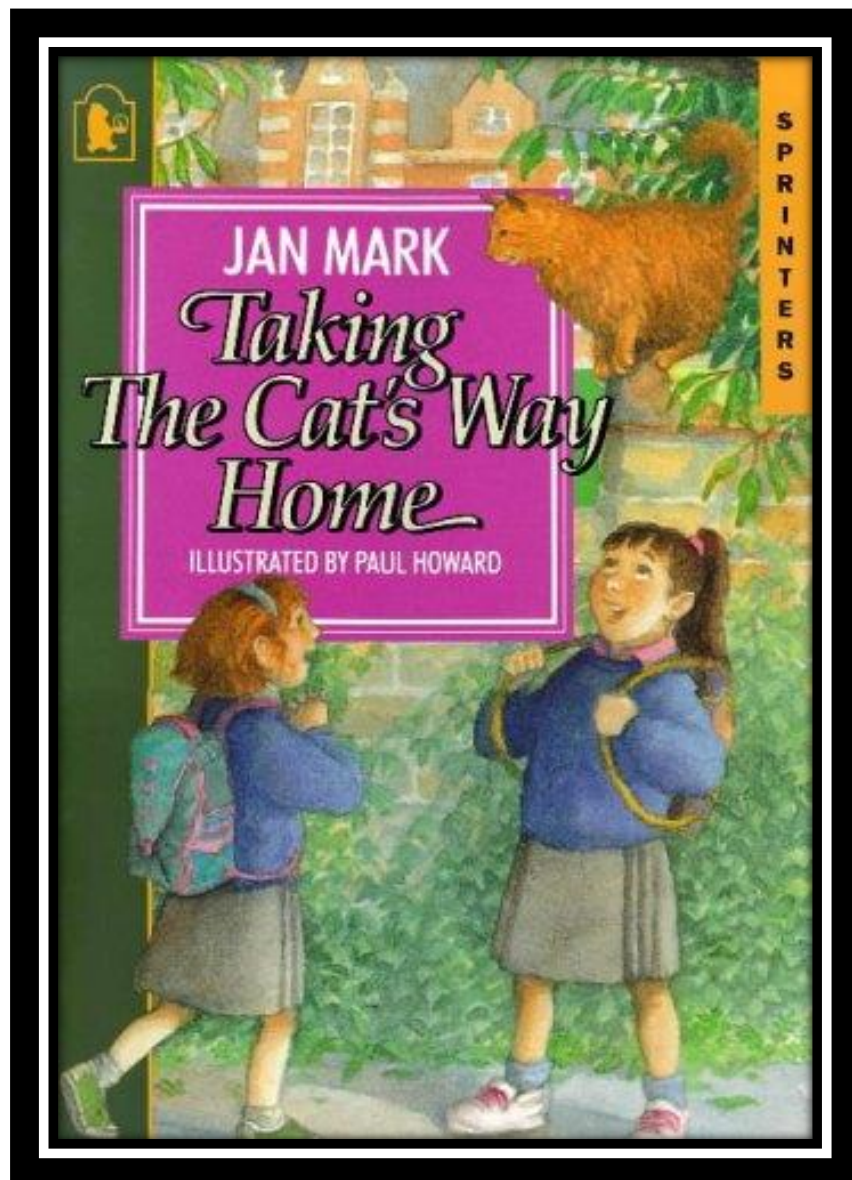


Taking the Cat's Way Home

Teacher

Guide

Taking the Cat's Way Home



Taking the Cat's Way Home

1. Introduction

Look at book and discuss:

- Name of Book
- Author
- Illustrator
- Logo
- Cover Illustration – predict what the book will be about
- Blurb
- Inside – quotation, biographies
- Books by the same author
- Title Page
- Publisher, Copyright, Printer, ISBN
- Contents

2. Read Chapter 1 (7 pages)

In groups or as a whole class, make a list of six facts we know after reading this chapter. Eg:

- Jane's cat was called Furlong
- Andrea was Jane's friend
- Andrea lived next door to Jane
- William was a new boy at school
- Andrea was a year older than Jane
- The two girls walked to school together
- Furlong walked to school with them
- Furlong walked home a different way

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- Mrs Giles was the school caretaker
- Mrs. Kumari was the school secretary

3. Read Chapter 2 (7 pages)

- In what way does William show he does not like Jane?
- In what way does Jane show she does not like William?
- Is it OK not to like a classmate?
- “You don’t have to be friends but you do have to be friendly” – discuss
- Use words to describe William in Chapter 2 (using the worksheet provided)
- Use words to describe Jane in Chapter 2 (using the worksheet provided)
- Make a comparison between your two lists of words

4. Read Chapter 3 (9 pages)

- List the ways in which William was nasty to Furlong:
 - He hissed at him
 - He called him a loo brush
 - He threw a stone at him
- In what ways should we care for and look after pets and animals? (use worksheet provided)
- Was Jane right to hit William? Why?

5. Read Chapter 4 (8 pages)

- In what way is William bullying Jane?

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- In what way are Matthew and Habib also bullies?
- In what way is Andrea being a friend to Jane?
- In what other way could the girls have coped with/handled the situation instead of escaping over the wall? Make a list.
- Discuss the illustrations in this chapter.
 - Do they add to the text/story?
 - Are they effective in black/white?
 - Would they have been better to be in full colour?

6. Read Chapter 5 (8 pages)

- What was dangerous for the girls in taking the cat's way home in this chapter?

7. Read Chapter 6 (13 pages)

- In what way/s did the girls manage to stay safe in this chapter?
- In what way/s did William change in this chapter?
- Were the girls nice to William in the end? How do you know? Why?

8. Re-read the Whole Book as a Unit

- Re-read the whole book to get a sense of the overall story.
- Write six sentences that summarise the sequence of events in the story (use the "Key Events" worksheet provided in this pack)

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9. Re-read the Book

- Re-read the book in pairs/groups if necessary
- Illustrate four key events from the story in a story wheel (using the worksheet provided)

10. Other Activities

- **Character analysis** – look at the main characters, secondary characters in the story. Make a list of adjectives to describe them
- **Word Wall** – can you read the list of vocabulary from the story?
- **Word families** – make lists of word families from words in the story
- **Compound words** – find out what compound words are. Search the story and see if you can find any compound words eg. Furlong, caretaker, deckchairs etc. (use the Compound Words activity sheets in this pack)
- **Speech Marks** – Point out how speech marks are used in the story to indicate when someone is speaking.
- **Italic text** – Point out how italic text is used in the story for emphasis eg. p. 29 “anything”
- **Rebus sentences** – choose sentences from the story and create rebus sentences, leaving out words and replacing them with images
- **Cloze procedure** – copy pages from the story and blank out some words. Get the pupils to suggest words to fill the blanks. Cloze procedures are good for developing language

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- **Book review** – complete a book review giving your opinions about the story
- **TV Interview** – Tell the story with an interviewer questioning Jane, Andrea and William
- **Dialogue** – Write a dialogue between Jane and William in school the next day (the day after the final chapter)
- **Make a Wordsearch** – choose words from the story, insert on the blank grid (provided) and get a friend to find the words
- **Phonological Awareness** – Use your dictionary to find words with the same initial sound (using the worksheet provided)
- **Focus on Verbs** – colour all the verbs you can find on the word wall (provided in this pack)
- **Discuss Friendship** – the book deals with friendship. Have a discussion about what makes a good friend. Use the “Sayings about Friends” posters in this pack to provoke discussion
- **Cat Facts True or False** – use the pack provided to do either a group or class sorting activity
- **Cat Family** – use the pack provided to do a group or class sorting activity to decide which animals belong in the cat family and which do not
- **Story Wheel** – use the worksheet provided to illustrate four key events in the story
- **True or False** - use the pack provided to do either a group or class sorting activity based on facts from the story
- **Who Said What** - use the worksheet provided to work out what characters said certain things in the story
- **Vocabulary** – make a display, using the pack provided, of the vocabulary used in the story. Can pupils read the words?

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- **Domestic and Wild Cats** – use the pack provided to do a group or class sorting activity to decide which cats are wild and which are domestic
- **Kind/Unkind Words** - use the pack provided to do a group or class sorting activity to decide which quotes from the book are kind words and which are unkind words to use
- **Sequencing the Story** – do a class activity, (using the pack provided) either on the floor or on the board, putting fifteen events from the story in sequential order. Use ordinal numbers and arrows to visually display the sequence
- **Sequencing the Story** – using the worksheets provided, get pupils to do a cut and paste activity to put fifteen events from the story in sequential order