



## MY DOG LIVELY

By Patrick Deeley, illustrated by Martin Fagan

ISBN: 0-86278-723-8 • 64 pages

Jenny loves dogs. For each of her birthdays she has received a dog and now owns a Dalmatian, a cocker spaniel, a golden retriever, a sheepdog and a terrier – toy dogs all. Then on her sixth birthday she gets her best birthday present ever – a real live dog of her own. But this dog is trouble and digs holes, chases everything, destroys Mum's flowers and dirties washing. Lively is well-named and even causes trouble at dog school. A heart-warming story of friendship with a message about the responsibilities of pet ownership.

### LANGUAGE – ENGLISH

- ◆ **Language of Movement** – eg bounced, danced, flopped, flew, somersaulted, rolled, jumped, bumped, wagged, leaped, danced round in circles, tumbled
- ◆ **Language of Similes** – Lively is 'as good as gold' (p59). List as many similes as possible and each child or group could choose one. Illustrate on A4 card with chosen phrase written on back – can the class guess which simile matches the illustration?
- ◆ **Vocabulary Extension** eg brisk, exhausted, whimpered, obedient, troublesome
- ◆ **Discussion**
  - (a) of favourite words – Lively's favourite words are 'food' and 'walk'. Ask children for their two favourite words. They might discuss in pairs and report to the class their partner's chosen words. Extension – See **Activity Sheet 1** Might a cat's two favourite words be 'milk' and 'sleep'? Might a rabbit choose 'carrots and running' or 'lettuce and hopping'?
  - (b) of communication – animals can't talk but they can communicate, how do they do this? Can animals and humans sometimes understand one another eg 'Lively gazed into her eyes' (p43).
  - (c) of presents – when Jenny got Lively she said – 'this is the best present ever' (p15). Ask children what present they would most like to receive and to say why.
- ◆ **Research and development** – Each child or small group presents (orally) information on real, desired or imagined pet. Information could be presented under various headings eg name, breed, appearance, foods, likes/dislikes. See **Activity Sheet 2**. When children have completed oral presentation, information could be compiled graphically with photos/pictures, and displayed.
- ◆ **Creative** – Is Lively a good name for the dog in this story? Can children think of other suitable names eg Silly/Trouble/ Crazy. Each child or group chooses a pet and names their pet in the same way eg my cat Crazy, my dog Trouble, my pony Playful. Each group could write a short piece telling how pet earned name. Draft, edit and finally add an illustration to class compilation of 'Crazy Animal Stories'.
- ◆ **Creative** – Jenny takes Lively to a School for Dogs. List a set of rules for a School for Dogs eg 'Paw up before barking', 'No chewing bones in class', 'Dogs must stand on their four legs at all times'. The rules might be displayed

under a large illustration of a classroom in this Dog School.

- ◆ **Creative** – What is Lively's impression of the Dog School? Does he like the woman running it, does he enjoy learning to walk on a lead? Write a group or class piece from Lively's point of view.

### SESE

- ◆ **Living Things – Plants and Animals:** Domestic dogs and their characteristics, their need for food, what they eat and drink. Look at different types of dog and identify differences. Jenny has a toy dalmatian, cocker spaniel, golden retriever, terrier, sheepdog and Lively is a collie. Extend this list of different types of dog and write a mini-profile on each. Consider dogs in the wild eg dingo, hyena, coyote, wolf.

- ◆ Think about dogs that help us eg guide dogs, sniffer/ tracker dogs, huskies, St Bernard dogs, sheep dogs. In what ways do these dogs help us?

- ◆ Dogs live in kennels, discuss the names of other animal homes and compile list eg  
A rabbit lives in a burrow/hutch.  
A fox lives in a den.  
A badger lives in a sett.  
A squirrel lives in a drey.  
A hen lives in a hen-house/coop.  
See **Activity Sheet 4**.

- ◆ Taking care of pets and the responsibilities involved. Lively was not quite the well-behaved dog Jenny may have wished for but she continued to take care of him. Children could discuss the responsibilities involved in taking care of a pet and the work involved. Discuss the ISPCA slogan 'A Dog is for Life not for Christmas.' Organise a visit from a local vet or a member of the ISPCA to talk to the class and have a questions and answers session.

### MATHS

- ◆ **Numbers** ordinal numbers 1 – 7 'when Jenny was 6 years old she had her sixth birthday, when she was three years old she had her \_\_\_\_\_ birthday' etc.
- ◆ **Measures** Time/Date – Read and discuss day, date, and month. Discuss children's birthdays in terms of the day, month and year.
- ◆ **Data** – Using the children's birthdays, a simple pictogram could be used to show the month in which children's birthdays occur. Also children could do a class survey on favourite pets and compile their information in a simple pictogram or bar chart.
- ◆ **Shape** – Lively slept in a circle, children

could make that shape using their hands/bodies. Ask children to make other shapes using their bodies eg make a square (need 2 or 4 children working together), make a triangle/diamond/rectangle etc.

### SPHE

- ◆ **Myself and Others** – My Friends and Other People – On p43 Jenny tells Lively he is her best friend. Discuss and examine what makes 'a best friend' or a good friend. What are the qualities and skills associated with friendship – forgiving each other, trusting each other etc.

- ◆ **Growing and Changing** – how a pup grows into a dog Examine the differences and changes that occur as animals grow and change. Do human babies grow and change too? In what ways?

### PE

- ◆ **Gymnastics – Movement.** Use the different types of movement mentioned pp16 – 19 to encourage children to move as Lively did. Ask children to consider which movement they preferred.

- ◆ **Movement** – Create and develop games. With children working in groups ask them to design a 'Fun Obstacle Course' based on the path Lively took pp17 – 23. Children might 'run round the marker/cone three times' or 'roll over twice', 'dance round the hoop', 'do a tumble'. Following a demonstration on how to complete their obstacle course, groups might then take turns at completing each other's course and perhaps finish with an Obstacle Relay Race.

### VISUAL ARTS

- ◆ **Clay** – Use clay to develop the form of a dog, finish with surface texture to show the dog's coat. Children will discover themselves that it might be easiest to model a dog sitting or lying down, as attaching legs may be difficult and they may fall off easily.
- ◆ **Construction** – Lively wasn't too happy in his kennel, ask children to design a kennel which he may be happier in, using a shoe-box or similar. Encourage use of imagination to build a structure that would make Lively happy – include a play area etc.
- ◆ **Fabric and Fibre** - In groups, children can make different types of dogs using scraps of material/wool and paper to create the dog's coat. Focus on different colours to show different types of dogs – Dalmatian, golden retriever, sheep dog, terrier etc. Pay attention to colour and texture.