

CHARLIE HARTE AND HIS TWO-WHEELED TIGER



by Frank Murphy, illustrated by Celine Kiernan

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Charlie Harte really wanted a bike. His family couldn't afford to buy one, so when he found a bike frame lying between two bins, he brought it home and visited the scrapyards until he had all the makings of a functioning bike. When the bike was finished, he named it Tiger and then discovered that he and his bike could communicate with each other. With Tiger's help, Charlie set up his own courier service, and all went well until bicycle thieves moved into the area. In the end,

though, The Hair and his accomplice were no match for Charlie Harte and his talking Tiger!

LANGUAGE – ENGLISH

- ◆ Vocabulary extension: Asunder, rummaging, insulted, ingot, atoms, molten, ledger.
- ◆ Language of bicycles: Mudguards, tail-lights, chain-wheel, frame, 'old high nelly', brakes.
- ◆ Word-games: Palindromes (see p.83), suggest other examples, children could write their own.
- ◆ Creative: My Own Invention, children write a short piece describing some real or imagined invention.
- ◆ Discussion: Sports Day, children talk about the positive and negative aspects of participating in organised competitions.

SPHE

- ◆ Myself: Growing and changing. Recognising how independence and responsibilities are continually increasing, doing jobs for self and parents; discuss how Charlie took responsibility for acquiring the bicycle and for starting the courier service and how Minnie agreed to work in the office to earn cash.
- ◆ Myself: Feelings and emotions. Reflecting on competition, on winning and losing, on prize-giving ceremonies (pp.33–36); identifying and recognising the difference between needs and wants (p.7).
- ◆ Myself: Safety issues. Being aware of potential travel hazards and the need for responsible behaviour when travelling. Discuss Tiger's warning and Charlie's response (pp.44–45).
- ◆ Myself and others: Myself and my family. Understanding that families often undergo unpleasant and unplanned changes, discuss the poverty caused by unemployment when a factory closes (p.7).

- ◆ Myself and others: My friends and other people. Exploring different aspects of friendship, such as the help given to Charlie by his friends (p.27), the conflict and upset caused by teasing (pp.25, 26, 31) and the hurt caused by lack of communication (pp.59, 91).

SESE – SCIENCE

- ◆ Energy and forces: Sound. Learning that sound is a form of energy, recognising that sound travels through materials such as air and metal (p.42).
- ◆ Energy and forces: Forces. Exploring how objects may be moved by machines (rollers, wheels) and how some moving objects may be slowed down (a bicycle wheel by a brake).
- ◆ Environmental awareness and care: Appreciating the need to conserve resources, recycling of materials, the importance to the local economy of scrapyards (pp.9, 11, 15, 16, 37–38).
- ◆ Environmental awareness and care: Investigating human activities which have positive or adverse effects on local and wider environments: The production of biodegradable and non-biodegradable waste (pp.8, 68).

PHYSICAL EDUCATION

- ◆ Sports day: Check the list on p.30 and see how many similar events can be staged in the school.

VISUAL ARTS

- ◆ Junk jewellery: Using plastic bags rolled up into long sausage shape, wrapped in sticky tape. Paint bangle with acrylic paint and decorate with paper shapes, varnish and dry.
- ◆ Cup monster: Using twenty cleaned party cups, hole in each base, thread long string through holes; attach two cups with balls of paper inside for eyes; paint with acrylic paint and varnish.