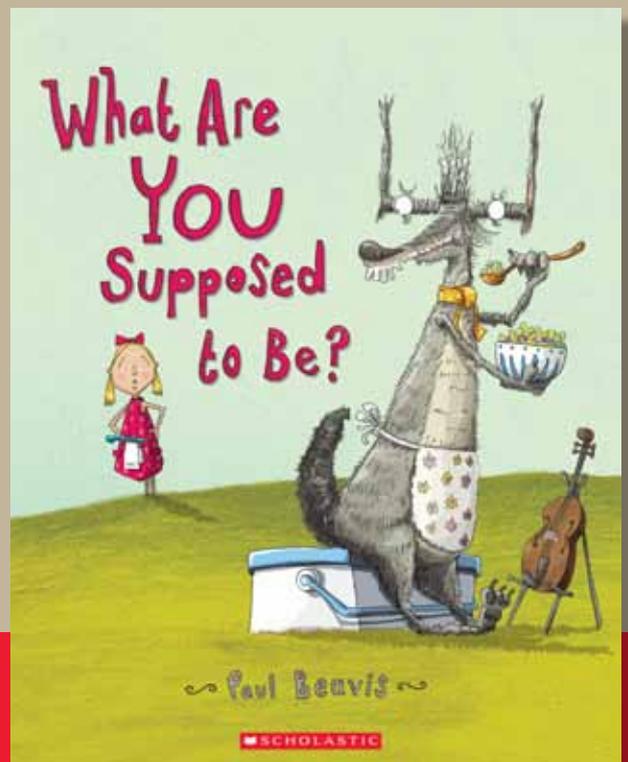


What Are You Supposed to Be?

Written and illustrated
by Paul Beavis

- Reading • Speaking • Drama • Art • Adjectives
- Idioms • Collaboration • Re-telling
- Observation • Reasoning • Design • Punctuation



Synopsis

What Are You Supposed to Be? is the delightfully quirky tale of a little girl who comes across a wolf that doesn't quite fit the brief of what she believes a wolf should be. Whoever heard of a wolf who plays the violin, eats aubergine salad and wears a cravat? The girl decides that it is her mission to make him into a REAL wolf. First, he'll need his hair cut, then his teeth sharpened, then he'll need to toughen up at the gym, and if he is going to be really tough, he'll pay a visit to the tattoo parlour. But most important, he must learn to go Grrrr! (just like a real wolf should).

Next, the girl happens upon a small lion, who surprises her with the RRRROOOOOAARRRRR of her life. With an underlying message of staying true to yourself, no matter what others think you should be, *What Are You Supposed to Be?* sees three new friends unite in the end.

About the Author and Illustrator

Paul Beavis was born in London, England, and studied Graphic Design at Central Saint Martin's School of Art. Following on from this he worked in children's animation on programmes for the BBC and Channel 4. During the late 1990s he moved into website design, working for the *Financial Times* in London and New York, and then moving onto a number of London-based creative agencies.

Since 2005 Paul has worked freelance, allowing more time for picture book writing and illustration. In 2012 he moved to Wellington, New Zealand, and in 2013, after many years of trying, his first picture book was published by Gecko Press: *Mrs. Mo's Monster*. This book went on to win the Russell Clark Illustration Award. Its sequel *Hello World!* was published in 2015.

Paul has now illustrated several books for Scholastic NZ: *Jingle Bells*, *Rudolph Smells* and *Nee Naw, the Little Fire Engine* (both written and sung by Deano Yipadee). *What Are You Supposed to Be?* is his first book for Scholastic as both writer and illustrator.

Writing Style

What Are You Supposed to Be? is a fun tale of unreasonable expectations, tolerance and acceptance. It tells the story of a girl who takes it upon herself to make the wolf become a real wolf, in order to meet her expectations. But, much to her annoyance, the wolf is happy exactly the way he is. The story is told through direct speech between the three characters – the girl, the wolf, and later the lion. There is no narrator to carry the story, just speech and the girl's humorous jottings on her note pad. Paul Beavis tells the story as much in his illustrations as with the text. Readers of all ages will enjoy this silly and laugh-out-loud read-aloud.

Shared Learning and Discussion Points

ASK YOUR STUDENTS:

- Introduce the book and show the students the cover. Read the title and ask if anyone knows what the mark at the end of the title is? What does it mean? Who do they think is talking, and why?
- Share page 3 to show the students the style of the story. Explain how you are going to read it and that the reader can change their voice to show which character is speaking. Point out the different fonts that show which character is speaking. Ask the students to look at the picture of the wolf. Do they think the wolf is doing 'wolf-like' things?
- Share pp 4–5. Does the girl think the wolf looks like a wolf? Why not? Point out the font changes to show the words 'scary' and 'sharp teeth'. Ask them how this emphasis might change the way the story is read aloud. Ask them to turn to their neighbour and show them their scary and sharp teeth.
- Share pp 6–7. Point out the apostrophe. Does anyone know its name? What is it used for? How does the reader know that the little girl is asking a question? What is the mark after 'all' and 'frightful'? What does it mean? When would we use it in our writing?
- Has anyone eaten aubergine or feta? Does anybody know another name for aubergine (eggplant)? Are there other examples of food/other things which have two different names (eg zucchini/courgette)? Where do they come from?
- The little girl says that everyone knows that wolves eat sheep. How does everyone know that? Can you think of a story where wolves eat sheep, or something else (e.g. The Boy Who Cried Wolf/The Three Little Pigs)? How would you find out what wolves actually eat?
- Share pp 8–9. Can anyone spot and name all three punctuation marks on page 8? What are the symbols next to the wolf's violin? Why is the girl's howl drawn like that? Ask the children to read the word as it is written. What does 'carry a tune' mean?
- Share pp 10–11. What do we do when we're reading a sentence that ends in '...' Does anyone know what that is called? (ellipsis) What does 'I'm all ears' mean?
- Share pp 12–13. What is a barber? Have you ever been to one? Who usually goes to a barber? What is the girl using as scissors? Look at the wolf on page 13. How is the wolf feeling?
- Share pp 14–15. 'Tuesday, Wednesday, Thursday' ... Which day comes next? Which comes before? What is 'pumping iron'? What do you think 'feel the burn' means?
- Share pp 16–17. The girl thinks tattoos make you look tough. Do you? What do you think makes people look tough? Why would someone want to look tough? What does 'mull it over' mean? What else might the girl suggest?
- Share pp 18–19. What is a 'cravat'? What is a 'fuddy-duddy'? Do you think the wolf should change? Is it important to be cool? Can what you wear make you cool? What is the opposite of 'cool'?
- Share pp 20–24. What does 'enlighten me' mean? How else could the wolf have said that to give the same meaning? Can you make the 'Grrrr' growling sound in different ways? Softly? Loudly? Scarily?
- Share pp 24–25. How do you think the wolf feels when the girl leaves? What do you think he might want to say to her?
- Share pp 26–29. Turn to your neighbour and tell them one thing that happened on these pages. How do you think the girl feels when the lion roars at her?
- Share pp 30–31. What instrument do you think wolf and lion will suggest for the girl? Can you make music just using your body? Show your neighbour.
- Share page 32. What instrument does she use?

Activities

WHAT ARE YOU SUPPOSED TO BE?

Put the group or class into groups of three. Ask the children to take turns at acting and guessing. The actor decides on the animal he/she will portray and then does three actions, two of which are accurate and one that is a 'red herring' action that is inaccurate. The guessers use observational skills, collaboration and reasoning to decide which animal the actor is portraying.

USING PROPS

At different points in the story we see objects that are used for something other than their intended purpose. The violin bow becomes a pair of scissors on p. 12, the little girl becomes a set of weights on pp 14–15, and on the final page, a bowl and spoon are used as a drum.

Have students take turns in groups at finding props around the classroom and using them for something they are not supposed to be used for. The group can guess what the prop is supposed to be.

FANTASTIC FONTS

What Are You Supposed to Be? uses interesting fonts to give the text more meaning. Ask the children to think about themselves and their family's likes and dislikes, and to design a font that shows the reader some things about themselves. Ask them to do a draft, and to follow the design process, recording their changes to share their progression and final copy with a group or the class.

RETELLING THE STORY

Divide the class into groups of four. Define the roles and ask the children to assign the roles within their group.

1. Director and fact checker
2. Girl
3. Wolf
4. Lion



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Ask the children to work together to retell the story to the class. You may have the opportunity to get small groups of younger children to be the audience for your students. The students may need support for listening to the director. Begin the process by explaining the expectations you and the directors will have for their actors. To extend the activity into the art curriculum, some groups may wish to make masks, props or sets for their play.

'I'M ALL EARS' IDIOMS

In the story, wolf tells the girl that he is 'all ears'. Share this page again and ask the children for other examples of idioms. Can they find another idiom in this book ('Carry a tune')? Make an ideas bank on the whiteboard in two columns. On the left write the suggested idiom and on the right side write its meaning. Ask the children to choose one to illustrate.

Examples of idioms:

- Give it a shot – Try
- Speak your mind – Say what you really feel
- A piece of cake – Very easy
- Slipped my mind – I forgot
- Cross your fingers – For good luck
- Be in hot water – Be in trouble
- It cost an arm and a leg – It was expensive
- It's in the bag – It's a certainty
- Get cold feet – Be nervous
- Get a kick out of – Enjoy

For more examples visit <http://examples.yourdictionary.com/idioms-for-kids.html>

WOLFY ADJECTIVES

In the story, the girl was very confused about whether the wolf was really a wolf. He didn't fit her idea of how a wolf should look and behave. Draw two columns on the whiteboard under the following headings:

- Words that describe this wolf
- Words that describe other wolves

Re-read the story and take the children's suggestions for adjectives that describe the wolf in this story. Then take suggestions of adjectives for real wolves that the children know or have heard about. What are the biggest differences? Why are they so different?

Written by Sarina Dickson



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