



# EK BOOKS TEACHER NOTES & RESOURCES

**Title:** Pear of Hope  
**Author:** Wenda Shurety  
**Illustrator:** Deb Hudson  
**Publisher:** EK Books  
**Price:** ANZ \$24.99 | USA \$18.99 | CA \$24.99 | UK £10.99  
**ISBN:** 9781925820867  
**Publication date:** May 2021  
**Audience age:** 5-8 years  
**Key Curriculum Areas:** English, Mathematics, Science, Health and Physical Education, Visual Arts



## SYNOPSIS:

Anna loves the old pear tree that lives at the bottom of the garden. When she becomes seriously ill, her relationship with the tree provides comfort and peace on her journey, particularly when she plants a seed from one of the tree's pears.

*Pear of Hope* is the story of a little girl with cancer and her tale of recovery. This is intertwined with the growth of a pear tree, which symbolises the enigmatic concept of hope. Told through sensitive words and gentle, beautiful illustrations, the story will comfort and inspire any children who are struggling to feel positive, whatever journey they may be on.

Author Wenda Shurety wrote *Pear of Hope* because, as someone living with Multiple Sclerosis, hope has been instrumental in her healing process. The story is a gentle introduction to building a more positive outlook in the face of struggle. As well as adults and children suffering from illness, it will also appeal to educators discussing the topics of hope and symbolism, and to medical staff or counsellors who have to discuss hope in difficult situations.

The beautiful story of *Pear of Hope* and its brave, adventurous and hopeful main character, Anna, will be a crucial step towards children and their carers embracing hope in their lives. With its vibrant images, it is a reminder of the beauty of the world around us and of the fact that, like Anna, with hope you can face any battle!

## THEMES:

Hope. Bravery. Adventure. Illness. Symbolism. Nature.

## SELLING POINTS:

- Explores the topic of illness in a gentle, positive way that will be a comfort to any children struggling with this difficult journey.
- A valuable resource for parents, carers, educators, counsellors and medical staff who have to discuss hope and hardship with young children.
- With gentle prose and beautiful images, the book is a celebration of nature, which is particularly relevant in light of the recent disasters Australia's wildlife has seen.
- Draws from many different cultures in its use of a pear tree to symbolise hope.



### AUTHOR MOTIVATION:

*Pear of Hope* is the story of a little girl with cancer, her tale of recovery intertwined with the growth of a pear tree. I wrote this story to encourage hope, as hope has been instrumental in my healing process living with Multiple Sclerosis. Moreover, I have been inspired by friends and family members living with cancer. Hope is such a vital part of acceptance and living with any disease.

Some would say hope is something children need a lot of these days, in light of world events and concerns. A psychologist, C.R. Snyder, wrote that hope is a way of thinking, rather than just an emotion. It is something that people can work to develop, and we can potentially train our minds to be hopeful.

I feel hope is an important topic to be included in a picture book and would have a wide appeal providing comfort and inspiration to both children and adults, whether or not they have a serious disease.

### WRITING STYLE:

Descriptive, narrative, contemporary, lyrical.

### ILLUSTRATION STYLE:

Deb's style celebrates colour, whimsy, detail and texture. She enjoys drawing bright, happy, joyful everyday things.

### AUTHOR/ILLUSTRATOR BACKGROUND:

**Wenda Shurety**, or Wobbly Wenda, is a children's author, scientist and archer. She grew up in England, worked in New York and now lives in Australia. Becoming a mum inspired her to write stories for children, and she has since written five books. Having lived with Multiple Sclerosis for twenty years, hope has been instrumental in Wenda's journey. She wrote *Pear of Hope* to encourage hope in others.

**Deb Hudson** is a children's book illustrator from a leafy seaside suburb in Melbourne, where she lives with her husband, three kids, energetic border collie and a bright yellow canary. She has always enjoyed getting lost in a drawing, or a painting, or some other creative process. She studied Fine Art at University, but it's wasn't until her youngest child began school that she finally made time for her passion. She finds joy in creating illustrations that celebrate life, love, growth and wonder, highlighting all the beauty around us, even the tiny unnoticed details. More information about Deb can be found at [www.debudson.com](http://www.debudson.com)



## INTERVIEW:

### AUTHOR

#### What was the most rewarding part of this project?

Definitely the touching feedback I receive when people, with or without serious disease, read the story.

#### What is the inspiration for this story?

I find family members, friends and fellow authors/illustrators living with serious disease incredibly inspiring. In particular, my mother-in-law Anne, who battled cancer, inspired me with her positivity and love of life. I named Anna after her. Also, I've been fascinated by the concept of hope while living with the chronic disease Multiple Sclerosis. I feel hope is a vital part of my healing journey.

#### What was the most challenging part of this project?

The most challenging part was trying to gain an understanding of what it must be like to be diagnosed and come to terms with cancer. Also, I had to research and dig deep inside to understand how to describe hope. Hope made sense to me when I pictured it as a seed which, when fed and watered regularly, grows into something beautiful.

### ILLUSTRATOR

#### What media do you use to create your illustrations? Briefly describe your process.

Deb likes to work in traditional coloured pencil and then finishes off digitally, using pastel, pencil and watercolour brushes. She finds working digitally is a whole new and wonderful world with so much to play with.

#### What was the most rewarding part of this project?

One of the most rewarding part of this project was meeting and creating Anna, then taking her on a journey of hope and highlighting the love and joy around her as she moves along her healing path. The other was simply being involved in creating this important resource for children.

#### What was the most challenging part of this project?

It was such a joy to be involved in this project. I wanted to make the illustrations bright and uplifting to celebrate the theme of Hope in the story. I guess the only challenge was thinking of those family and friends who have suffered through cancer, but this personal connection also made the project even more important to me.



## TEACHER ACTIVITIES/NOTES:

### Before Reading

- Look at the cover of *Pear of Hope*. What do you see? What does it make you wonder about?
- Why do you think the title is called *Pear of Hope*? What does it mean to have hope? Why do you think the author has chosen a pear for her story of hope?
- Explain the term 'symbolism', and that in some cultures the pear tree is a symbol of hope (see the final pages of the book for more information).
- What do you think the story is about? What kind of hardships might the girl have to overcome? How might she be feeling?
- Think of a time when you went through something difficult and needed to have hope. How did you feel? What was the outcome?

### During Reading

- Do you have your own secret hideout? What makes it special?
- What do you think has happened to Anna? Why did the tree change as well?
- What is starting to happen to both Anna and the new pear tree as time goes on?
- Discuss what is happening in the final, birthday spread.

### After Reading

- What did you learn about Anna and the pear tree?
- How were they the same? How were they different?
- How has the author used 'symbolism' in the story? What are the main ideas that have been represented?
- How did the pear tree help Anna to get better? Why is it important that she held on to hope?
- How do you think this story would help other people who are going through hard situations?
- Can you still be friends with someone if their looks change? Do you think Anna's friends treated her differently when her hair changed or when she stayed in bed? What is something kind you could do for a sick friend?
- What do you like about the illustrations? What kinds of things did you notice about the changes in the pictures? How do the illustrations make you feel? Point out the spreads that show how the colours, tones and textures used help to represent certain moods.
- What words and phrases have been used by the author to represent emotions and Anna's changing health?
- What are some of the activities or ideas in the story that are good for your brain's health?
- Why is nature important, and what are some ways we can care for our environment?
- The book explains the symbolism of the pear tree according to different cultures around the world. Which aspects did you find interesting? What would you like to learn more about?



## ACTIVITIES:

### ENGLISH

#### **Foundation Curriculum Links**

*Expressing and developing ideas:* Explore the different contribution of words and images to meaning in stories and informative texts ([ACELA1786](#))

*Phonics and word knowledge:* Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words ([ACELA1439](#))

*Responding to literature:* Share feelings and thoughts about the events and characters in texts ([ACELT1783](#))

*Interpreting, analysing, evaluating:* Use comprehension strategies to understand and discuss texts listened to, viewed or read independently ([ACELY1650](#))

*Creating texts:* Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge ([ACELY1651](#))

#### **Years 1 and 2 Curriculum Links**

*Language variation and change:* Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background ([ACELA1460](#))

*Responding to literature:* Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences ([ACELT1582](#))

*Creating literature:* Innovate on familiar texts by experimenting with character, setting or plot ([ACELT1833](#))

*Texts in context:* Respond to texts drawn from a range of cultures and experiences ([ACELY1655](#))

*Interpreting, analysing, evaluating:* Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures ([ACELY1670](#))

*Creating texts:* Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams ([ACELY1661](#))

### Synonyms:

- Coinciding with the theme of 'symbolism', find the synonyms (words with similar meanings) for the following terms in Pear of Hope, or come up with some of your own:
  - o buzzing, rough, smothered, delicate, dozed, juicy, tuft, hope
- Represent these by folding a pear shape in half and writing the term on one side and the synonyms on the other. Glue all the pears back to back to create a 3D pear shape. See BLM 1.

### Vocabulary / Comprehension Match:

- Match the following pairs as featured in the story. Illustrate each pair.
  - o A green shoot – A tuft of hair
  - o A seedling – A curl
  - o A sapling – A bob
  - o A tree – A ponytail
  - o A new pear - Hope

## Homophones:

- Brainstorm and write words with the same pronunciation but a different meaning (homophones), using words from Pear of Hope.
  - o E.g. pear – pair | hair – hare | tail – tale | new – knew | wonder – wander | rain – reign | night – knight | bare – bear | read – red

## Alliteration:

- Explore the alliterated sentences in the story. For example, ‘pitter-patter of petals on pages’, ‘a canopy of comfort’.
- Choose a favourite scene from the book and write an alliterated sentence for it. Illustrate.

## Onomatopoeia:

Onomatopoeia is the forming of words associated with a sound. In the book, the sound of eating a pear is represented with ‘Crunch!’. The watering can pouring water on the seed is represented with ‘Sprinkle, sprinkle’.

- Create a colourful paper collage scene, or a series of scenes, to show the life cycle of the tree / Anna’s hair growth, using onomatopoeia found in the text.
- Other sound-words can include: pop, splash, burp, munch, whisper, drip, buzz, rustle

## Analogies:

- Compare how different phrases in Pear of Hope refer to, or symbolise, the changes and emotions associated with Anna’s health. On a tree shape, write (or draw) words for any of the following phrases that suggest how Anna might be feeling.
  - o ‘The wonder disappeared when the clouds rolled in.’
  - o ‘Lightning cracked and pierced the sky.’
  - o ‘Heavy fog smothered the garden.’
  - o ‘Then one day, soft, delicate arms returned for hugs.’
  - o ‘A canopy of comfort... with leaves that bore her fears to the breeze.’
  - o ‘She picked the largest pear; so smooth and round.’

## Comprehension:

- Through writing and discussion, answer comprehension questions relating to the story, such as:
  - o Knowledge: Who was in the story? What was the problem? Where was Anna’s secret hideout? When did she start getting sick? When did she start getting better?
  - o Comprehension: Retell the story in your own words. What was the main idea? What are the similarities between Anna and the pear tree?
  - o Application: How is the pear tree a symbol of hope? Why was the growth of the new pear tree significant? How are the dark clouds and lightning related to Anna’s illness? What are the instances of ‘growth’ in the story?
  - o Analysis: What are the features of the pear tree? How does the way the tree grows compare with the way Anna’s hair grows? Draw a diagram showing the tree’s life cycle.



- o Synthesis: Predict how Anna might interact with the tree in the future. What other ideas can you think of for caring for nature? What might happen if Anna got sick again? How would you design your own secret tree hideout?
- o Evaluation: Do you agree that hope is important for physical and mental health? What is the most important thing the story is teaching us? What do you think about the different cultures' meanings for the symbolism of the pear?

## Creative Writing:

- Think about your favourite tree or secret hideout. What makes it so special? How would you describe it using descriptive language? Write and illustrate.
- Descriptive language: 'A climbing frame of adventures.' 'A giver of rough and crinkled hugs.' 'A promise of whoops and whispers.'

## Narrative:

- Using any or all of the literary devices, including alliteration, onomatopoeia, descriptive language, and so on, create a narrative. Choose from the themes or topics of hope, pears, hair, trees or treehouses. What is the mood of the story? What is the problem and resolution? Include a beginning, middle and end.

## Information Report:

- Research the pear tree (or different types of pear trees) and write a report about it. Study its life cycle and the functions of the parts of the plant. Be sure to include a heading, sub-heading, interesting facts, pictures, captions, diagrams, photos, map, etc.

## Studying Symbols:

*Pear of Hope* includes several common symbols to represent an idea, thought or emotion.

- Write the symbols and their meanings on separate leaf shapes, then match and illustrate the associated pairs. Display on a tree. See BLM 2.
- E.g. Pear – Hope | Birds – Peace | Flowers – Beauty | Daisies – Youth | Spring – Birth/ Beginning | Storm – Trouble | Sun – Life

## Thinking Tools:

KWHL Chart (What I KNOW, What I WANT to find out, HOW I will learn more, What I've LEARNED):

- Complete a chart about a culture and its symbolic understanding of the pear tree.
- Mind Map:  
'Branch out' a mind map about the uses / benefits / meanings of the pear tree.
- De Bono's Six Thinking Hats:  
Think about the effects of Anna's illness / journey using the six hats: Red (fears, feelings, intuition), White (information, facts), Yellow (Benefits, positive thinking), Blue (big picture, focus, learnings), Green (creative thinking, alternatives), Black (risks, problems, obstacles).



## MATHEMATICS

### Foundation Curriculum Links

*Number and place value:* Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point ([ACMNA001](#))

Compare, order and make correspondences between collections, initially to 20, and explain reasoning ([ACMNA289](#))

Represent practical situations to model addition and sharing ([ACMNA004](#))

*Using units of measurement:* Compare and order duration of events using everyday language of time ([ACMMG007](#))

Connect days of the week to familiar events and actions ([ACMMG008](#))

### Years 1 and 2 Curriculum Links

*Number and place value:* Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line ([ACMNA013](#))

Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts ([ACMNA015](#))

Recognise and represent multiplication as repeated addition, groups and arrays ([ACMNA031](#))

*Fractions and decimals:* Recognise and describe one-half as one of two equal parts of a whole. ([ACMNA016](#))

*Using units of measurement:* Measure and compare the lengths and capacities of pairs of objects using uniform informal units ([ACMMG019](#))

Describe duration using months, weeks, days and hours ([ACMMG021](#))

Use a calendar to identify the date and determine the number of days in each month ([ACMMG041](#))

### **Number:**

Pear Strategies:

- Make number stories and equations with addition, subtraction, 'groups of' and 'shared between' strategies. For example, Anna picked five pears and ate two. How many did she have left?

### **Measurement:**

Pear Sorting and Measuring:

- Use objects (e.g. hands, pennies, erasers, etc.) to measure the length of a range of pears (or pictures of different pear sizes). Sort them from smallest to biggest, and vice versa. Older students can use a ruler and string to measure both length and circumference.

Timelines:

- Investigate the timeline for hair growth / seed growth and record the changes on a timeline over a number of days or weeks.

Calendars:

- Record events and special occasions on a calendar, including appointments, birthdays, playdates, and so on. Discuss the changes from day to day, week to week, month to month.





## SCIENCE

### Foundation Curriculum Links

*Biological sciences:* Living things have basic needs, including food and water ([ACSSU002](#))

*Chemical sciences:* Objects are made of materials that have observable properties ([ACSSU003](#))

*Earth and space sciences:* Daily and seasonal changes in our environment affect everyday life ([ACSSU004](#))

*Nature and development of science:* Science involves observing, asking questions about, and describing changes in, objects and events ([ACSHE013](#))

*Questioning and predicting:* Pose and respond to questions about familiar objects and events ([ACIS014](#))

*Planning and conducting:* Participate in guided investigations and make observations using the senses ([ACIS011](#))

*Processing and analysing data and information:* Engage in discussions about observations and represent ideas ([ACIS233](#))

*Communicating:* Share observations and ideas ([ACIS012](#))

### Years 1 and 2 Curriculum Links

*Biological sciences:* Living things grow, change and have offspring similar to themselves ([ACSSU030](#))

*Earth and space sciences:* Observable changes occur in the sky and landscape ([ACSSU019](#))

*Nature and development of science:* Science involves observing, asking questions about, and describing changes in, objects and events ([ACSHE034](#))

*Use and influence of science:* People use science in their daily lives, including when caring for their environment and living things ([ACSHE035](#))

*Questioning and predicting:* Pose and respond to questions, and make predictions about familiar objects and events ([ACIS037](#))

*Planning and conducting:* Participate in guided investigations to explore and answer questions ([ACIS038](#))

*Processing and analysing data and information:* Use a range of methods to sort information, including drawings and provided tables and through discussion, compare observations with predictions ([ACIS027](#))

*Communicating:* Represent and communicate observations and ideas in a variety of ways ([ACIS029](#))

## Plant Life Cycles:

### Dissecting Seeds:

- Soak and open up a seed, such as lima bean, and label the parts (plant embryo, seed coat, shoot, and food storage). Use a magnifying glass to get a closer look. Compare different seeds. Record your findings.

### Germinating Seeds:

- Plant some seeds (in a container or eggshell with damp cotton wool or paper towel) and record the changes with drawings or simple labelled diagrams in a journal. Make predictions and measure the growth from when the seeds sprout.

### Understanding Pollination:

Pollination by insects help plants produce seeds, which is an important process in the life cycle.

- Use pipe cleaners (as insect feet) and cheese puff powder (as pollen) to show how the insects' bristly legs hold the pollen and transfer it to other plants. The full instructions, including simulating pollination with a fruit juice box and paper flower, can be found here:

<https://aroundthekampfire.com/2019/03/cheese-powder-pollination-activity-2nd-3rd-grade-science.html>

## Pear Tree Investigation:

- Using the 5 senses, make observations about a pear tree, or another fruit-growing tree. Notice the base of the tree, the leaves, bark, flowers, creatures and fruit. What do you hear? Examine the pears on the tree and on the ground. What do you see? What is happening? What can you smell? How do you know if the fruit is ready to eat? What does it taste like?

## Pear Studies:

- Use an assortment of pears to observe and discuss. Make predictions about what you might find inside once they are cut in half.
- Explore the inside of a pear (core, seed chambers and seeds). Record observations inside a pear booklet (see BLM 1 for pear shapes) with a sentence and a drawing.
- Try to cut a pear both horizontally and vertically – does it look the same or different?

## HEALTH AND PHYSICAL EDUCATION

### Foundation to Year 2 Curriculum Links

*Being healthy, safe and active:* Name parts of the body and describe how their body is growing and changing ([ACPPS002](#))

*Communicating and interacting for health and wellbeing:* Practise personal and social skills to interact positively with others ([ACPPS004](#))

Identify and practise emotional responses that account for own and others' feelings ([ACPPS020](#))

*Contributing to healthy and active communities:* Participate in play that promotes engagement with outdoor settings and the natural environment ([ACPPS007](#))

Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected ([ACPPS024](#))

*Moving our body:* Practise fundamental movement skills and movement sequences using different body parts ([ACPMP008](#))

*Understanding movement:* Explore how regular physical activity keeps individuals healthy and well ([ACPMP010](#))

*Learning through movement:* Use strategies to work in group situations when participating in physical activities ([ACPMP030](#))

## Mindfulness / Mental Health Activities:

- Pear Baking: make a delicious dish using pears!
- Host a 'pear' party!
- Build or decorate your own secret hideout and take your favourite toys and books to spend relaxation time there.
- Write and decorate a card ('Get Well Soon', 'Thank You', 'Happy Birthday', etc) to give to someone special.
- Show kindness and be a good friend to someone who is unwell.
- Care for another living thing, like a fish, a dog or cat, a plant, and so on.
- Sit or lie down outside and listen to the sounds of the birds, the bees and the leaves rustling in your garden.



## Physical Health Activities:

- Practise climbing on a range of equipment, such as ladders, trees, climbing frames, and ramps.
- Dress-up in your favourite costumes with a friend! Pretend to be a different character for a day.
- Go for a scooter or bike ride.

## VISUAL ARTS

### Foundation to Year 2 Curriculum Links

Use and experiment with different materials, techniques, technologies and processes to make artworks ([ACAVAM107](#))

Create and display artworks to communicate ideas to an audience ([ACAVAM108](#))

### Painting with Chlorophyll:

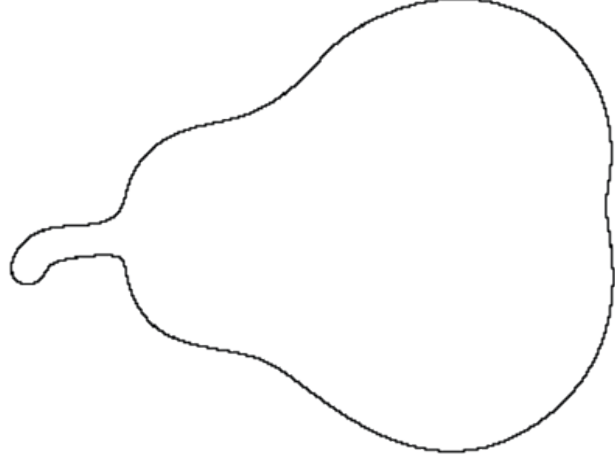
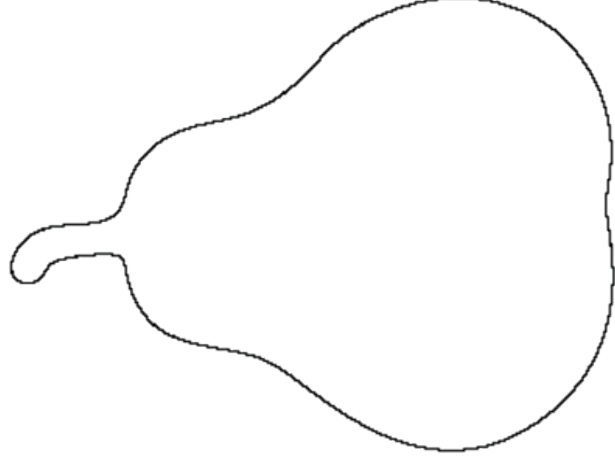
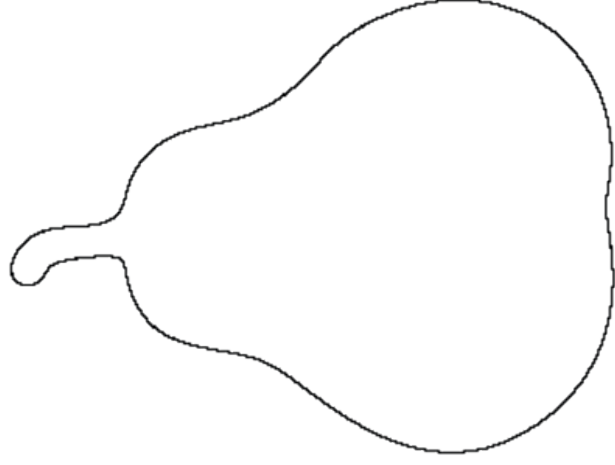
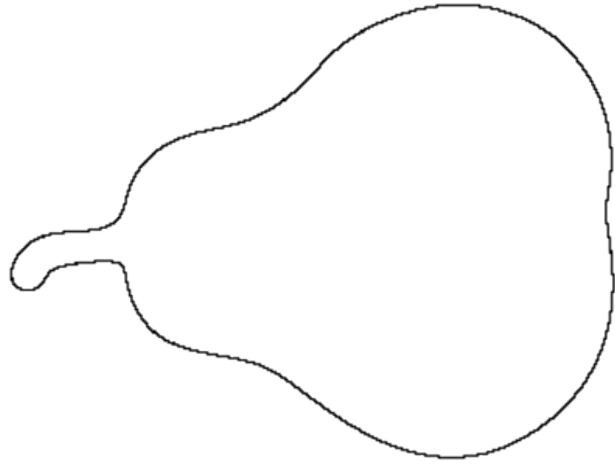
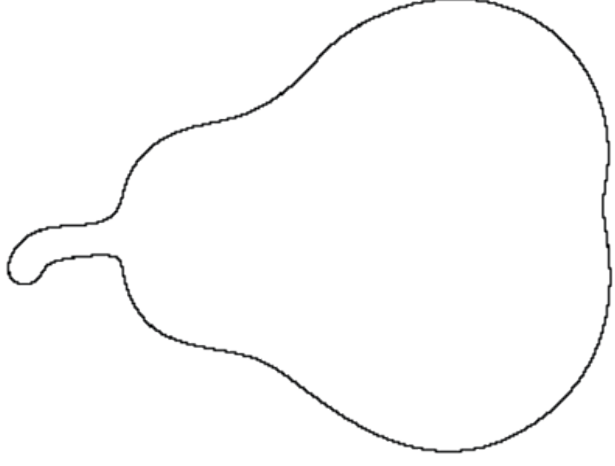
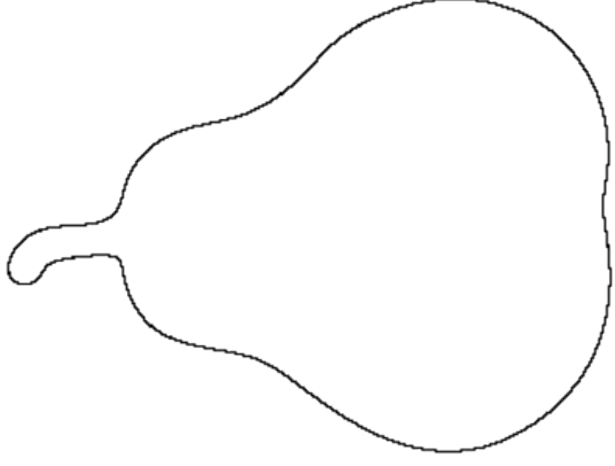
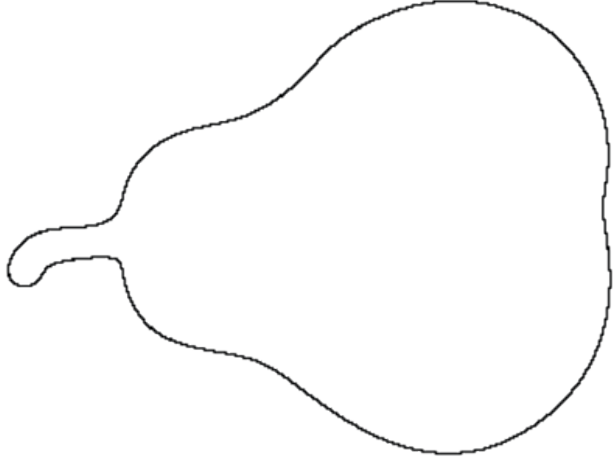
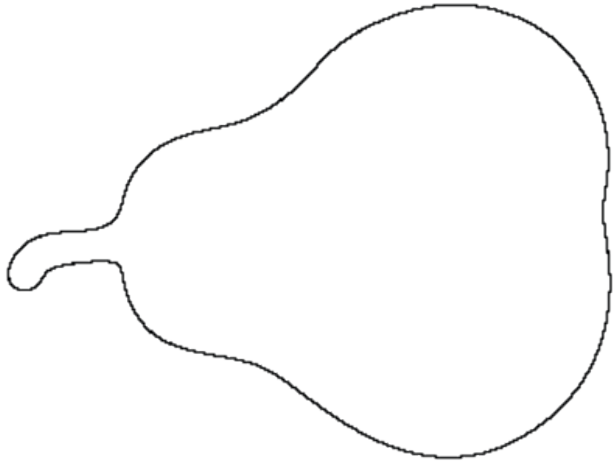
- Learn about the science of photosynthesis and plants' process of using chlorophyll to make their own food.
- Rub green leaves in folded paper with a metal spoon to make chlorophyll paint, or rub the leaves themselves onto paper to create a piece of art.

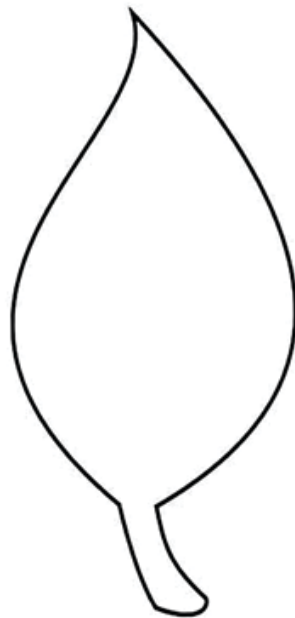
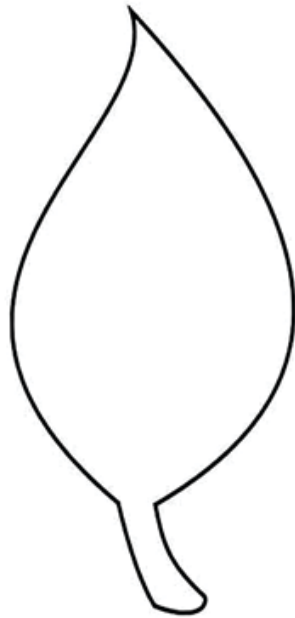
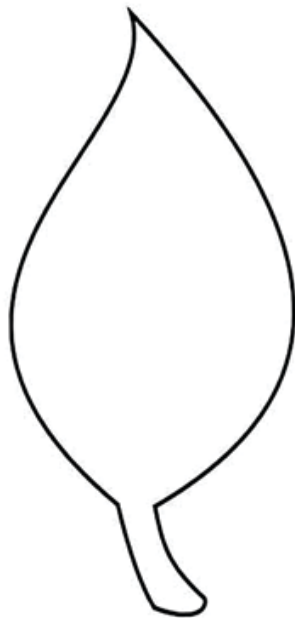
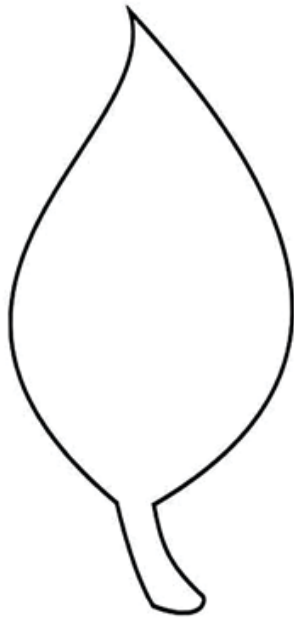
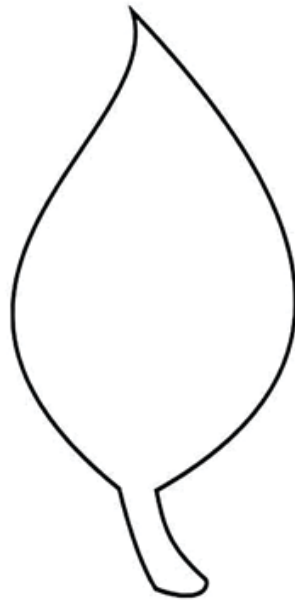
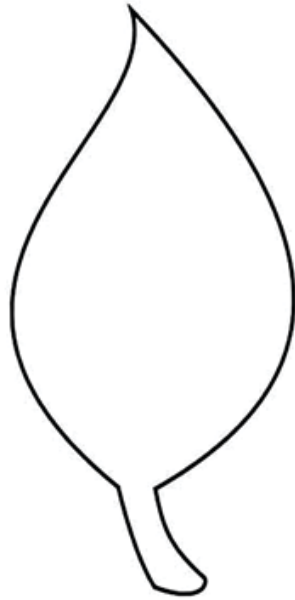
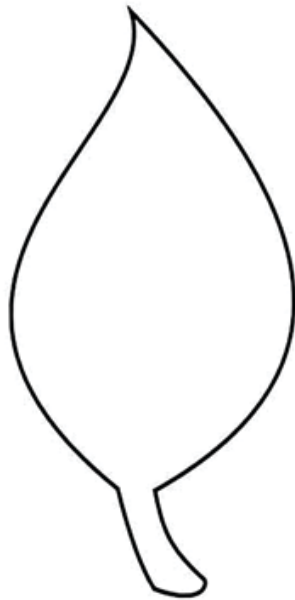
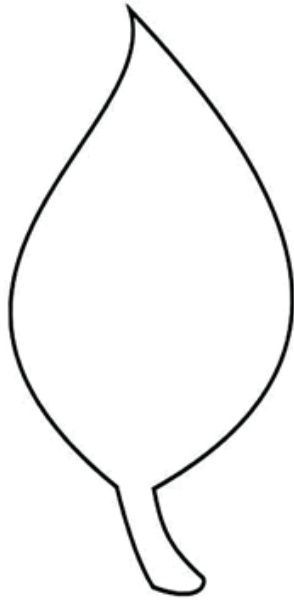
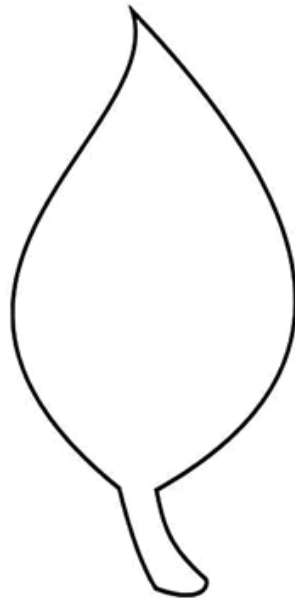
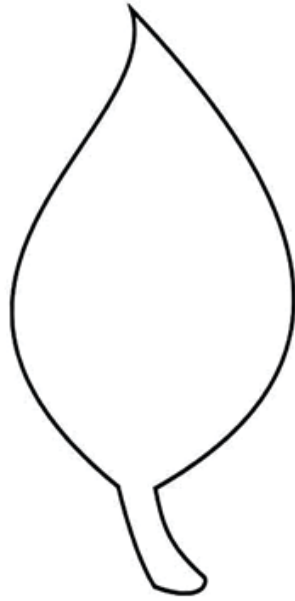
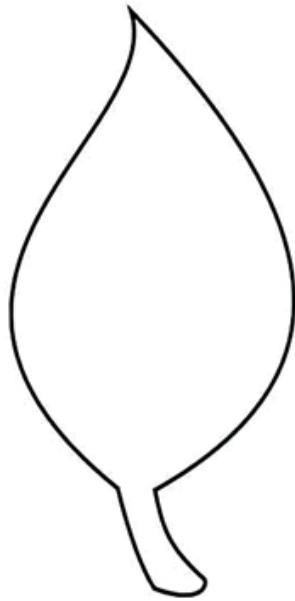
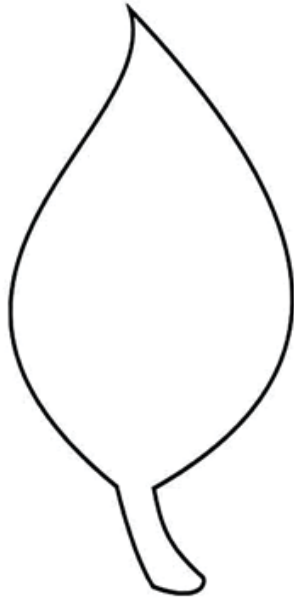
### Pear Stamping:

- Cut a pear in half and use acrylic paint to dip and stamp out a pattern or abstract art piece.

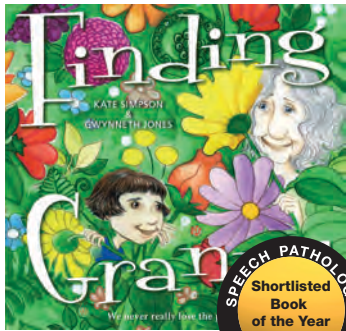
### Textural Art:

- Look closely at the illustrations in Pear of Hope. Create an art piece with 'texture'. This could include creating texture with pencil, ink scratching, crayon, collage paper, fabric and other materials.
- Experiment with creating textures you see in the sky, grass, soil, leaves, tree bark, clothing, and so on.





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