

Get writing

SECTION

6

Past and present

Objective: To convey information and ideas in simple non-narrative forms.

What you need: A copy of *The Mousehole Cat* for each group.

Cross-curricular link: History.

What to do

- Invite the children to look closely at images of single objects in *The Mousehole Cat*, such as the star-gazy pie, boot and candlestick. Ask questions to encourage them to compare the objects with modern-day equivalents, for example: *Do you use a candle in a candlestick to light a room? Have you ever eaten fish pie? Did your pie have fish heads peeping through the pastry? What do your boots look like?* Discuss the purpose of a kitchen range and compare this to modern ovens and fires.
- Divide the children into small groups and ask each group to look for evidence in the book of an aspect of life in Victorian Mousehole, for

example, 'clothing', 'buildings' or 'kitchens'. Ask each group to make notes of their findings before writing out complete sentences to feed back to the class.

- Bring the class together to read their sentences and begin a comparison of life in Victorian Mousehole with life today.
- Ask the children to write a few sentences individually comparing life today with life in Mousehole in Victorian times. Compile the children's sentences into a class book.

Differentiation

For older/more confident learners: Invite the children to write a page from the diary of a Victorian child living in Mousehole.

For younger/less confident learners: Ask the children to look at one of the children in the book, talk about the clothes they are wearing and compare these directly with their own clothes.

An imaginary sea creature

Objective: To make adventurous word and language choices appropriate to the style and purpose of the text.

What you need: Copies of *The Mousehole Cat*, an enlarged copy of photocopiable page 28 and a copy for each child.

What to do

- Discuss with the children whether the Great Storm-Cat was real or just in Mowzer's imagination. Perhaps the sight and sounds of the storm reminded her of an angry cat?
- Read the paragraph beginning *The Great Storm-Cat is stirring, thought Mowzer* and invite the children to imagine that they are Mowzer, looking through the cottage window and listening to the wind as it *whined like a wild thing about the high headlands*.
- Ask them to imagine that they can see and

hear a strange and fantastic unknown creature out at sea. Discuss how this creature might look and smell, and the sounds it might make.

- Display the enlarged copy of photocopiable page 28 and read the questions together. Check that all the children understand what to do.
- Provide each child with the photocopiable sheet to complete. Encourage them to be adventurous with their imaginary creature and the language they use to describe it.
- Ask the children to write a short story with their imaginary creature as the main character.

Differentiation

For older/more confident learners: Invite the children to type and format their story in an appropriate style and font.

For younger/less confident learners: Invite the children to draw a picture of their imaginary creature and help them to write a suitable caption underneath.