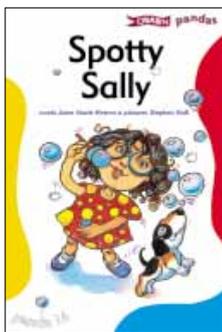


SPOTTY SALLY – PANDA 16



by Anne Marie Herron, illustrated by Stephen Hall

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It all began when she was a tiny baby. Sally's mum wrapped her in a spotted blanket and everyone thought that spots really suited her. For years Sally has had spots on everything – on her books, on her clothes, on her toys. Once when she was ill, she even enjoyed looking at the spots on her face! Now there are spots on her walls, the floor, on everything she owns – even her knickers are spotty. But as she approaches her fifth birthday Sally wants to let everyone know that she is finally sick of spots. She confides in best friend Sam who comes up with a great idea. As her family reads the banner trailing from a plane high in the sky, they realise that Sally has outgrown her spots.

LANGUAGE – ENGLISH

◆ Word-play: onomatopoeia. Spotty sounds like what it is. Think of other words to rhyme with spotty and compose a dotty, spotty poem. Then try another class-composed poem for the word 'squiggle' or 'slippery'.

◆ Discussion: 'A leopard doesn't change its spots.' What does this mean? Do you think it's true?

◆ Discussion: collections. Do you have a collection of Digimon/football cards/beanie babies? Why do children enjoy collecting? Do you do swaps? Have you ever grown too old for a collection? What do you do with a collection once it goes out of fashion?

◆ Discussion: stereotyping. Sally has always been known as someone who likes spots. How are her friends and family going to describe her now? Do you ever describe someone by one characteristic – the girl with glasses/the boy with red hair/the girl with the striped lunchbox? Would you like to be described by one trait or characteristic? If you could choose one such for yourself, what might it be?

◆ Creative: what might have happened if Sally hadn't been able to get her message across? Suggest an alternative ending.

LANGUAGE – GAELIGE

◆ Na baill bheatha: m'aghaidh. Mo chuid gruaige, mo shrón, mo shúile, mo bhéal. Tá dath donn ar mo chuid gruaige, tá dath gorm ar mo shúile, agus ar eile (lth. 7).

◆ Mo chuid éadaigh: hata, geansaí, brístí, bróga, ribíní, pitseámaí, agus ar eile (lth. 10).

◆ Mo bhreithlá: bronntanais. Fuair mé teidí/bábóg/cluiche/peata/leabhar/bréagáin eile do mo bhreithlá (lth. 12–15).

SESE – SCIENCE

◆ Living things: human life processes. Recognising that all living things grow and change; recognising that physical growth has taken place since birth in physical size, emotional needs, a range of abilities and skills.

◆ Living things: plants and animals. Sorting and classifying animals with spots. Identifying a range of animals which may sometimes be spotted (e.g. cats, dogs) and those which are by definition spotted (e.g. leopards, giraffes).

SPHE

◆ Myself: self-identity. Developing an appreciation of and talking about personal

strengths, weaknesses, abilities and characteristics. Children write one thing that is obvious about themselves, e.g. has black hair or loves beanie babies. Now add two more things, e.g. is good at sums or enjoys looking after young sibling.

◆ Myself: developing self-confidence. Exploring different ways of coping with change: seeking clarification, taking time to adjust, telling your friends and family of your changing interests. Expressing personal opinions and preferences and acknowledging those of others.

◆ Growing and changing: as I grow I change. Realising that growth takes place in many different ways and is unique to each individual. Children discuss graduating from one thing to another – walker, tricycle, bike with stabilisers or from babygro to real clothes to school uniform. Use photos or drawings.

◆ Growing and changing: feelings and emotions. Exploring the various ways in which feelings can be expressed and dealt with and choosing the most appropriate and acceptable. How do we get people to listen to what we have to say? Discuss the advantages/disadvantages of throwing tantrums, crying, getting upset, asking for help, remaining quiet, expressing yourself clearly and firmly.

PHYSICAL EDUCATION

◆ Movement: defining family members by movement. Granny might use a walking stick or walk slowly and carefully. How does a baby move? Does Mum rush about the place? Does Dad stride? etc.

◆ Movement: child learning to move – wriggle, sit, crawl, stand supported, walk, run, hop on one leg, skip, etc.

VISUAL ARTS

◆ Cloth the paper dolls: 20 little girls/boys – for each cut out a round head and a big

triangular body-shape. Draw on hair and add favourite patterns to clothing. Mount on black sugar paper.

◆ Soap bubble pictures: In a shallow, open container, mix a few drops of washing-up liquid into thin paint mixture. Blow down a straw until coloured bubbles rise to the top of the water. Repeat this process using different coloured paints. Place paper gently on top of the bubbles. Leave to dry, then cut out and mount.

◆ Patterns: make rubbings of pennies, leaves, bark, etc., and hang them up around the room (see *Starting Art*, Book 1, pp. 18–19 for suggestions on leaf rubbings or *Busy Fingers 2*, pp. 8–9 for pebble patterns) or design wallpaper or wrapping paper by choosing a spiral or other basic pattern and repeating using potato, lino, tile or other to print with (see *Starting Art*, Book 1, pp. 10–11).

