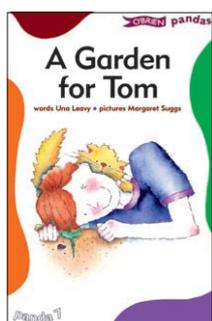


A GARDEN FOR TOM – PANDA 7



by Una Leavy, illustrated by Margaret Suggs

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Tom enjoyed helping his dad as he worked on the farm. They were always busy, milking the cows, fixing the fences, picking potatoes and taking cattle to the mart. Every season there were many jobs to be done but, when summer came, Tom's dad liked to work in the garden whenever he had time. When Tom was given his own garden, he dug the soil and planted the seeds, just as Dad had taught him. But, when no flowers appeared, he lost interest and it was left to the summer sun to work its magic on Tom's garden.

LANGUAGE – ENGLISH

- ◆ Descriptive: Similes, 'as blue as the sea'; 'as yellow as the sun'.
- ◆ Descriptive language: 'The cold wind whistled and reddened their noses'; 'Their breath came in white clouds'.
- ◆ Discussion: Consider the uses of a fence, suggest what the first fence in history might have looked like and why it was constructed.
- ◆ Discussion: Wishes. Tom wished for a garden of his own, children list/discuss wishes.
- ◆ Discussion: Names of flowers, how some flowers may have been named, e.g., forget-me-not, cowslip. Suggest imaginative names for common flowers.

SESE – GEOGRAPHY

- ◆ Weather: Identifying how weather influences people's lives, especially on farms; observe and discuss how weather and seasonal changes affect people, animals and plants; discuss seasonal work of Tom's father (pp.12–18).
- ◆ People at work: Appreciating the role of the farmer who supplies us with food and other products; recognising interdependence of individuals and groups in the community.

SESE – SCIENCE

- ◆ Living things: Plants and animals. Identify farmyard animals, discuss sounds, ways in which humans depend on them. Describe, draw and label flower parts: Root, leaf, stem, petal. Discuss the role of the honey bee in pollination, gathering nectar from flowers. Explore the needs of plants for water, heat and light, investigate how plants respond to light.
- ◆ Practical: Plant and water wildflower seeds; investigate and record changes.

SPHE

- ◆ Myself: Self-identity. Discussing personal preferences, dreams and hopes for the future.
- ◆ Myself: Taking care of my body. Identifying foods derived from plant/animal sources.
- ◆ Myself: Safety issues. Recognising farm safety rules, recognising how unattended farm/garden equipment can cause accidents.
- ◆ Myself and others: Myself and my family. Identifying ways in which members of families can support and care for each other, e.g., how Tom's father took him to the garden centre, bought seeds/equipment, taught by example.
- ◆ Circle time: 'My favourite season is ...'; 'In summer I like ...'

MATHEMATICS

- ◆ Measures: Time. Discuss characteristics of seasons and months.
- ◆ Measures: Money. How many items may be bought with one coin? Tom bought a packet of seeds for 45p, how much change from 50p?

VISUAL ARTS

- ◆ Composite flowers: Use stems, leaves, petals from a variety of flowers to form 'new' flower. Glue several to large card to form a garden.
- ◆ Pot of flowers: Carton with plasticine in bottom; attach ten circles of crêpe paper in different colours to plastic straw. Place five or six finished straws in pot, paint and decorate.
- ◆ Garden collage: Using scraps of dark material for soil, paste cuttings from seed catalogues, gardening magazines and old greeting cards on to stiff card to form garden.