

Talk about it

SECTION

5

Embarrassing moments

Objective: To explore, develop and sustain ideas through talk.

What you need: Copies of *The Diary of a Killer Cat*, a copy of photocopiable page 24 for each child and an enlarged version.

Cross-curricular link: PSHE.

What to do

- Use Tuffy's behaviour at the vet's or the family's embarrassment at replacing the dead rabbit to reflect on awful or embarrassing moments.
- Ask the children to think about how they might feel when something embarrassing happens. Help the children to think about how they might physically react by blushing, cringing and so on, and how they might feel ashamed, silly and like everyone was watching.
- Show an enlarged version of photocopiable page 24 and model telling an embarrassing story in the first-person past-tense. Use the speaking

frame to guide your story and at the end sum up how you feel about that event now.

- Divide the children into small groups or pairs and give out photocopiable page 24. Establish the rules for this activity and make sure that all the children understand how to listen appropriately.
- Encourage the children to practise what they want to say, perhaps writing some key words on their speaking frame. Help them to compose their ideas into sentences and work out where each idea fits in the speaking frame.

Differentiation

For older/more confident learners: Invite the children to consider what lesson they may have learned from this story.

For younger/less confident learners: Help the children to complete the speaking frame and encourage them to highlight at least one part of the story which is funny.

Speaking in role – ask Tuffy

Objective: To use dramatic techniques, including working in role to explore ideas and texts.

What you need: Copies of *The Diary of a Killer Cat*.

Cross-curricular link: Drama.

What to do

- Discuss the main characters in the story and explore the problem that Tuffy has in that no one can understand him.
- Go through one of the chapters and focus on the information that Tuffy can give us in his diary but that he can't tell the humans. For example, that the mouse had been poisoned and he hadn't killed it.
- Review what kind of character Tuffy is: he's in a 'gang', he uses tough language, he says he can't help his actions and so on. Try to develop the children's thinking so that they can start

to make comparisons between Tuffy and other fictional characters.

- Ask the children what Tuffy might be like, if he were a person.
- Ask the children to think of questions they'd like to ask Tuffy if he could speak. Encourage them to think about his motives, relationships with other characters, role in the gang, opinions and so on.
- Give the children the chance to ask Tuffy questions with you in role as him.

Differentiation

For older/more confident learners: Ask the children to reflect on how talking to Tuffy may have changed their opinion of him.

For younger/less confident learners: Allow the children to work in pairs and to compose just one question to ask Tuffy.

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