

# Talk about it

SECTION

5

## What Ellie's dad really thinks

**Objective:** To participate in conversations, making appropriate contributions, building on others' suggestions and responses.

**What you need:** Copies of *The Diary of a Killer Cat* and photocopiable page 22.

**Cross-curricular link:** PSHE.

### What to do

- Once the children have finished the book, ask them what they think Ellie's dad feels about Tuffy. Can they recall any clues in the text? Collect their ideas on the board.
- Organise the children into small groups to discuss what Ellie's dad might feel about Tuffy. For example, he may see the cat as bothersome as he is always cleaning up after it. Share each group's reasoning and work together to find evidence in the text that supports their ideas.
- Hand out photocopiable page 22 to each

group and ask the children to discuss Ellie's dad's thoughts. Can the children work out where in the text they come from and explain the reasons why he might feel this way?

- Write the statement 'If Ellie's dad really hated Tuffy he'd get rid of him!' on the board. Ask the children to discuss the statement and try to work out if Ellie's dad really hates Tuffy.
- Ask the children to work in pairs in role as Ellie and her dad. Can dad persuade Ellie that they must get rid of the cat?

### Differentiation

**For older/more confident learners:** Encourage the children to imagine and write out Tuffy's response to the comments of Ellie's dad.

**For younger/less confident learners:** Invite the children to create a list of reasons why Ellie's dad is annoyed with Tuffy.

## Consequences

**Objective:** To take different roles in groups to develop thinking and complete tasks.

**What you need:** Copies of *The Diary of a Killer Cat* and photocopiable page 23.

**Cross-curricular links:** PSHE; Citizenship.

### What to do

- This activity can be done once the children have finished the book.
- Remind the children of the main episodes in the book: the dead bird, Thumper, the vet's and the ending. You may wish to use a timeline or flowchart to focus their thinking.
- Ask the children to think what the result was when Tuffy brought the dead bird back to the house. Discuss all the consequences of this action – dad had to clear up, Ellie was in tears, mum got newspaper to wrap it up, the carpet was stained and there was a funeral. Explain that these are consequences of Tuffy's action.

● Can the children work out what were the consequences of Tuffy bringing the dead mouse in the house? Look at how there are consequences for Tuffy as well as the family.

- Arrange the children into groups and, using photocopiable page 23, ask them to discuss and note the consequences for the family and Tuffy for each actions Ask the groups to choose a scribe, facilitator and person to report back to the class.
- When all the children have reported back, ask the class to consider which action caused the worst consequences.

### Differentiation

**For older/more confident learners:** Ask the children to consider and compose a list of what the intended consequences of the actions might have been and differentiate these from what actually happened.

**For younger/less confident learners:** Provide the children with a list of consequences that they can discuss and then place next to the correct action.

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