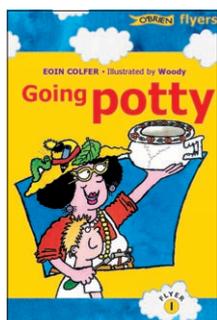


GOING POTTY – FLYER 1



by Eoin Colfer, illustrated by Woody

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Ed's Gran has a great imagination, and so has Ed himself. She can create toys from discarded objects, he can invent endless uses for them. But his imagination runs riot when he is confronted with the big boys' toilet in school: He pictures a frog living in the toilet, he visualises shoes banging down the corridor with legs and no boys on top. The potty had once come to the rescue of Great Uncle Pat, can it now help Ed?

LANGUAGE – ENGLISH

- ◆ Vocabulary extension: Disguised, cubicle, ambulance, permission, realised, giggled, rhymed, dinosaur.
- ◆ Language of movement: Tapped, dragged, nodded, clattered, blinked, stared, hugged.
- ◆ Discussion: Possibilities. Children suggest imaginative uses for common household objects (p.10).
- ◆ Discussion: Children discuss their favourite/special treats, when given, by whom, why.
- ◆ Creative: Pretending games. Using dressing-up box/bag with hidden objects, children use power of imagination to invent strange characters and personalities, miming or acting story around selected outfit/object.

SPHE

- ◆ Myself: Developing self-confidence. Becoming more independent and self-reliant, asking for help when needed (pp.30–32, 50, 52–53).
- ◆ Myself: Feelings and emotions. Naming, identifying and exploring feelings in different situations: When I changed classes. Fear of the unknown, need for privacy, growing and changing (pp.26–28).
- ◆ Myself and others: Myself and my family. Recognising role and contribution made by each member of the family, identifying ways in which families help, support and care for each other (pp.50, 53, 61, 63–64).

- ◆ Myself and others: Myself and other people. Exploring bullying behaviour and its effects, discuss Ed's fears of the big boys (pp.38–40), his classmates laughing (pp.44–45), his embarrassment (pp.46–48).

SESE – SCIENCE

- ◆ Living things: Myself. Recognising that all living things grow and change, that physical growth has taken place since birth, that there are differences in children's range of abilities and skills.
- ◆ Materials: Mixing and other changes. Investigating how materials may change: Mixing paints to make new colours (p.64), materials to make toys (pp.7, 10) and characteristics of materials when wet and dry (p.9).

SESE – HISTORY

- ◆ Myself and my family: Exploring significant personal dates and events, how I changed as I grew up, first day at school or in new class, using items of evidence such as photographs and first copybooks.
- ◆ When my grandparents were young: Listening to older relations talking about their past, comparing the early life of grandparents with lives of young today, noting differences and similarities (pp.19–23).

VISUAL ARTS

- ◆ Tile painting: Brighten old bathroom/kitchen tiles with design in enamel paints, use as teapot stand.
- ◆ Mirror, mirror: Using an old mirror frame/tile, cut out themed magazine pictures or old photos and add to border, varnish.