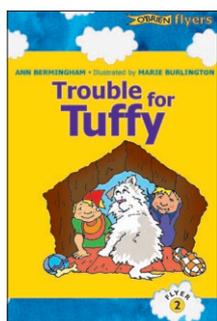


TROUBLE FOR TUFFY – FLYER 2



by Ann Bermingham, illustrated by Marie Burlington

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With Katie and Ted there is always trouble, *always*. Tuffy is a very clever dog who can see the trouble ahead but can't prevent it as the twins don't understand a woof he says, his dream of minding perfect children is far from a reality. One day, while Dad is in charge, they decide to borrow Mum's best necklace, but somewhere, during a chasing game which takes them around the house and out in the garden, the necklace goes missing. They search high up and low down but fail to find the necklace. Only Tuffy can save the day, but will he do it before Mum returns home?

LANGUAGE – ENGLISH

- ◆ Vocabulary extension: Fantastic, cackled, panicked, swished, swirled, flapped, sprinkled, scrambled.
- ◆ Discussion: Thinking and talking in woofs, how pets and humans communicate, discuss how Tuffy understood human speech, communicating by physical signs/sign language.
- ◆ Discussion: 'Brainwaves' which lead to trouble, children tell of their own games which went badly wrong, discuss the consequences of some of their own 'bright ideas'.
- ◆ Creative: The magic room (p.16). Children suggest items which might be found in a magic room.
- ◆ Creative: Dreams (p.20). Children recount remembered dreams or discuss personal hopes/dreams.

SPHE

- ◆ Myself: Growing and changing. Beginning to appreciate the need for space and privacy in life: The need for personal boundaries, respecting the personal belongings of others. Discuss why people's bedrooms are often a 'no-go area'.
- ◆ Myself: Making decisions. Recognising risks and consequences of making a particular decision, discuss what might have happened if Tuffy hadn't found the necklace. Would punishment have been appropriate? Appreciating that making mistakes is part of the learning process.
- ◆ Myself and others: Myself and my family. Appreciating own family and identifying ways in

which members of families can help, support and care for each other. Discuss special relationships of twins, coping with younger siblings, contribution made by different family members.

- ◆ Myself and others: Myself and my family. 'If there is trouble, Dad will sit it out' (p.9). Discuss this statement and analyse for stereotyping.

SESE – SCIENCE

- ◆ Living things: Plants and animals. Domestic animals, caring for pets. Responsibilities of pet-ownership, discuss the ISPCA slogan, 'A dog is for life, not for Christmas'. Animal communication, how animals communicate with humans, especially pets with their owners (p.11).
- ◆ Living things: Plants and animals. Sense of smell. Discuss Tuffy's keen sense of smell which led him to the discovery of the missing necklace (pp.42–44) and suggest reasons why this sense is more highly developed in animals than in humans.

MATHEMATICS

- ◆ Number: Extending grouping and renaming activities to include the hundred, in tens. Counting and grouping in tens (pp.34–35).

DRAMA

- ◆ Co-operating and communicating in making drama. As a pet, try, through physical and vocal communications, to make known to your owners how you feel about their behaviour.
- ◆ Role-play: Dressing up in old clothes/costumes and acting out the roles of princess (p.18), Dracula (p.19).