

Talk about it

SECTION

5

In the hot-seat

Objective: To ask and answer questions, make relevant contributions, offer suggestions and take turns.

What you need: Copies of *The Mousehole Cat*; an enlarged copy of photocopiable page 22 and a copy for each group.

Cross-curricular link: PSHE.

What to do

- Read *The Mousehole Cat* and discuss the effects of the storm on the village. Can the children imagine what it is like to be hungry?
- Show the children the character cards on photocopiable page 22. Read the descriptions and explain that they are all people who live in Mousehole. Discuss the different ways these people might be affected by the storm.
- As a class, discuss questions that the children would like to ask the characters, for example: *How did you feel when the big storm began? What*

worried you most during the big storm? What did it feel like to be very hungry? How did you feel when you were waiting on the harbour wall for Tom and Mowzer to return safely? How will you celebrate the end of the big storm?

- Put the children into small groups and give each group photocopiable page 22. Invite each child to pick a character card and take turns to be in the 'hot-seat' while others ask questions.
- Bring the class together to discuss their differing responses to the questions and invite volunteers to be in the hot-seat.

Differentiation

For older/more confident learners: Encourage pairs of children to invent a question/answer dialogue between two villagers.

For younger/less confident learners: Ask simple questions relevant to the children's personal experiences, for example: *What do you do when you feel hungry?*

Passing down a legend

Objective: To retell stories, ordering events using story language.

What you need: Copies of *The Mousehole Cat*, writing materials.

What to do

- Read the dedication by the author inside *The Mousehole Cat*. Draw attention to the words *This story was inspired by the old Cornish legend of Tom Bawcock*. Discuss the meaning of 'legend' and explain how legends used to be passed from one generation to another as stories told to children by older family members. Tom Bawcock was probably a very brave fisherman who did indeed set sail during a storm to net fish for the villagers, and the author's story is one version of this legend.
- Put the children into groups and ask each group to pretend they are family members

passing on the legend of Tom to younger relatives. Suggest that they divide the story into sections and tell one section each, for example, 'Introducing Mowzer and Tom', 'The arrival of the Great Storm-Cat', 'The taming of the Great Storm-Cat' and 'Bringing home the catch'.

- Provide each group with writing materials to make notes to ensure that events from the story are told in the correct order.
- Bring the class together to share their legends. Encourage constructive comments about the content and language used.

Differentiation

For older/more confident learners: Ask the children to pretend to be storytellers, passing on anecdotes about family events.

For younger/less confident learners: Ask the children to retell a repetitive familiar story in the correct order, such as 'The Enormous Turnip'.