

ED'S FUNNY FEET



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Ed Cooper has a problem with his big toes. The doctor says his feet are turned in and that they need to be straightened out. He measures Ed's feet and says he will need correction shoes. Correction shoes sound old-fashioned and horrible, and Ed knows that everyone in school will laugh at him. When Mum says they are for his own good he knows they'll be even worse than he had feared – everything that is 'good for you' is horrible. When the shoes finally arrive they are much, much worse than he had imagined: these shoes are like toddlers' sandals, with baby buckles and thick white soles. He tries to make his own foot straighteners, but his DIY inventions don't work. In school, no one picks him for the football team, nobody wants to play with someone wearing special shoes. But on Sports' Day, when everyone gets a chance to participate, Ed scores a goal and proves to himself and to his friends that the special shoes really are for his own good.

LANGUAGE – ENGLISH

◆ Vocabulary extension: e.g. bruises, problem, frightened, usually, measurements, correction.

◆ Vocabulary of footwear: list various types worn by children – sandals, wellington boots, slippers, snowshoes, gym shoes, hiking boots, runners/trainers, etc. Who wears each type and on what occasions? Name favourite types of footwear in class and state why.

◆ Discussion: names. Ed is a short version of Edward. So are Ted, Teddy and Eddie. How many children in the class are called by the short versions of their names? Do children like these names, which are often used affectionately? Discuss names in other cultures: when do children receive their names? (Naming days/baptisms/confirmation/other.) Changing names by deed poll: what sort of people change their given names? Importance of family names or surnames.

◆ Discussion: 'Horrible things were always for your own good. Like coming in out of the rain ...' (p.15). Do you agree with this? List other horrible things that are for your own good.

◆ Discussion: Ed wore his trainers as much as possible in the two weeks while he was waiting for his correction shoes (p.18). What would you have done? What might your parents say?

◆ Discussion: Did Doctor Bert explain everything properly to Ed? Read pp. 9–14 again. What might the doctor have said to Ed which would have made him feel less frightened or upset?



◆ Creative: Compile a class list of alliterative adjectives for other body parts, e.g. noisy nose, enormous elbows, knobby knees, etc. Write a short poem describing a creature with some or all of the various bits listed.

◆ Creative: 'Ed's knees were covered with so many bruises that they looked like two angry rain clouds' (p.8). Think of other descriptive images for other body parts, e.g. his/her eyes were so — that they looked like two — —.

◆ Creative: Ed took sixteen minutes to think of the plan to make a DIY foot straightener (p.25). Read how he made his invention (pp. 28–29), and then try to think of one that might work better. What would you use if you only had the materials in your bedroom/in your classroom? Think of your plan and make a sketch of what your invention looks like before starting to build.

SESE

◆ Living things: variety and characteristics of living things. Measuring physical similarities and differences between individuals: designing and making a measuring chart showing these.

◆ Living things: plants and living things. Observing, identifying and exploring a variety of living things: animal/bird footprints, e.g. camels' feet are specially designed for walking on sand, seabirds have webbed feet, elephants' feet are very sensitive, etc. If you leave a container filled with sand out overnight you might find animal or bird tracks in the sand the next day – especially if you leave cold porridge or other food to attract wild creatures.

SPHE

◆ Myself: developing self-confidence. Becoming more independent and self-reliant, exploring different ways of coping with change, taking time to adjust.

◆ Myself: growing and changing. Feelings and emotions: exploring feelings in different situations and how feelings can be expressed and dealt with in ways which are appropriate and acceptable. Ed was a little frightened (p.9), but Mum noticed his scared face (p.12); Ed kicked the wall when he was angry (p.35).

◆ Myself: safety and protection. Safety issues: recognising and exploring occasions when medicines are needed: Ed sometimes fell over when running and needed help and treatment

from the doctor. Reasons for taking medicines; feelings experienced before and after: Ed still didn't like the shoes but he'd have to get used to them.

◆ Myself and others: my friends and other people. Exploring how friends can influence personal actions and decisions: 'Mum didn't realise how important shoes were in school. All his friends would be wearing the latest trainers' (p.16). Knowing how to treat people with dignity and respect: Ed knew that 'nobody wanted to play with someone in special shoes' (p.42).

MATHEMATICS

◆ Measures: selecting and using appropriate non-standard measuring units/instruments. Discuss the straightest things Ed could find (p.28). Selecting and using instruments for measuring: discuss which instrument is best for short/long objects.

◆ Time: using the vocabulary of time to sequence events; reading and recording time using simple devices; reading day, date and month using calendar; reading time in hours, half-hours and quarter-hours in analogue clock. Two weeks/a fortnight/fourteen days. Minutes – after sixteen minutes. How many minutes are in an hour? 'Dinner will be ready in half an hour' – how many minutes is this?

VISUAL ART

◆ 1. Design: Design a do-it-yourself foot straightener.

◆ 2. Footprints: Spread large sheet of white paper on old newspapers, or preferably on ground or grass outside when the weather is warm and children are wearing shorts. Put different paints in shallow trays. Each child puts one foot carefully in one colour and then stands on paper. Make sure you note which print belongs to which child! Cut around footshape, mount and display.

◆ 3. Construction: papier mâché. Ask parents well in advance to keep an old runner for this class. Each child covers an old runner or old shoe with strips of newspaper, each long strip covered in wallpaper paste. When the runner is covered in about ten layers, leave it to dry and then an adult removes the runner. Paint the papier-mâché runner in your favourite colours and designs.