

**BARRY'S NEW BED – PANDA 14**

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When Barry was small, he didn't like going to bed. There were always other, more interesting things to be done, like finishing a jigsaw or playing with Smith, the cat. Smith had lots of beds but Barry only had a cot, which wasn't very big, though it did have room for all his favourite toys. Dad promised him a proper bed when he was bigger and when that day finally arrives, Mum takes him shopping and they choose a big bed. Barry is really excited and by six o'clock he is tucked up in his big new bed. When Dad has read a story, Mum switches off the light. But suddenly the bed seems very big and very empty and Barry is scared. Though Mum and Dad make several trips upstairs, they can't comfort him and no-one sleeps until Barry is tucked up in his parents' bed. The same thing happens night after night until both Mum and Dad are cross and cranky. Eventually, Dad is so exhausted he decides to sleep in Barry's bed – on top of Goo-goo the furry monkey! Barry knows that in future he will sleep in his own bed with his own toys.

**LANGUAGE – ENGLISH**

- ◆ Language of bedtime: warm, snug, comfy, soft, cosy, curl up, roll over, soft warm quilts, new pillow, lots of space, pyjamas.
- ◆ Language of sleeping: snored, whistled, poked, pinched, pushed and pulled.
- ◆ Discussion: excuses. What excuses, if any, do you make when it's time for bed? What would you prefer to be doing when it's bedtime? Decide around the class which excuses are the most successful and try these out on your own parents/guardians.
- ◆ Discussion: excitement. What makes you so excited you can't sleep? What do you try to do to help yourself go to sleep? Does your mum or dad ever give you any special drink or treat to help you sleep? Or do they read a story? Do you listen to music by yourself before going to sleep?
- ◆ Creative: poetry. Around the class, write a poem about going upstairs at night. This poem might mention what you do to scare off the monsters, or say how comfy and cosy it is to be safe in your bed.
- ◆ Creative: baby words. When you were smaller, you probably had special words for things, e.g. 'miaow miaow' or 'puss puss' for a cat. Ask a grown-up if you had any baby or pet names for things and/or invent your own baby words for objects around the classroom.

**LANGUAGE – GAEILGE**

- ◆ Cluiche: Deir Ó Grady. Luigh síos ar an urlár. Dún do shúile. Bí ciúin. Téigh a chodladh. Cas timpeall. Cas ar dheis/cas ar chlé. Cuir d'ordóg i do bhéal. Dúisigh. Éirigh.
- ◆ An tAm: Tá sé in am dul a chodladh. Tá sé a seacht a chlog/a hocht a chlog; tá sé a leathuair tar éis. Tá sé in am éirí. Tá sé a hocht a chlog ar maidin. Tá an bricfeasta réidh, agus ar eile.
- ◆ Suantraí: m.sh. Codladh, a stóirín, go sámh; codladh a mhúirín go séimh, agus ar eile.

**MATHEMATICS**

- ◆ Time: reading and recording time using simple devices such as an egg-timer or water clock; reading time in hours and half-hours on 12-hour analogue clock. Becoming familiar with clock face, movement of hands, state what

time it will be one hour later, half an hour later etc. Night and day. 4 o'clock ... 5 o'clock ... 6 o'clock (pp. 20–21).

- ◆ Data: representing and interpreting data. Sorting and classifying objects by two and three criteria using real objects or photographs: favourite toys to bring to bed or types of pets. Constructing simple pictograms to represent data.

**SESE**

- ◆ Living things: human life processes. Recognising that all living things grow and change, and that physical change takes place from the moment of birth.
- ◆ Materials: properties and characteristics of materials. Exploring how different materials may be used in the construction of homes suited to their environments: materials used to construct bed for cat (pp. 12–14), robin's nest (p.46) or hen-house (p.48).

**SPHE**

- ◆ Myself: developing self-confidence. Becoming more independent and self-reliant, exploring different ways of coping with change. Barry wanted to move into a bigger bed but was initially nervous and uncomfortable with change.
- ◆ Myself: taking care of my body. Knowing about my body: caring for the body in order to keep it strong and healthy. Importance of regular sleep and rest: discuss why babies and young children sleep so much and why sleep is especially important for the young and the elderly.
- ◆ Growing and changing: feelings and emotions. Exploring the feelings that change as one grows: what made me scared when I was younger, the things that I find scary now. Exploring feelings in different situations: when I attempted something new and unfamiliar.
- ◆ Myself and others: myself and my family. Appreciating own family and identifying ways in which family members help, support and care for each other: how Barry moved into his parents' bed when he was lonely and needed comfort and reassurance.

**PHYSICAL EDUCATION**

- ◆ Mime: Bedtime Routine. Walk up the stairs or down the corridor to the bathroom. Wash your teeth, face and hands. Take off your clothes and put on pyjamas or a night-dress. Is it difficult to step out of jeans/into PJs? Pull down your duvet/blankets. Slip into bed. Read a bedtime story. Kiss a parent goodnight.
- ◆ Game. Can't Sleep, Won't Sleep. Trying to sleep: stretching, changing position in bed. Yawning. Carefully get out of bed. Tiptoe walking, hands touching along a wall. Go downstairs quietly – don't wake the grown-ups! Get a glass of water or milk from the kitchen, drink this and tiptoe back upstairs, climb into bed and snuggle down.

**VISUAL ARTS**

- ◆ Construction: clocks. Divide class in three. Each group makes one of the clocks listed in *Starting Art*, Book 1, pp. 26–27. Display these number, emotion and weather clocks around the room.
- ◆ Fabric and fibre: make a collage of coloured/striped fabric pieces on a cardboard template of a pair of PJs **and/or** use the insert from a box of matches as a bed, cotton wool covered in material for pillow, other pieces of fabric for blankets. Paint the outer part of the matchbox and use as headboard.

