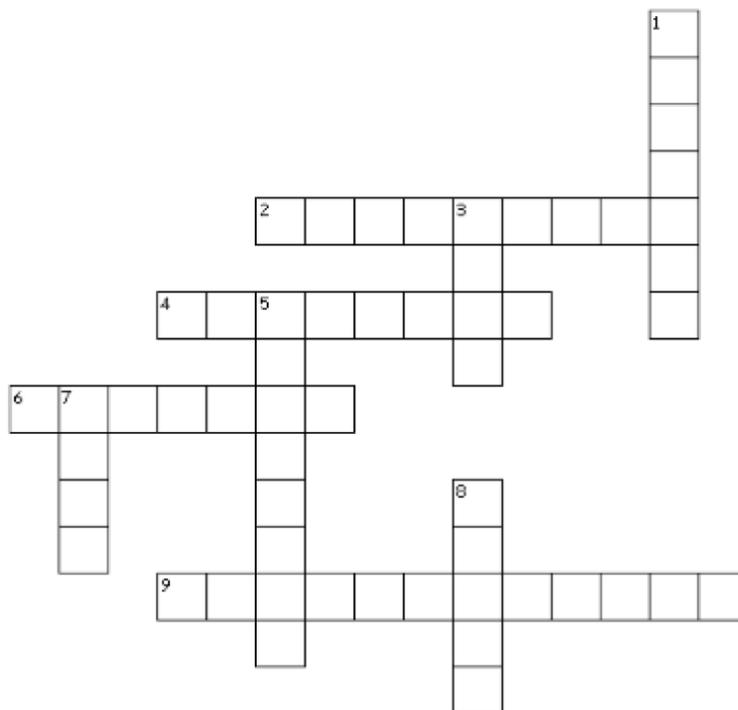
- Name your animal and its breed.
 - Describe the animal's appearance and temperament.
 - Give details about the animal's habitat and diet.
 - Explain how the animal is trained.
 - Describe the animal's home. E.g. a barn, kennel etc.
 - Describe what happens in a typical day of your animal's life, and in the case of sheep, what happens to their wool after shearing.
 - Illustrate and present your project.
2. Complete a project on the shearer – their training, lifestyle and the sorts of things that need to be considered in choosing this life etc.

Points to consider:

- Describe the shearer's appearance in terms of clothing and equipment and the kind of temperament or personality necessary for this work.
- Give details about the training required and what it involves.
- Describe the place where the shearer works, how they might move around and where they live during the shearing season.
- Describe what happens in a typical day of your shearer's life, and what the shearer might do when the season is over.
- Illustrate and present your project.



**PETE THE SHEEP
CROSSWORD**



CLUES

Across

- 2. A style of cutting, arranging, or combing the hair.
- 4. A person who purchases goods or services from another.
- 6. A person who cuts or clips the hair, fleece or wool from sheep.
- 9. A person who causes difficulties, distress or worry for others.

Down 1. A successful performance or achievement.

- 3. A structure built for shelter or storage, often open at the sides or end.
- 5. A dog trained to herd and guard sheep.
- 7. SALON A shop offering a specific service, where hair may be cut, dyed or styled.
- 8. Any of various usually horned mammals often farmed for their wool, meat or milk.

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Click Go the Shears

Out on the board the old shearer stands
Grasping his shears in his thin bony hands
Fixed is his gaze on a bare-bellied yoe
Glory if he gets her, won't he make the ringer go.

Chorus

*Click go the shears boys, click, click, click,
Wide is his blow and his hands move quick
The ringer looks around and is beaten by a blow
Curses the old snagger with the bare bellied yoe.*

In the middle of the floor in his cane-bottomed chair
Sits the boss of the board, with eyes everywhere
Notes well each fleece as it comes to the screen
Paying strict attention that it's taken off clean.

The colonial experience man, he is there of course
With his shiny leggings, just got off his horse
Looking round the shed like a real connoisseur
With brilliantine and scented soap and smelling like a ---- who said
that?

The tar-boy is there, awaiting in demand
With his blackened tar-pot in his tarry hand
Sees one old sheep with a cut upon its back
This is what he's waiting for, it's 'Tar here Jack!'

Now shearing is all over and we've all got our cheques
Roll up your swag boys we're off on the tracks
The first pub we come to it's there we'll have a spree
And everyone that comes along it's 'Come and drink with me!'

Down by the bar the old shearer stands
Grasping his glass in his thin bony hands
Fixed is his gaze on a green-painted keg
Glory, he'll get down on it before he stirs a leg.

There we leave him standing, shouting for all hands
Whilst all around him every 'shouter' stands
His eyes are on the cask which now is lowering fast
He works hard, he drinks hard, and goes to hell at last!

<https://www.youtube.com/watch?v=ag8Yqvs8h54>