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| Learning Goals: I can retrieve and infer information from the text.    **justified, incredibly, hissed, carefree** | Independent Paired work  Group work Supported  Verbal Feedback |

**Fiction – Diary of a Killer Cat –Week 2**

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| 1. Do you think Tuffy should have attended the bird’s funeral? Explain. 2. Did Tuffy use the garden properly? Explain. 3. How has the author written about something bad but not made it feel sad? Give examples of how he has done this. |

1. Write a diary entry written by Ellie or Dad for the day of the funeral. Use your knowledge of the story so far to help you.

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| Extension choice 1 - Use the new vocabulary in sentences of your own. |
| Extension choice 2 – Draw a cartoon strip of the story so far. |

Scaffolding for Silver and Bronze

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| Learning Goals: I can retrieve and infer information from the text.    **justified, incredibly, hissed, carefree** | Independent Paired work  Group work Supported  Verbal Feedback |

**Fiction – Diary of a Killer Cat –Week 2**

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| 1. Do you think Tuffy should have attended the bird’s funeral? Explain.   I think Tuffy should/should not have attended the bird’s funeral because \_\_\_\_\_\_\_\_\_\_\_\_   1. Did Tuffy use the garden properly? Explain.   Tuffy did/did not use the garden properly because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. How has the author written about something bad but not made it feel sad? Give examples of how he has done this.   The author has written about something bad but not made it feel sad by \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

1. Write a diary entry written by Ellie or Dad for the day of the funeral. Use your knowledge of the story so far to help you.

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| Extension choice 1 - Use the new vocabulary in sentences of your own. |
| Extension choice 2 – Draw a cartoon strip of the story so far. |