

CDP Kids & Salspot presents

Spot

Based on the books by Eric Hill



cdpKids

Teacher Resource Kit

A teaching resource for children 3-8 years

CDP Kids & Salspot presents

Spot

Based on the books by Eric Hill

Adapted by Tim McGarry

From the original Dutch script written by Dick Feld and Marc Veerkamp and Translated by Jeremy Baker

Music by Fons Merkies

Director: Liesel Badorrek

Set and Costume Designer: James Browne

Lighting Designer: Nicholas Higgins

Sound Designer: Ross Johnston

Set Construction: Thomas Creative

Costume Realisation: Emma Paul

Production Manager: Russell Stewart

Company Stage Manager: Elliot Glass

Deputy Stage Manager: Ruth Love

Original cast (in alphabetical order):

Kailah Cabanas

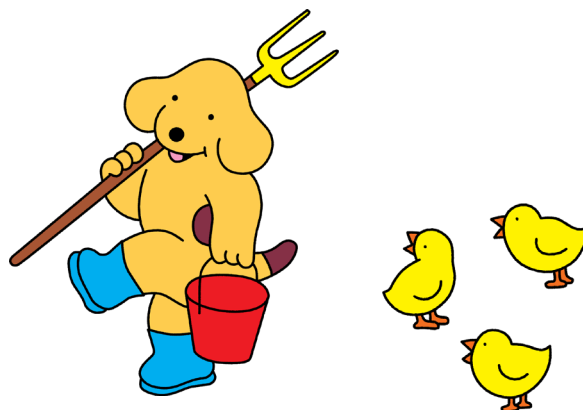
Enya Daly

Christopher Vernon

The Spot Teacher Resource Kit accompanies CDP's playful adaptation of Spot, based on the books by Eric Hill

About CDP Theatre Producers

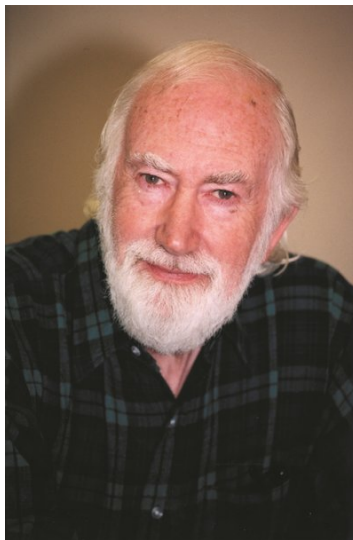
CDP, the team that brought you the Australian productions of *The Gruffalo*, *The Gruffalo's Child*, *Room on the Broom*, *The Incredible Book Eating Boy*, the *Treehouse* series, *Snugglepup* and *Cuddlepup*, *Horrible Harriet*, *Mr Stink* and *Billionaire Boy* is an award-winning independent theatre production house specialising in boutique theatre of the highest quality. CDP has an unsurpassed track record for presenting high quality works that tour widely throughout Australia, New Zealand, Singapore, Hong Kong, Mainland China, the Middle East, Europe and the USA.



Introducing Spot

Spot is based on the many adventures of Eric Hill's loveable character Spot the puppy. Spot's adventures are chronicled in over one hundred picture books. The original *Where's Spot* lift the flap book was first published by Penguin Books in 1980. Spot is now truly international with over 100 titles, books published in 50 languages and sales of over 60 million titles.

As the story begins we are introduced to farming family Joe, Jess and their son Jake. Joe and Jess find Jake with his head in a book, and ask him to come and get the day's work done. Jake begs for a story, and finally Joe gives in and starts to read the storybook *Spot Goes to the Farm*. We are magically transformed into the parallel world of the storybook where Spot and his best friend Helen the hippo are on the farm where Spot's Dad Sam works each day. As they set off to work they discover that all the farm animals are missing from their spots in the barn. Spot's Dad sets out to find them on his tractor, but not before everyone has to work together to fix a flat tyre. Helen and Spot decide they will try to help solve the mystery of the missing animals. With great hilarity and some mishaps Helen and Spot work together to find the rooster, the chicken and the cheeky chicks. They tempt the piglets and pig with some apples (sadly missed by hungry Helen), and then find a cow inside a walking haystack. To the surprise of everyone the cow is about to have a baby calf. They help the cow and name the little calf Moo. Daddy Sam sings a beautiful lullaby and puts all the animals to sleep at the end of an eventful day. We return to the world of Joe, Jess and Jake's farm where they are finishing the story, and head off for their days' work



Meet the Author

Eric Hill was born in London in 1927. He started his artistic career as an art studio messenger. Encouraged by one of the resident cartoonists, he began to draw and contribute at the drawing board. After a stint with the Royal Air Force in Germany he returned to his work as a cartoonist, and moved into roles as an artist in advertising, and then artistic director at a leading advertising agency. In 1978, Eric made up a story about a small puppy to read to his son at bedtime, and Spot was born. The success of his first bestselling lift-the-flap classic, *Where's Spot?* in 1980 gave him the confidence to become a full-time author, and his Spot books have been enjoyed by children around the world ever since. In 2008 he was awarded an OBE (Officer of the Most Excellent Order of the British Empire) for services to children's literacy. Eric Hill died in 2014.

Live Performance

The Ultimate Teaching and Learning Opportunity

Attending a live performance is a rich and engaging learning opportunity. Prepare children through explicit teaching to make the most of their theatre experience.

- **Talk about and practice being an audience member.** Audience members sit and listen quietly for most of the time. They join in the action when invited, and clap and cheer to show their appreciation. They allow fellow audience members to watch the show without interruptions.
- **Talk about and roleplay theatre conventions.** What is a theatre? What are actors? What are characters? What are costumes? What is a stage? What are props? What is a set? What is a script? Is theatre 'real'? How can song, dance and movement tell a story?
- **Explore the role of the actors in telling the story.** *Spot* is performed by a team of three actors. A physical storytelling style, original music, a wonderful set and beautiful puppets help to bring the story to life. Discuss and explore physical storytelling. Consider how actors can work with puppets to tell a story.
- **Familiarise children with *Spot* picture books** in the lead up to the performance. There are many suggestions for how to use *Spot* books as a learning resource in the following pages. These suggestions are based around *Spot Goes to the Farm* and can be adapted for any *Spot* books.

Links to Curriculum

A wide range of learning activities from all curriculum areas are described in this resource. Links to the Australian Curriculum v8.2, Victorian Curriculum and NSW Board of Studies Syllabi for activities in these learning areas appear at the end of each section.

See *The Australian Curriculum Online* for further details www.australiancurriculum.edu.au.

See Victorian Curriculum for further details www.vcaa.vic.edu.au/Pages/foundation10/f10index.aspx

See NSW Board of Studies Syllabi at www.boardofstudies.nsw.edu.au/k-6/

Suggested Age Guidelines

Spot the production is suitable for children aged 18mths+. This Teacher Resource Kit has been created for educators of children aged 3-8 years. A suggested age range appears next to each of the teaching ideas, for example:

- Add a sound to key words in the text. When you read the word "Spot" play a triangle, add the animal sounds to each page. *3-6 years*

Teaching and Learning Activities -

Learning About and Through the Arts

Attending a live performance can be a stimulus for a huge range of rich learning experiences. Not only can you plan for learning **about** the arts, but for whole of curriculum learning **through** the arts.



Literacy and the Arts

Spot picture books can be the impetus for a range of literacy and arts experiences, before, during and after the performance. Use this list below as a jumping off point for planning learning around the books in your setting. These activities are based around the story *Spot Goes to the Farm*.

Involve the children in Reader's Theatre by selecting characters to read the story. The text in this story is entirely dialogue.

Daddy Sam: Spot, get out of the pond!

Duck: Quack Quack!

Spot: I'm looking for ducklings!

- Explore the different quality of the character's voices – Sam's gentle firmness, Spot's playful adventurousness, Helen the hippo's straightforward direct nature. *5-8 years*

Experiment with using sound to tell a story. *Spot Goes To The Farm* is full of action. Spot gambols around the farm looking for animals. Experiment with portraying the action of the story through sound.

- Add percussion instruments, vocal sounds, everyday objects from your classroom and other sound makers to the story. *4-8 years*
- Use sounds to bring the story's events to life – the growling tractor, the stable door, Spot splashing into the pond, the flapping angry goose. *4-7 years*
- Add a sound to key words in the text. When you read the word "Spot" play a triangle, add the animal sounds to each page. *3-6 years*
- Make a radio play and experiment with recording sounds on a tablet device, laptop or phone, throwing a ball into a tub of water to make Spot's big splash, rustling newspaper to make the chicks in the straw. *6-8 years*

Find the rhythms in the text and build a chant or song

- Find the underlying beat and the rhythms of the Daddy Sam's exhortations. *Hurry up, Spot! Quick, Spot, follow me! Here they are! Come on, Spot!* *3-7 years*

- Create a chant out of Daddy Sam's exclamations and animal sounds. Perform it in unison and as a round. *5-8 years*
- Add a rhythmic ostinato to create a new arrangement. One group repeats the words *Come on Spot!* while another group performs the chant. *5-8 years*
- Add a beat and repeated rhythms on bodies and instruments. *5-8 years*

Explore the characters in depth. Spot and his family and friends are much loved characters around the world. Spot, Helen and Spot's Dad characters' are portrayed with strength and simplicity in the production, building on childrens' understanding of Spot and his world. Spot is a friendly, inquisitive and helpful puppy with a can-do attitude, Daddy Sam is practical, kind, and firm. Friendly Helen looks for the fun in everything, and brings a little excitability as she rides the highs and lows of everyday life. New human characters Jess, Joe and Jake mirror Spot and his parents as a warm, loving family unit with a strong sense of responsibility.

Develop the characters through music, movement and visual arts.

- Move like a puppy or a hippo to matching musical excerpts. *3-6 years*
- Use your body to make freeze frames of key scenes in the story. *5-8 years*
- Take digital photos of your versions of character and key scenes of the story. *5-7 years*
- Make a drawing, painting, cartoon or plasticine sculpture of the characters. *3-7 years*
- Choose a musical sound or musical excerpt to represent each character. *5-8 years*
- Make a mind map or character profile of key characters that you can add to after seeing the production. *6-8 years*
- Spot is a very active puppy. Examine all the different ways that Spot moves in the illustrations and production. What does this tell us about his personality? Choreograph a dance using Spot's signature moves. *5-8 years*
- Become your favourite character. Tell your story and answer questions from your class while in character. *5-8 years*

Learn the song *Lullaby*. Spot, Helen and Daddy Sam sing this beautiful melody after the birth of the baby calf. A recording is found on the CDP website. The lyrics are in this resource.

- Learn and perform this song. Sing it to everyone's special teddies. *3-8 years*
- *Lullaby* has many elements of traditional lullabies. It is in a triple metre with a lilting gentle melody. Listen to and sing other lullabies such as *Brahms Lullaby*, *Lavender Blue*, *Fa La Nana Bambino*, *Ally Bally*, *Remember Me* from *Coco* and *My Bonnie*. What are the similarities? What is different? What makes an effective lullaby? *5-8 years*
- Lullabies are an important part of many families' lives. Did you ever sing a lullaby? Did anyone ever sing a lullaby to you? What lullabies are sung in different cultures? *5-8 years*
- Learn to dance a simple waltz to this beautiful triple melody. *5-8 years*
- Add a variety of instruments to the lullaby. *3-8 years*
- Use the lyrics as a text for reading activities. *6-8 years*

- Listen to a range of lullabies as part of everyday classroom life for relaxation and mindfulness. Use a collection such as *Music Together Lullabies*. 3-8 years

The illustrations in the picture book are bold, bright and engaging. **Explore the illustrations in depth.**

- Look at the colours that Eric Hill has chosen to use in *Spot Goes to the Farm* and other *Spot* publications. Why has he selected these colours? 5-8 years
- Create illustrations using only the colours found in the book. How do they make you feel? 5-8 years
- The illustrations are cartoon style with speech bubbles, a gigantic junior cartoon. Create a cartoon style picture using bright colours and speech bubbles to depict a scenario of your choice. 6-8 years
- Eric Hill uses lots of picture flaps to help tell the story. Spot finds hidden animals behind the flaps that are sometimes happy to see him, and sometimes not! Make a picture with a hidden section under a flap that tells a story. 5-8 years
- Eric Hill's pictures are simple and strong. Experiment with different art mediums to create pared back pictures using only bold colours, simple shapes and black outlines. 5-8 years

Write an innovation on the text by adding another character or changing the setting: *Spot* the production innovates on *Spot Goes to the Farm* by adding a new character, Helen, and new events like a flat tractor tyre.

- Add another friend for Spot. How does this change the farm adventure? 6-8 years
- Illustrate Spot's new friend. 5-8 years
- What if Spot was looking for animals somewhere else? The forest? The beach? The zoo? How would this change the story? 5-8 years

Characters can be brought to life through puppetry. Different styles of puppets create a lively interaction in *Spot* as three dimensional Spot and Helen hunt down the two dimensional animals and put them back into their places. **Explore how people and puppets can interact to tell a story.**

- The farm animals are represented by large two dimensional stick puppets. Make 2D puppets using the outlines of the creatures from the story. Tell stories with them on a 3D stage. Use a projector to make them into shadow puppets on the walls and roof. What are the advantages and constraints each style of puppetry? 3-7 years
- Explore puppetry traditions from around the world including Indonesian Shadow Puppetry, Sicilian Marionettes, Britain's Punch and Judy style shows and Vietnamese water puppets. 5-8 years
- Make sock or finger puppets representing Spot and his friends, Spot with brown spots and rounded felt ears, Helen the hippo with her rounded body, tiny ears and prominent teeth, Tina the elephant with her swinging trunk and floppy ears, Steve the monkey with his cheeky smile and expressive eyes. 5-8 years
- Experiment with using puppets and people in the same place to tell a story. Work in groups of three with two people and a puppet to create your own stories. 5-8 years

- Puppets take on a life of their own through the puppeteer's movements and sounds. Examine how different each puppet looks when brought to life by a different person. 7-8 years

Spot Goes to the Farm is a simple narrative in cartoon style that tells the story of Spot's adventures to find the new baby animals on the farm. **Explore the structure and style of this simple narrative.**

- Verbally tell the story of *Spot Goes to the Farm* to a friend. 5-7 years
- Create a class story map putting key illustrations in order. 4-6 years
- Who are the characters, what is the problem and how is it resolved? 5-8 years

The production of *Spot* is set in two worlds – the world of Jess, Joe and Jake's farm and Spot's farm. The audience are transported to another magical world when Joe reads the story of Spot to Jake. **Explore the way stories can move between worlds.**

- Draw pictures of the two parallel worlds – Joe and Jess's farm and Spot's farm. What's the same? What's different? 4-8 years
- Read and enjoy some other stories set in two worlds – the C.S. Lewis *Narnia* series, *Alice in Wonderland* by Lewis Carroll, *Peter Pan* by J.M. Barrie, *A Wrinkle in Time* by Madeleine L'Engle, *Where the Wild Things Are* by Maurice Sendak, 3-8 years

Australian Curriculum Content Codes

English	Foundation	Year 1	Year 2	Year 3
Literature – Creating literature	ACELT1580, ACELT1831	ACELT1586 ACELT1832	ACELT1593 ACELT1833	ACELT1601 ACELT1791
Literature - Responding to literature	ACELT1577 ACELT1783	ACELT1582	ACELT1589 ACELT1590	ACELT1596
Literature - Examining Literature	ACELT1578 ACELT1579	ACELT1584 ACELT1585	ACELT1591 ACELT1592	
Literature – Literature and context		ACELT1581		
Literacy – Interacting with others	ACELY1646 ACELY1647	ACELY1656 ACELY1657	ACELY1667	ACELY1676 ACELY1677
Literacy – Interpreting, analysing, evaluating	ACELY1650	ACELY1659 ACELY1660	ACELY1669 ACELY1670	ACELY1678
Literacy – Texts in context		ACELY1655	ACELY1665	ACELY1675
Literacy – Creating texts	ACELY1651	ACELY1661	ACELY1671	ACELY1682
Language – Language for Interaction		ACELA1787		
Language – Expressing and Developing Ideas	ACELA1786	ACELA1453	ACELA1469	ACELA1483
Language - Text structure and organisation.			ACELA1463	
The Arts				
Drama	ACADRM027 ACADRM028 ACADRM029			ACADRM031 ACADRM032
Visual Arts	ACAVAM107 ACAVAM108			ACAVAM111 ACAVAM112

Music	ACAMUM080 ACAMUM081 ACAMUM082	ACAMUM084 ACAMUM085
Dance	ACADAM001 ACADAM003	ACADAM005 ACADAM007
Media Arts	ACAMAM054 ACAMAM055 ACAMAM056	ACAMAM058 ACAMAM059

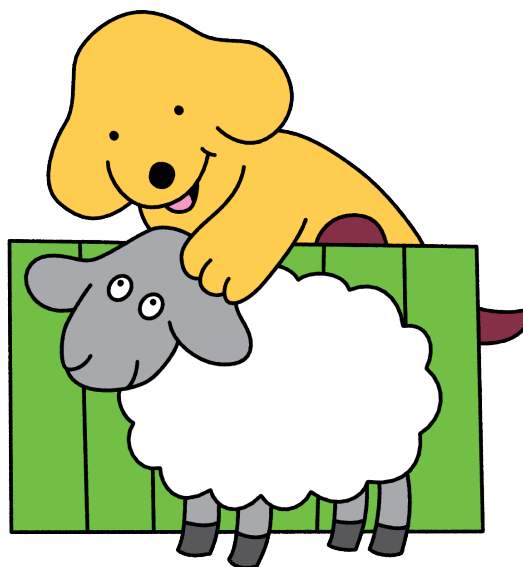
Victorian Curriculum Content Codes

<u>English -</u>	Levels D	Foundation	Year 1	Year 2	Year 3
Reading and Viewing, Language-Text Structure and Organisation.	VCELA106			VCELA212	VCELA246
Reading and Viewing. Language – Expressing and Developing Ideas	VCELA110	VCELA145		VCELA215	VCELA248
Reading and Viewing, Literature - Examining Literature	VCELT 114 VCELT 115	VCELT149 VCELT150		VCELT219	VCELT253 VCELT254
Reading and Viewing, Literacy, Interpreting, analysing, evaluating	VCELY118	VCELY153	VCELY186	VCELY222	VCELY257
Reading and Viewing, Literacy, Texts in Context			VCELY185	VCELY220	VCELY255
Writing, Literature – Creating literature	VCELT124	VCELT159	VCELT192 VCELT193	VCELT228 VCELT229	VCELT264 VCELT265
Writing, Literacy – Creating texts	VCELY125	VCELY160	VCELY194	VCELY230 VCELY233	VCELY266 VCELY269
Speaking and Listening, Language – Expressing and developing ideas				VCELA237	
Speaking and Listening, Literature – Literature and context			VCELT205	VCELT240	VCELT274
Speaking and Listening, Literature - Responding to literature	VCELT137	VCELT170 VCELT171	VCELT206 VCELT207	VCELT242	
Speaking and Listening, Literature - Examining Literature	VCELT138	VCELT172	VCELT208, VCELT209	VCELT243	
Speaking and Listening, Literacy – Interacting with others	VCELY139 VCELY140	VCELY174 VCELY175	VCELY210 VCELY211	VCELY244 VCELY245	VCELY275 VCELY276
Speaking and Listening, Literature – Creating Literature	VCELT135	VCELT173			
<u>The Arts</u>					
Drama	VCADRE013 VCADRD014 VCADRD015	VCADRE017 VCADRE018 VCADRP019	VCADRD021 VCADRD022 VCADRP023		VCADRD026 VCADRP027

Media Arts	VCAMAP13 VCAMAP14 VCAMAP15	VCAMAP017 VCAMAP018 VCAMAP019	VCAMAP021 VCAMAP022 VCAMAP023	VCAMAP026
Visual Arts	VCAVAE013 VCAVAV014 VCAVAP015	VCAVAE017 VCAVAV018 VCAVAV020	VCAVAE021 VCAVAV022 VCAVAV024	VCAVAV026 VCAVAV028
Music	VACMUE013 VCAMUM014 VCAMUP015 VCAMUP016	VCAMUE017 VCAMUM018 VCAMUP019 VCAMUP020	VCAMUE021 VCAMUM022 VCAMUP023	VCAMUP027
Dance	VCADAD014 VCADAD015	VCADAD018 VCADAD019	VCADAD022 VCADAD023	VCADAD025 VCADAD026 VCADAD027

NSW Board of Studies Syllabus

<u>English</u>	Early Level 1	Stage 1	Stage 2	Stage 3
English - Objective A	Ene-1A, ENe-2A, Ene-4A	EN1-1A, EN1-2A, EN1-4A	EN2-1A, EN2-2A, EN2-3A, EN2-4A	EN3-1A EN3-2A, EN3-3A
English – Objective C	ENe-10C	EN1-10C	EN2-10C	EN3-7C
English – Objective D	ENe-11D	EN1-11D	EN2-11D	
<u>Creative Arts</u>				
Visual Arts	VAES1.1 VAES1.2 VAES1.3 VAES1.4	VAS1.1 VAS1.2	VAS2.1	VAS3.1 VAS3.2
Music	MUES1.1 MUES1.2 MUES1.4	MUS1.1 MUS1.2 MUS1.4	MUS2.1 MUS2.2	MUS3.1 MUS3.2 MUS3.4
Drama	DRAES1.1	DRAS1.1 DRAS1.2	DRAS2.1 DRAS2.2	DRAS3.1 DRAS3.2
Dance	DAES1.1 DAES1.2	DAS1.1 DAS1.2	DAS2.2	VAS3.2





Social and Emotional Learning Through the Arts

Spot explores friendship, family, problem solving, helpfulness and conflict resolution and examines rural and regional life.

Examine each of these themes.

- Spot is a friendly puppy who gets on well with his friends and family. What are the good things about being friendly? How can having friends help you? What are some things you can do to make and keep good friends?
- Spot and Helen together solve the problem of the missing animals through cooperation, perseverance and some creative thinking. Can you remember a time when you worked in a team to solve a problem? How did it make you feel? What skills did you use?
- Helen and Spot have a little bit of conflict when Spot gives Helen's apples to the pigs. Helen is upset and explains to Spot how she feels. Spot apologises and they get on with being friends. Is it ok to disagree with your friends? What are some respectful ways to sort out disagreements between friends? Have you ever apologised when you have made a mistake? How did it make you feel?
- Spot and Helen enjoy helping Spot's dad Sam. Jess and Joe ask Jake to help on the farm. Have you ever helped anybody? What are some ways to help at home? At school? How does it feel when someone helps you?
- Both Spot and Jake live in rural or regional areas where there are farming families. Does your family live in a rural or urban area? What do you like about living where you live? What does your community do to help each other?
- Use improvised theatre to explore everyday situations requiring the qualities of friendliness and helpfulness, conflict resolution and problem solving.

Spot also examines further common childhood emotions and emotional experiences. Spot and Helen are disappointed when Spot's Dad Sam say that they can't help find the animals. They are very proud when they are able to find and catch the missing animals. Spot and Helen feel happy to be spending time together having fun on the farm. Helen is frustrated when Spot gives her apples to the pigs. Spot and Helen feel frustrated when the little chicks keep escaping. Jake feels loved and safe when his Dad reads him a favourite story. **This story is a great starting point for discussions and activities that will help children to understand and manage these feelings.**

- Have you ever been disappointed?
- What makes you and other people disappointed?
- How can you help yourself if you are feeling disappointed? How can you help others?
- Have you ever been proud? What makes you proud?

- Have you achieved something difficult? How did you feel?
- What is something you are proud of?
- When do you feel safe? What places or people make you feel safe? What makes them safe to you? How does your body feel when you are safe?
- Have you ever felt frustrated because you can't work out how to solve a problem? How did you get through that feeling?
- When do you feel loved? How can you make other people feel loved? Why is it important to feel loved?

These discussions and activities may support progress towards the Personal and Social Capability learning area in the Victorian Curriculum, Australian Curriculum and NSW Board of Studies Syllabi.



Teaching and Learning Activities Across the Curriculum

There are countless ways to incorporate **Spot** into all areas of the curriculum. Following is a list of jumping off points. The rest is up to your imagination.



Mathematics

- How many pages does Spot's dad Sam appear on? 3-5 years
- How many different animal homes does Spot visit while hunting for baby animals?? 3-5 years
- Draw a bird's eye view map of the places that Spot visits on his journey. 6-8 years
- Examine the animals. How many have tails, whiskers, eyes, wings, legs? Graph your results. 5-7 years
- Give and follow directions to find your way through the farm in your classroom and playground. 6-8 years
- Who is the tallest animal? Who is the shortest? What is the order of height of the creatures? Cut out and compare the creatures. How many times taller is the cow than the hen? 4-6 years
- Spot and Helen solve a jigsaw puzzle as they find the animals in the production. Make and solve your own animal jigsaw. 4-7 years
- Make scale drawings of Spot's dad Sam and Spot and compare them. 6-8 years
- Create a timetable that shows all the events in Spot's farm adventure. 5-6 years
- Look closely at the illustrations and identify the different lines and shapes that you see, Spot's soft curves, the straight strong lines of the farm buildings, Sam's spotty scarf, spiky reeds in the pond. 3-5 years
- What shapes are the picture flaps in the story? 3-5 years

Australian Curriculum v8.2 - Mathematics

Mathematics	Foundation	Year 1	Year 2	Year 3
Measurement and Geometry - Using units of measurement.	ACMMG007 ACMMG008 ACMMG006	ACMMG021 ACMMG019		
Measurement and Geometry – Location and Transformation	ACMMG010	ACMMG023	ACMMG044	ACMMG065
Measurement and Geometry - Shape	ACMMG009	ACMMG022	ACMMG042	
Number and Algebra – Number and Place Value	ACMNA001 ACMNA002			
Number and Algebra – Pattern and Algebra	ACMNA005			
Statistics and Probability – Data Representation and Interpretation	ACMSP011	ACMSP262 ACMSP263	ACMSP050	ACMSP069

Victorian Curriculum – Mathematics

Mathematics	Level D	Foundation	Year 1	Year 2	Year 3
Measurement and Geometry - Using units of measurement.	VCMMG062	VCMMG078 VCMMG079 VCMMG080	VCMMG095 VCMMG097	VCMMG115	
Measurement and Geometry – Location and Transformation	VCMMG065	VCMMG082	VCMMG099	VCMMG122	VCMMG143
Measurement and Geometry - Shape	VCMMG064	VCMMG081	VCMMG098	VCMMG120	
Number and Algebra – Number and Place Value	VCNNA052	VCNNA069			
Statistics and Probability – Data Representation and Interpretation	VCSP067	VCSP084	VCSP101 VCSP102	VCSP126 VCSP128	VCSP149

NSW Board of Studies Syllabus – Mathematics

Mathematics	Early Stage 1	Stage 1	Stage 2	Stage 3
Number and Algebra	MAe-4NA			
Measurement and Geometry	MAe-9MG MAe-13MG MAe-15MG MAe-16MG	MA1-9MG MA1-11MG MA1-13MG MA1-15MG MA1-16MG	MA2-15MG MA2-17MG	MA3-9MG MA3-15MG
Statistics and Probability	MAe-17SP	MA1-17SP	MA2-18SP	MA3-18SP



Health, Wellbeing and Physical Education

- Discuss the role of emotions in the story. *3-6 years*
- How do Spot's feelings change throughout the story? How are they different to Daddy Sam's feelings? *3-6 years*
- Graph or draw a pictorial representation of the changes throughout the story. *3-6 years*
- Mime the emotions, play them on an instrument, move like Spot when he experiences these feelings. *3-6 years*
- Move like Spot on his adventure through the farm, climb, leap, run, jump, hide. Move like Helen the hippo. What is different about the way you move? *3-8 years*
- Go on a treasure hunt through some obstacles to find the missing animals. *4-8 years*
- Explore how movement can tell a story. *3-6 years*
- Discuss friendship and how friends like Spot and Helen can work together to solve problems. *4-7 years*

Australian Curriculum v8.2. Health and Physical Education

Health and Physical Education	Foundation	Year 1 and Year 2	Year 3 and 4
Personal, Social and Community Health – Communicating and interacting for health and wellbeing	ACPPS005	ACPPS019 ACPPS020	ACPPS037 ACPPS038

Personal, Social and Community Health – Contributing to healthy and active communities	ACPPS007	ACPPS023	ACPPS041
Movement and Physical Activity - Moving our body.	ACPMP008.	ACPMP025 ACPMP027	ACPMP043 ACPMP045
Movement and Physical Activity – Understanding movement		ACPMP029	ACPMP047
Movement and Physical Activity – Learning through movement	ACPMP012 ACPMP014		

Victorian Curriculum. Health and Physical Education

Health and Physical Education	Level D	Foundation	Year 1 and Year 2	Year 3 and 4
Personal, Social and Community Health – Communicating and interacting for health and wellbeing	VCHPEP047	VCHPEP060 VCHPEP061	VCHPEP075 VCHPEP076	VCHPEP092 VCHPEP093
Personal, Social and Community Health – Contributing to healthy and active communities	VCHPEP049	VCHPEP063	VCHPEP079	VCHPEP096
Movement and Physical Activity - Moving the body.	VCHPEM050	VCHPEM064 VCHPEM065	VCHPEM081 VCHPEM082	VCHPEM097 VCHPEM098 VCHPEM099
Movement and Physical Activity – Understanding movement			VCHPEM084	VCHPEM101
Movement and Physical Activity – Learning through movement	VCHPEM055	VCHPEM068		

NSW Board of Studies Syllabus Personal Development, Health and Physical Education

Personal Development, Health and Physical Education	Early Stage 1	Stage 1	Stage 2	Stage 3
Knowledge and Understanding – Objective 1	PDe-3	PD1-3	PD2-3	PD3-3
Knowledge and Understanding - Objective 2	PDe-4	PD1-4	PD2-4	PD3-4
Skills - Objective 2	PDe-11	PD1-11	PD2-11	PD3-11



Information and Communications Technology

- Take digital photos and video of children's characterisations and freeze frames. Use them to make a PhotoStory, iMovie or other multimedia presentation. *4-8 years*
- Plan and code a path for robots to make a journey through the farm. *6-8 years*
- Record a soundtrack for the story. *6-8 years*
- Watch Spot Goes to the Farm on https://www.youtube.com/watch?v=TzBwKgi_MJw for ideas about making your own animation or talking book. *5-8 years*
- Create a Spot themed stop motion animation with Stop Motion or another app. *6-8 years*
- Create a webquest through the *Fun with Spot* website. *7-8 years*
- Play Spot games on the Fun with Spot website and the Spot at the Farm app. *3-5 years*
- Create a Spot digital game. *7-8 years*
- Email your creations to CDP Theatre Producers or Tall Stories. *7-8 years*



Design and Technology

- Cook something yummy with apples to tempt the piglets. 4-8 years
- Design and create a Spot or Helen costume. 6-8 years
- Design and build a stable with slots, flaps and hiding places for missing animals. 7-8 years
- Design and create your own flap or pop up book. 6-8 years
- Design and build your own puppets using objects you find at school and home. 5-8 years
- Design and make a sensory book using different materials that uses texture to tell the story. 6-8 years
- Design and create a set with props for your own performance of Spot. 6-8 years

Australian Curriculum v8.2 Technologies

Technologies	Foundation – Year 2	Years 3-4
Digital Technologies Knowledge and Understanding	ACTDIK001	ACTDIK007
Digital Technologies Processes and Production Skills	ACTDIP003 ACTDIP004 ACTDIP006	ACTDIP009 ACTDIP010 ACTDIP013
Design and Technologies Knowledge and Understanding	ACTDEK004	ACTDEK013
Design and Technologies Processes and Production Skills	ACTDEP006 ACTDEP007 ACTDEP009	ACTDEP015 ACTDEP016 ACTDEP018

Victorian Curriculum Technologies

Technologies	Level D	Foundation – Year 2	Year 3-4
Digital Technologies – Digital Systems	VCDTDS010	VCDTDS013	VCDTDS019
Digital Technologies - Data and Information	VCDTDI011	VCDTDI015 VCDTDI016	VCDTDI021 VCDTDI022
Digital Technologies – Creating Digital Solutions	VCDTCD012	VCDTCD017	VCDTCD023
Design and Technologies - Technologies Contexts – Materials and Technologies Specialisations	VCDSTC011	VCDSTC017	VCDSTC027
Design and Technologies – Creating Designed Solutions -	VCDSCD012	VCDSCD019 VCDSCD020 VCDSCD022	VCDSCD029 VCDSCD030 VCDSCD032

NSW Board Of Studies Syllabus Science and Technology

Science and Technology	Early Stage 1	Stage 1	Stage 2
Skills	STe-2DP-T	ST1-2DP-T ST1-3DP-T	ST2-2DP-T ST2-3DP-T



Science

- Learn more about farm animals and their babies. How are they born? Which animals come out of eggs? Which animals are born live? What do the baby animals need to survive and grow? *5-8 years*
- Group the creatures in the illustrations into mammals, birds, and other types of animals. What do they have in common? What is different? *6-8 years*
- What type of habitat do the farm animals need? How do farmers create the right habitat for each farm animal? *6-8 years*
- Why does Dad Sam's tractor stop in the production? What does it need to move? How does it move? *5-8 years*
- The goose chases Spot. Why does she chase him away? What other types of animal behaviour do you see? How do these behaviours help animals survive? *6-8 years*
- What different types of vegetation do you see on the farm? Why do farm animals need these different types of vegetation to live? *6-8 years*
- What different types of food do the farm animals need to grow? *5-8 years*

Australian Curriculum v8.2 - Science

Science	Foundation	Year 1	Year 2	Year 3
Science Understanding – Biological Sciences	ACSSU002	ACSSU017 ACSSU211	ACSSU030	ACSSU044
Science Understanding – Physical Sciences	ACSSU005		ACSSU033	
Science Understanding – Earth and Space Sciences	ACSSU004			
Science Inquiry Skills – Questioning and Predicting	ACSIS014	ACSIS024	ACSIS037	ACSIS053

Victorian Curriculum - Science

Science	Level D	Foundation - Year 2	Year 3-4
Science Understanding – Biological Sciences	VCSSU032	VCSSU042 VSSU043	VCSSU057 VCSSU058
Science Understanding – Physical Sciences	VCSSU035	VCSSU049	
Science Understanding – Earth and Space Sciences		VCSSU046	
Science Inquiry Skills – Questioning and Predicting	VCSIS036	VCSIS050	VCSIS065

NSW Board of Studies Syllabus - Science

Science	Early Stage 1	Stage 1	Stage 2	Stage 3
Science Knowledge and Understanding	STe-3LW-ST STe-5PW- STSTe-6ES-S	ST1-4WS-S ST1-5WS-S ST1-8PW-S	ST2-4LW-S ST2-8PW-ST	ST3-4WS-S
Science Skills	STe-1WS-S	ST1-1WS-S	ST2-1WS-S	ST2-1WS-S



Humanities and Social Sciences

- Jake and his family live and work on a farm. What are some of the different types of farms Australian farming families manage? What are some of the things that farming families need to do to run successful farms? *6-8 years*
- Where in the world do you find animal farms? What kinds of animals are farmed in Australia? *6-8 years*
- What types of structures do the farm animals in the story live in? *4-6 years*
- What are the different types of landscapes and environmental features on the farm that Spot visits? *6-8 years*
- What different types of farming are suited to different climates? How are different types of farms distributed in Australia? *6-8 years*
- Many Australian families live in urban areas. What are the differences between urban and rural life in Australia? Why do families choose rural or urban lives? *6-8 years*
- In the *Spot* production Jake is transported to the world of Spot and his friends when his Dad reads him a favourite story. What place do books and stories have in your home? In your classroom? How do people use books and stories in their everyday lives? *6-8 years*
- Both Spot and Jake live with their Mum and Dad. Everyone's family is different. How many different types of families are in your class? *3-5 years*

Australian Curriculum Version 8.2 – Humanities and Social Sciences

Humanities and Social Sciences	Foundation	Year 1	Year 2	Year 3
Inquiry and Skills - Questioning	ACHASSI001	ACHASSI018	ACHASSI034	ACHASSI052
Inquiry and Skills - Researching	ACHASSI002	ACHASSI019	ACHASSI035	ACHASSI053
Inquiry and Skills - Analysing	ACHASSI006		ACHASSI038	
Inquiry and Skills - Evaluating	ACHASSI008	ACHASSI025	ACHASSI041	ACHASSI058
Knowledge and Understanding - Geography	ACHASSK015	ACHASSK031 ACHASSK033	ACHASSK050	ACHASSK067 ACHASSK068 ACHASSK069

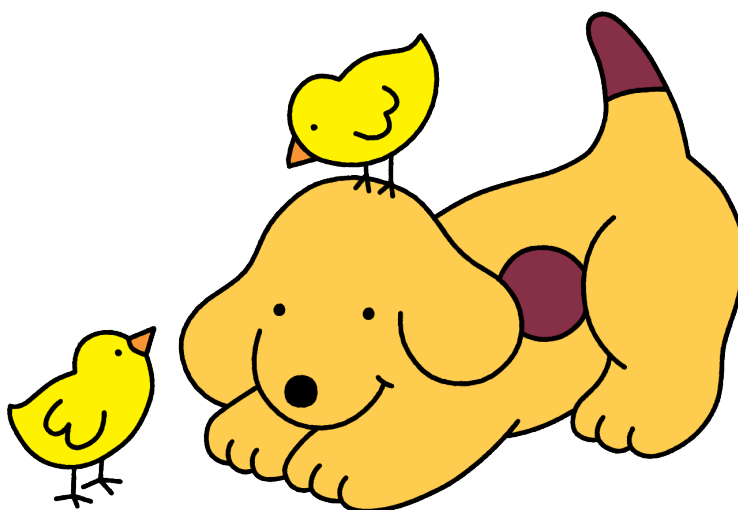
Victorian Curriculum - Humanities and Social Sciences

Humanities and Social Sciences	Level D	Foundation – Level 2	Level 3-4
Geographical Concepts and Skills – Data and Information	VCGGC048	VCGGC060	VCGGC074 VCGGC075
Geographical Concepts and Skills – Place, Space and Interconnection	VCGGC044	VCGGC058 VCGGC059	VCGGC071 VCGGC073

Geographical Knowledge– Places and our connections to them	VCGGC051 VCGGC054 VCGGC055	VCGGK063 VCGGK065 VCGGK068 VCGGK069 VCGGK070	VCGGK078 VCGGK081 VCGGK082 VCGGK084
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NSW Board of Studies – HSIE

Humanities and Social Sciences	Early Stage 1	Stage 1	Stage 2	Stage 3
Geography	GEe-1 GEe-2	GE1-1 GE1-2 GE1-3	GE2-1 GE2-2 GE2-3 GE2-4	GE3-1 GE3-2 GE3-4



Differentiating Spot's Activities for Students with Special Needs

Students with special needs can be fully involved in enjoying and learning with the *Spot* performance and education activities. All learners enjoy being challenged and thrive on high expectations. Take an open approach to different modes of participation, and create a teaching environment where all contributions are valued. Students with special needs have a right to access high quality arts and education experiences, and to learn along with their peers. Given the right supports these students will rise to the challenge.

The *Spot Goes to the Farm* picture book is a heartwarming story that can engage all ages and abilities. All of the activities listed above can be adapted to provide many entry points for students with a wide range of extra needs – physical, sensory, socio-emotional, intellectual disabilities, communication, behavioural and medical needs, and students with profound and multiple disabilities. A list of examples and ideas is below.

Physical Disabilities

Students with physical disabilities may have difficulty expressing their ideas through drawing, moving, making, writing or speaking.

- * Record responses or ideas as an audio or video file, using an iPad or similar technology. *Make a video recording your ideas and thoughts about one of the characters to add to a group character profile.*
- * Share responses and ideas as a spoken or sung presentation. Be a storyteller. *Become one of the characters and tell the story from your perspective complete with woofing, honking, mooing, cheeping, baaing or oinking.*
- * Use talk to text apps such as *EverNote* or *Just Press Record* to record responses. *Write your own innovation on the story using the **Just Press Record** app to create a text version.*
- * Work with a partner or small group to collaborate to complete tasks. *Work with a team to choreograph a dance using Spot's signature moves. Allocate tasks such as the Scribe, the Ideas Boy/Girl, the Key Creator, the Performer, the Designer, the Reporter.*
- * Use the students' existing Assistive Technologies such as augmentative communication apps and eye-gaze technology to collect and share responses. *Choose fabrics, colours, shapes and textures to be used when designing the pop-up stable using iTobii eye gaze technology or communication apps such as Proloquo2Go.*
- * Work with physical strengths to promote participation in movement activities. *Choreograph a dance for the Lullaby. Incorporate unusual or amazing physical actions that are shared by all group members. Create a dance circle where each person takes a turn to lead.*

Vision and Hearing Loss

The *Spot Goes to the Farm* book is an accessible text for students with mild to moderate vision loss. It has large text and bright simple pictures contrasted on a white background. Extend the use of this text with further adaptations.

- * Provide a significantly enlarged copy of drawings and text. *Make A3 copies of key illustrations depicting Spot's journey through a range of emotions.*

- * Use a black border made out of A4 paper or smaller to focus in on particular sections of enlarged drawings, and to reduce visual distractions. *Use a black frame to focus on the facial expressions of key characters in enlarged copies of the illustrations.*
- * Present images on a contrasting background to increase visibility. *Cut out an enlarged picture of Spot and stick him on a piece of contrasting cardboard.*
- * Provide an audio recording or talking book version of important sections of the text. *Make an audio recording of the book using character voices and sound effects.*
- * Focus on the sounds of the story. *The characters in the story all make distinctive sounds. Focus on the woofing dogs, the cheep of the chicks, the bleat of the lambs, the oinking piglets and the angry honk of the goose when you read the story aloud.*

Students with hearing loss often have difficulty hearing and following spoken instructions and class discussions.

- * Provide clear step by step written instructions and examples for student activities. *Create your own story from the perspective of another character on the farm by providing a visual template for each stage of the task, with clear examples and suggestions included.*
- * Conduct silent class discussions where all contributions and questions are shared through writing, mime or drawing, much like Pictionary or Charades. *Discuss the many types of farms found on Australia using no talking. Contributions could include drawings, mimes and written descriptions of the farms' features.*
- * Aid understanding through the use of signed English or Auslan. *Use the Auslan sign dictionary and discussion with students to tell the story of Spot's journey, to describe key characters, and to sing the Lullaby. A comprehensive video sign dictionary can be found on the online Auslan sign bank.*

Socio-emotional and behavioural needs

Students with additional emotional and behavioural needs often find it difficult to complete challenging, complex or lengthy learning tasks.

- * Encourage students to work collaboratively to complete extensive written or drawn activities. *Work in duos to create your own flap picture. Combine your flap picture ideas with other duos to create a richer and more detailed flap picture or picture series to share with the rest of the class.*
- * Provide alternative forms of sharing and presenting ideas that include movement elements. *Work in groups to research, choose, rehearse and present information about the different types of farms in Australia. Present the information as a news report, advertorial, YouTube style clip or short documentary for the rest of the class.*
- * Create a safe learning environment where all students are treated with respect, and reserve the right to pass. *Enable a positive and supportive class discussion about different types of families. Emphasise and explore the diversity of families. Recognise that not all people have safe families. Explore the sense of family and safety you can have with special friends and helpers from your world. Provide a safe outlet such as a class postbox to privately share thoughts, concerns and ideas about families and safety.*

Intellectual Disabilities

Students with intellectual disabilities often have difficulty with comprehending and responding to written, spoken and visual texts.

- * Break the story down into key moments and examine in depth to aid comprehension. There are endless opportunities for increasing comprehension with a simple story with very clear and engaging illustrations. *Carefully examine each stage of Spot's journey to find the baby animals. Explore what is happening before and after you open each flap. Make a checklist of all of the animals that they have found. Discuss and name the emotions experienced by Spot and his dad Sam in the pictures. Demonstrate the contrast between Spot and his Dad's feelings about each scene using thought bubbles.*
- * Use physical and visual supports. *Use puppets to represent the characters. Create the stable, the pond, the orchard, the washing line from classroom objects. Move people and puppets through the farm in the classroom as you tell the story to give a strong sense of place and time.*
- * Make use of strong structures, time and repetition to aid learning and comprehension. *Break the story into sections. Read and repeat one short section a day. Add to a large class story map as you read and examine each short section of the text over time. Play with the expression in the spoken dialogue to help with anticipation and maintaining interest through repetitions.*
- * Offer many alternative ways of responding; speaking, talk to text, drawing, photography, drama, videos, collage, air dried clay or plasticine models, song, musical improvisation. *Make a plasticine representation of the characters. Move the figures around and take photos to represent key points in the storyline.*
- * Use alternative communication systems to support understanding. *Enjoy a Makaton sign version of Where's Spot? On YouTube at <https://www.youtube.com/watch?v=VWcUv9Fr8lo>. Use the Auslan Signbank to learn the Auslan signs for the picture book. Use Boardmaker or other picture symbols to create a simplified pictorial version of the story.*

Profound and multiple disabilities.

Students with profound and multiple disabilities will require a range of supports and adaptations to participate in these activities.

- * Draw out the sensory elements of the text and pictures to engage learners with profound and multiple disabilities. *Smell, feel, look at and taste the apple recipes using everyday ingredients and imagination. Choose and share textured objects or material associated with characters and settings – a soft velvet for Spot's coat, a rubber bumpy massage tool for the tractor's tyres, a wrinkly leather bag for Helen's coat, feathers for the honking goose, a wooden box for the stable, a bowl of water for the pond,*
- * Provide opportunities to make choices and indicate preferences. *Work with a partner to design your Spot costume. Use eye gaze, sign or vocal sounds to choose between real objects or images. What colour? Furry or smooth? Long or short ears? Fabric or paper? Wool or felt?*
- * Use real life experiences in the environment and community for learning. *Visit a working farm. Go for a walk listening to all the new sounds, seeing the colour and movement, and feeling the textures. Pick and taste apples from local trees when they are in season. Invite a friendly dog to visit. Visit the petting zoo and meet the animals.*
- * Use alternative communication devices to help read and retell the story. *Record "Spot" onto a BigMack switch and play it each time Spot's Dad Sam says Spot's name while you read the story.*

Resources

The Australian Curriculum Online

www.australiancurriculum.edu.au

Board of Studies New South Wales NSW Syllabuses for the Australian Curriculum

<http://syllabus.bos.nsw.edu.au>

The Victorian Curriculum

victoriancurriculum.vcaa.vic.edu.au

Eric Hill Biographies

<https://www.penguin.com.au/authors/eric-hill>

<https://www.penguinrandomhouse.com/authors/12976/eric-hill>

Fun with Spot

<https://www.funwithspot.com/>

Puppetry Around the World

<https://www.puppetshowplace.org/news/2014/03/explore-puppets-from-around-world.html>

Music Together Lullabies Compilation – CD/Audio Files

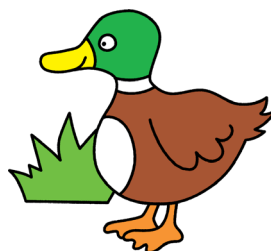
Go to iTunes or www.therhythmtree.com.au

Visit the Auslan Signbank for a video dictionary of Australian sign language.

www.auslan.org.au

The CDP Theatre Producers website has a downloadable audio file of *Lullaby*

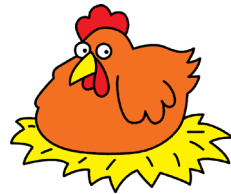
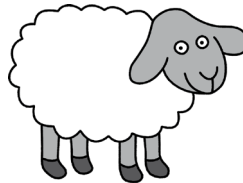
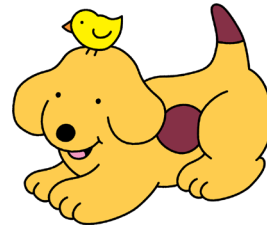
www.cdp.com.au



Lullaby

Daddy Sam sings

*HUSH MY DARLING
HUSH-A-BY
MOON IS FULL
THE CLOUDS SAIL BY
STARS ARE SHINING
UP ON HIGH
HUSH MY DARLING
HUSH-A-BY*



All

*HUSH MY DARLING
HUSH-A-BY
MOON IS FULL
THE CLOUDS SAIL BY
STARS ARE SHINING
UP ON HIGH
HUSH MY DARLING
HUSH-A-BY*

Spot and Helen sing along.

As the Lullaby ends they close the Barn doors – all the animals are asleep.

Acknowledgements

This resource was created and assembled from a variety of sources:

The Penguin and Penguin Random House websites

The Fun with Spot official website

<https://www.penguinrandomhouse.com/authors/12976/eric-hill>

Spot Goes to the Farm by Eric Hill

Lullaby song by Fons Merkies

This resource was compiled by Catherine Threlfall (BMus, BTeach, MEd) 2018

