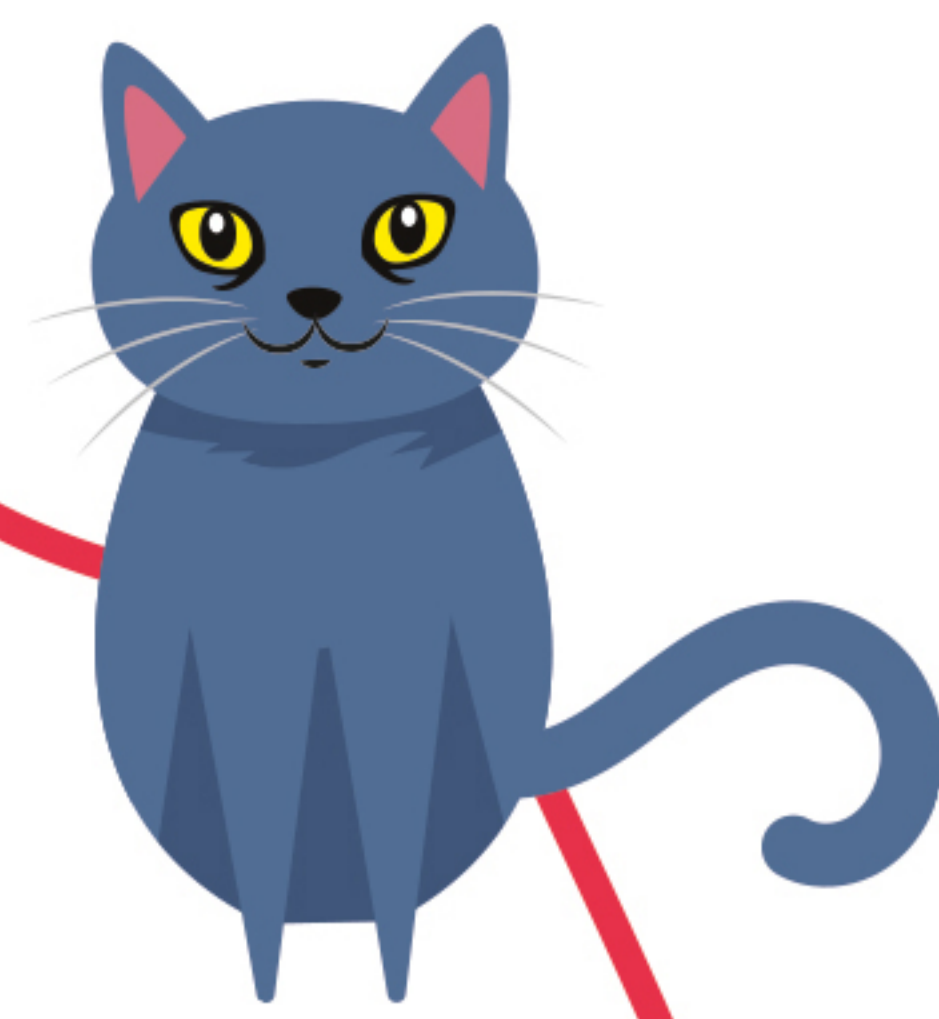


# REBEL CATS! BRAVE TALES OF FEISTY FELINES



## OUTCOMES

Children will

- extend their vocabulary when describing characters
- become familiar with a number of famous cats
- find information in a non-fiction text and summarise it

## CURRICULUM LINKS

*Spoken Language:*

- participate in discussions

*Reading:*

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - i. listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
  - ii. being introduced to non-fiction books that are structured in different ways
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - i. answering and asking questions
  - ii. predicting what might happen on the basis of what has been read so far

*Writing:*

- Consider what they are going to write before beginning by:
  - i. writing down ideas and/or keywords, including new vocabulary
- Learn how to use:
  - i. expanded noun phrases to describe and specify

## RESOURCES

*Rebel Cats! Brave Tales of Feisty Felines*

Resource Sheet 1: Interesting Adjectives

Resource Sheet 2: Felicette

Resource Sheet 3: Humphrey

Resource Sheet 4: Morris

Resource Sheet 5: Tama

Resource Sheet 6: Fascinating Facts

## LEAD IN

Discuss with the class whether anyone has a pet cat at home. Give time for the children to talk to their partner about their cat, before listening to some of the children's ideas. Scribe on the board any words or phrases they use to describe what their cat is like.

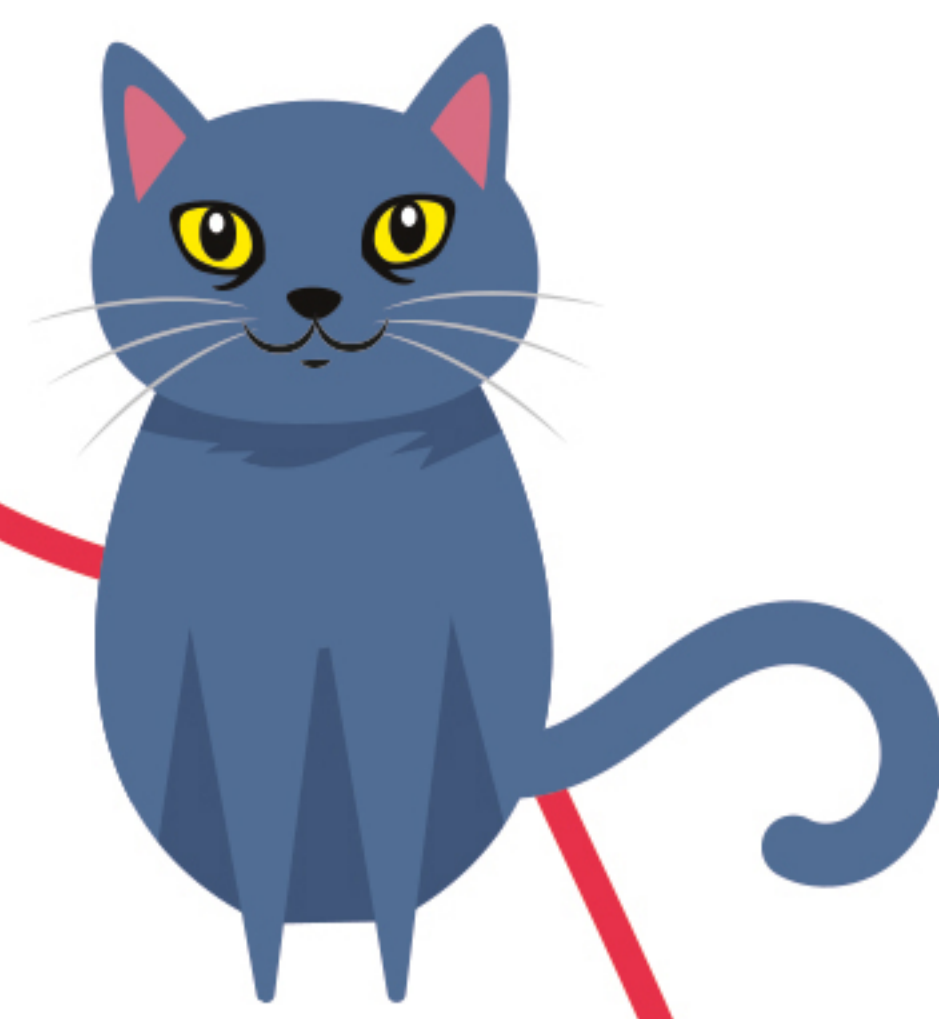
Show children the bank of words on Resource Sheet 1. Do any of these adjectives describe your cats? Can you give any examples of how a cat can be these things?

Explain that there is a book all about special cats called *Rebel Cats! Brave Tales of Feisty Felines* and that they are going to find out about some of the cats in the book.

Show children the images from Resource Sheets 2-5. Ask them to discuss with their partner which cat they like best and why.



# REBEL CATS! BRAVE TALES OF FEISTY FELINES



## TASK

Children choose one of the cats from Resource Sheets 2-5, and write down words to describe them around the outside of the picture. In the box at the bottom of the sheet, they could write down a one sentence prediction of what this cat might have done.

### Differentiation:

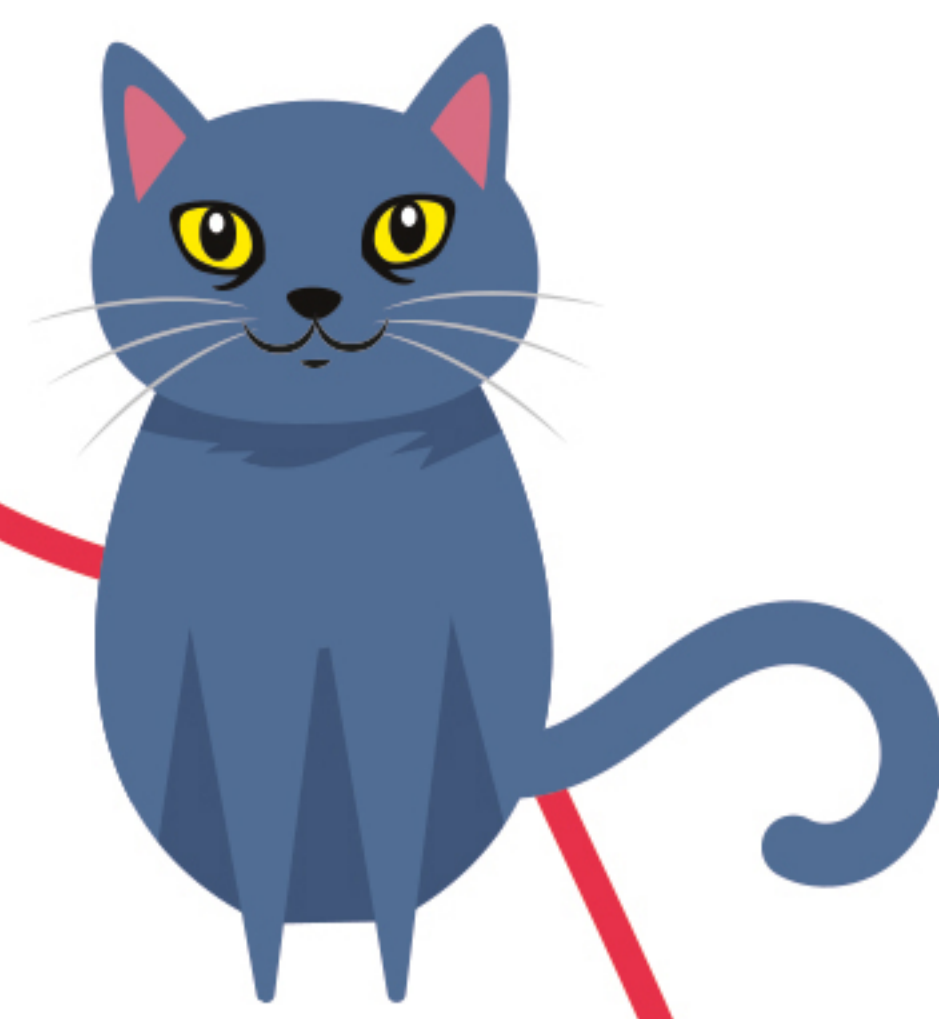
Resource Sheet 2 (Felicette) is the easiest cat to make a prediction about.

## EXTENSION

After the children have made their predictions, they can read about each of the cats in the book itself. On Resource Sheet 6: Fascinating Facts, the children can write about whether their predictions were correct and what they have found out about the cat.



RESOURCE SHEET 1:  
**INTERESTING ADJECTIVES**



**SILLY**

**CLEVER**

**FRIENDLY**

**ADVENTUROUS**

**BRAVE**

**INSPIRING**

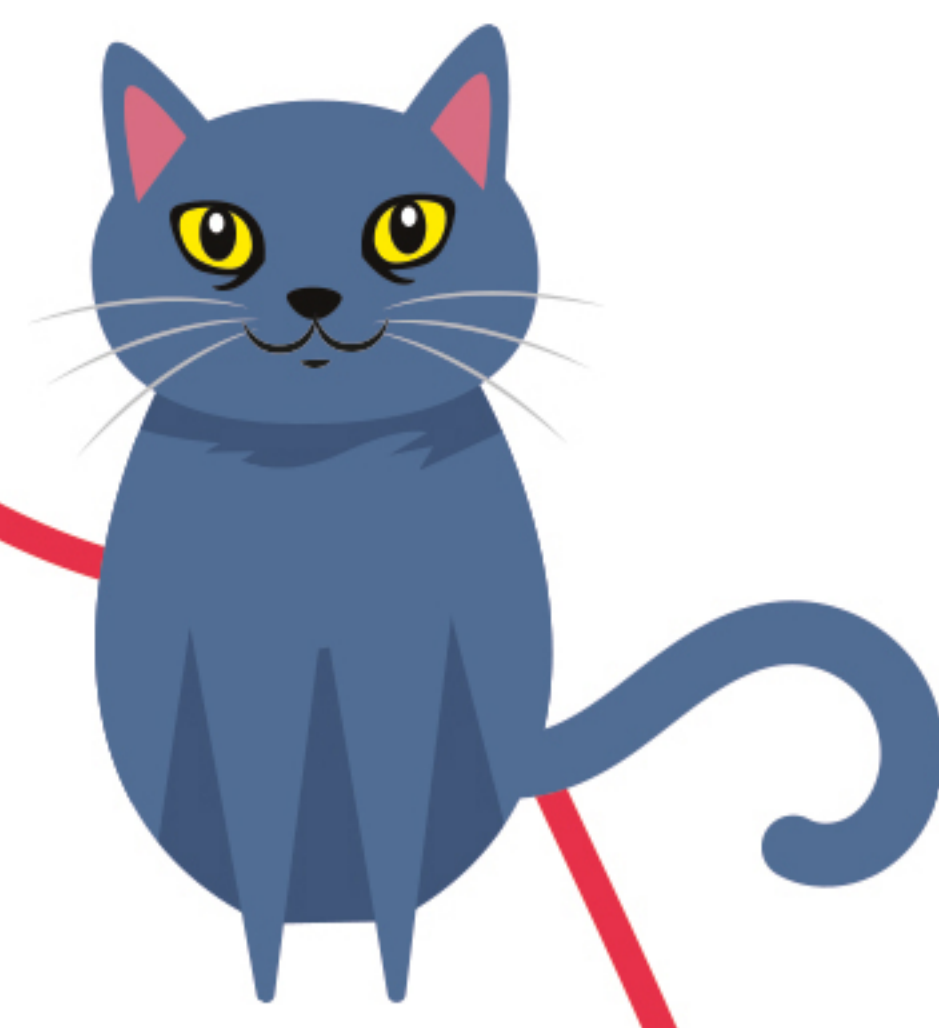
ILLUSTRATIONS BY RISA RODIL, © SCHOLASTIC, 2018



 **SCHOLASTIC**



# FELICETTE



## MY PREDICTION

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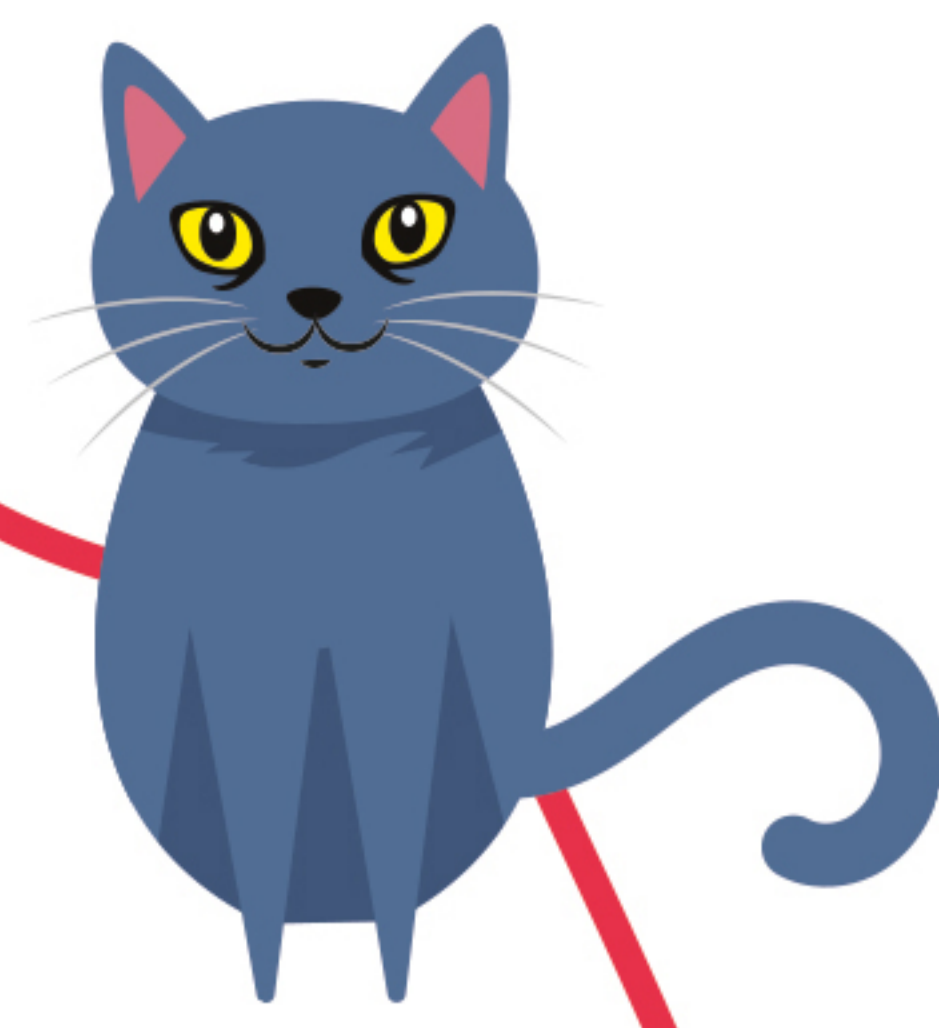
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# HUMPHREY



## MY PREDICTION

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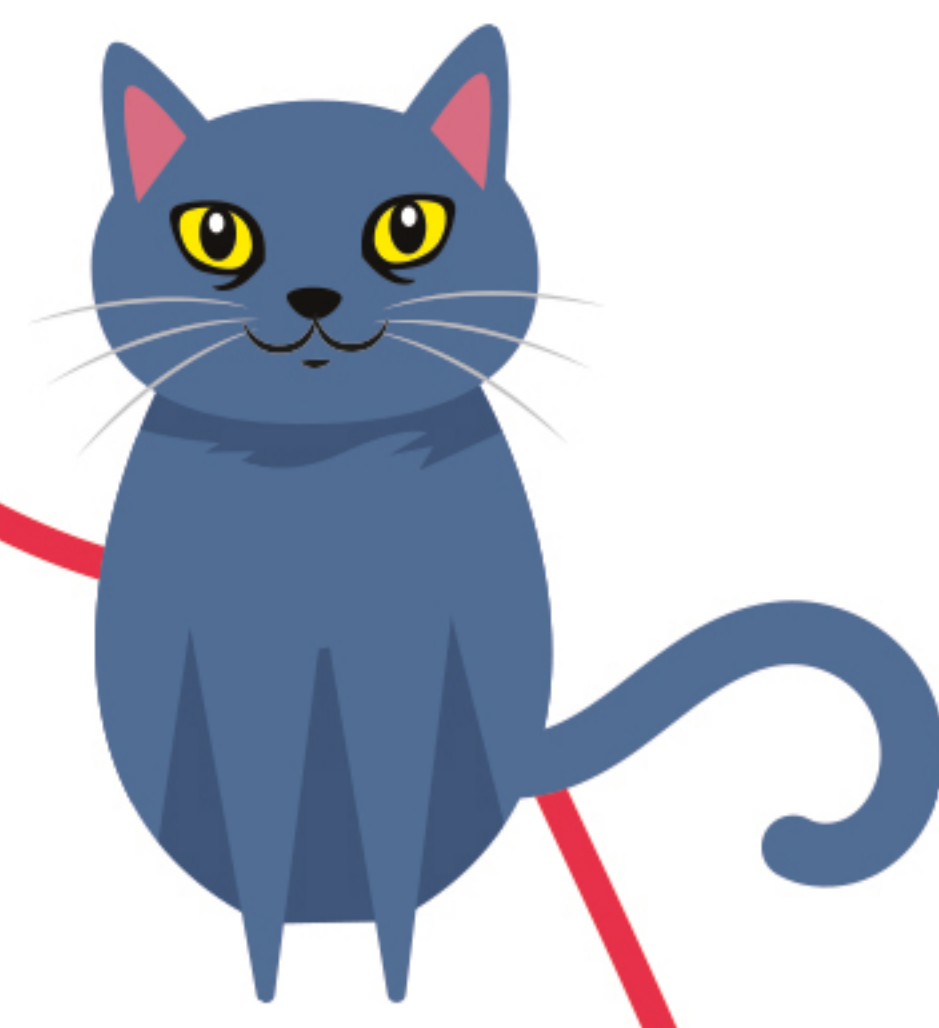
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# MORRIS



## MY PREDICTION

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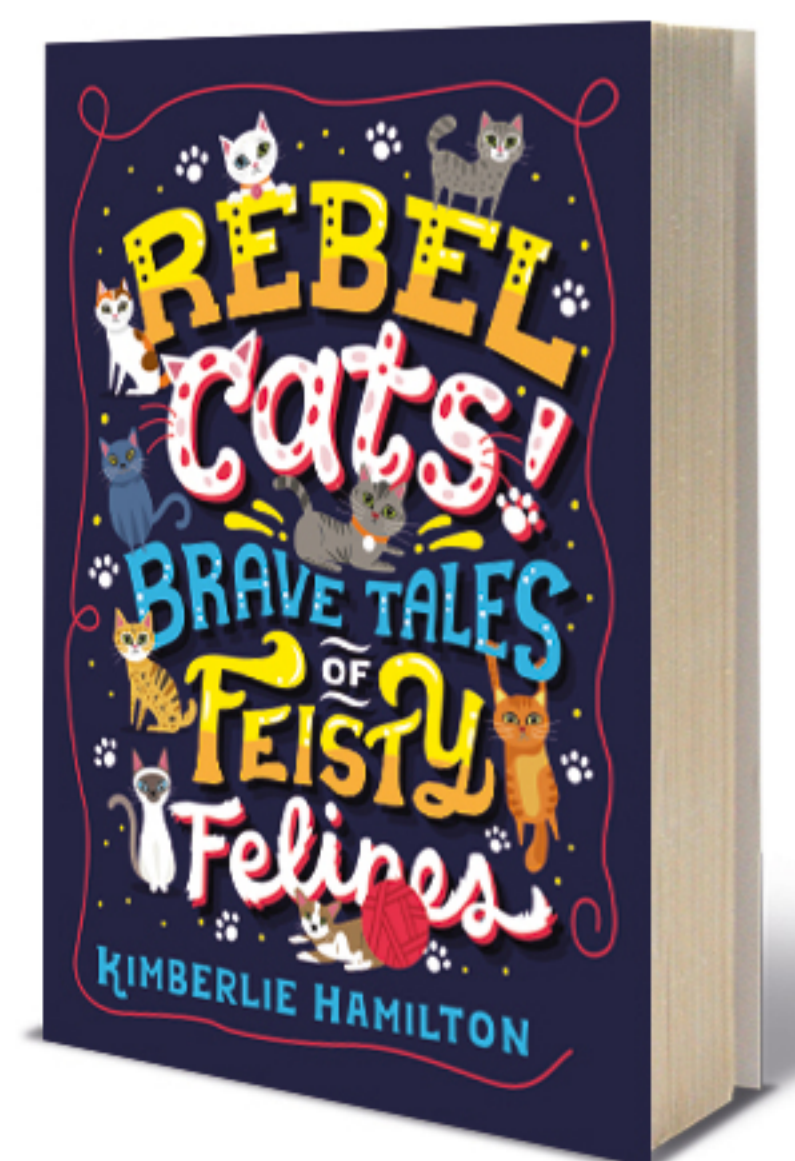
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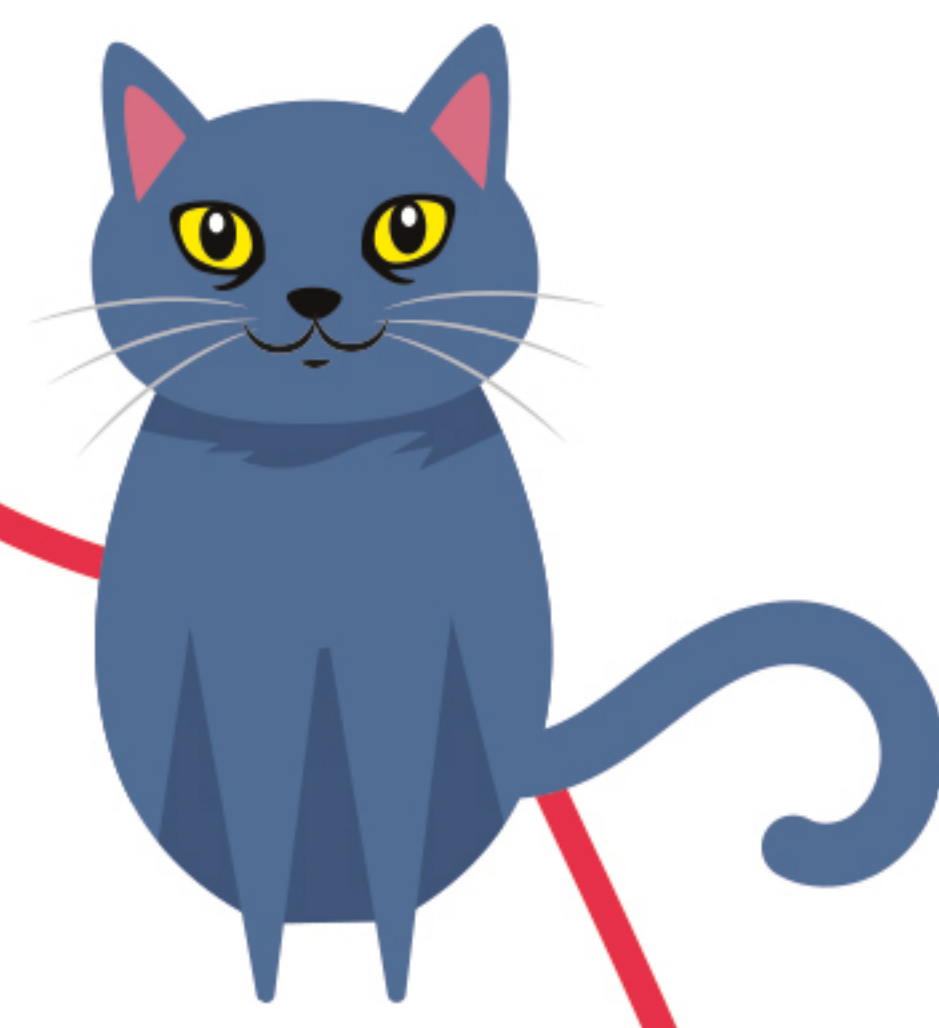
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# TAMA



## MY PREDICTION

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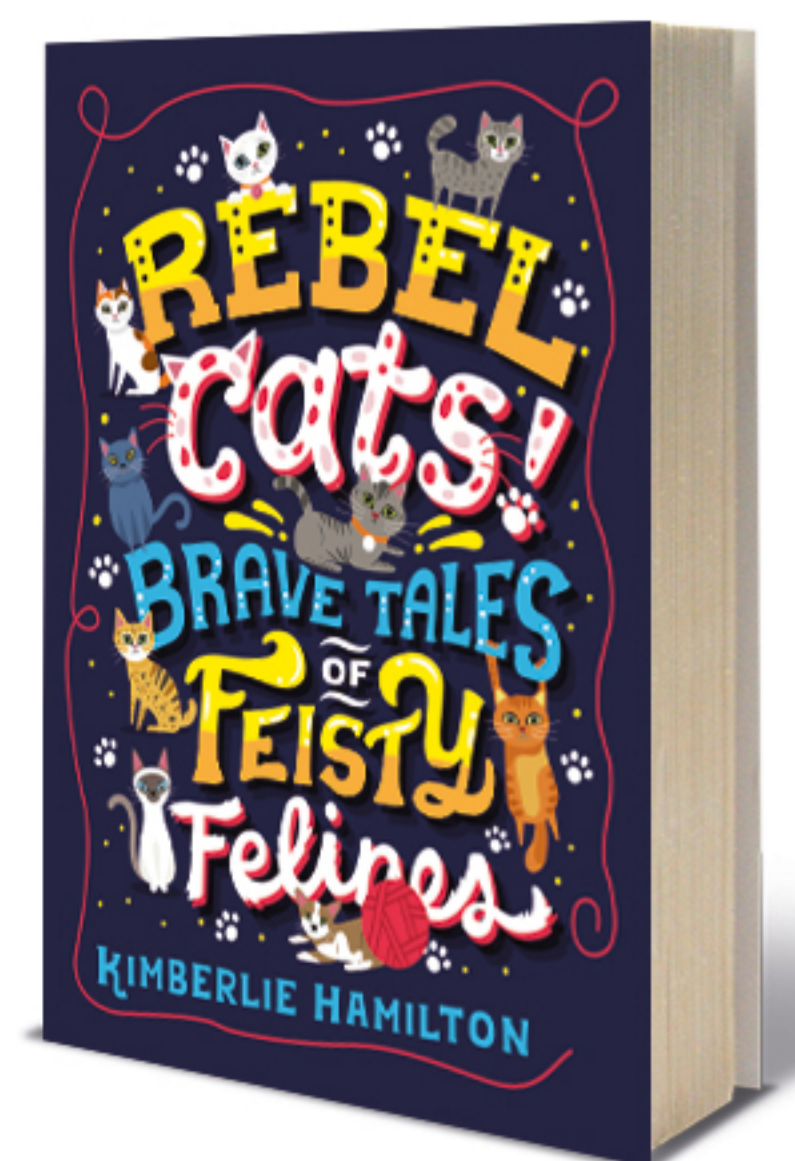
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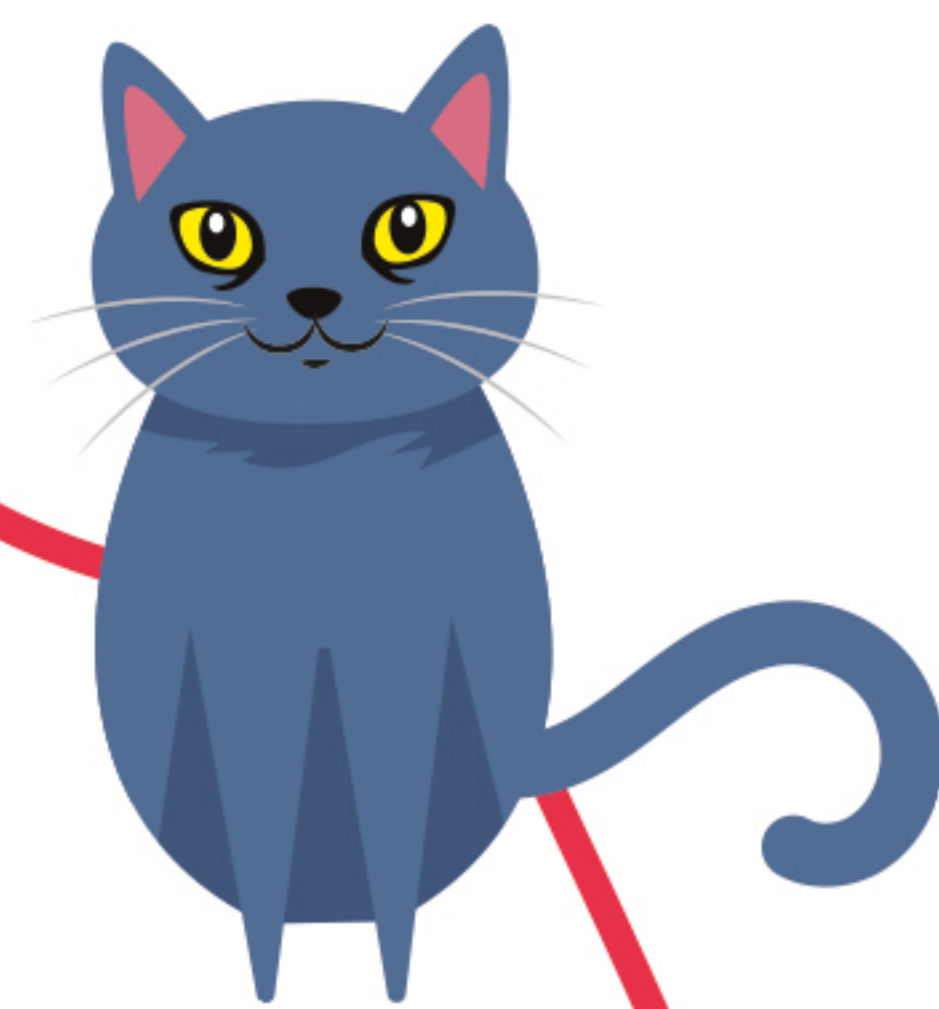
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# FASCINATING FACTS



WAS MY PREDICTION CORRECT?



YES  NO

NAME: FELICETTE

DATE:

PLACE:

WHAT THIS CAT IS FAMOUS FOR:

.....  
.....



YES  NO

NAME: HUMPHREY

DATE:

PLACE:

WHAT THIS CAT IS FAMOUS FOR:

.....  
.....



YES  NO

NAME: MORRIS

DATE:

PLACE:

WHAT THIS CAT IS FAMOUS FOR:

.....  
.....



YES  NO

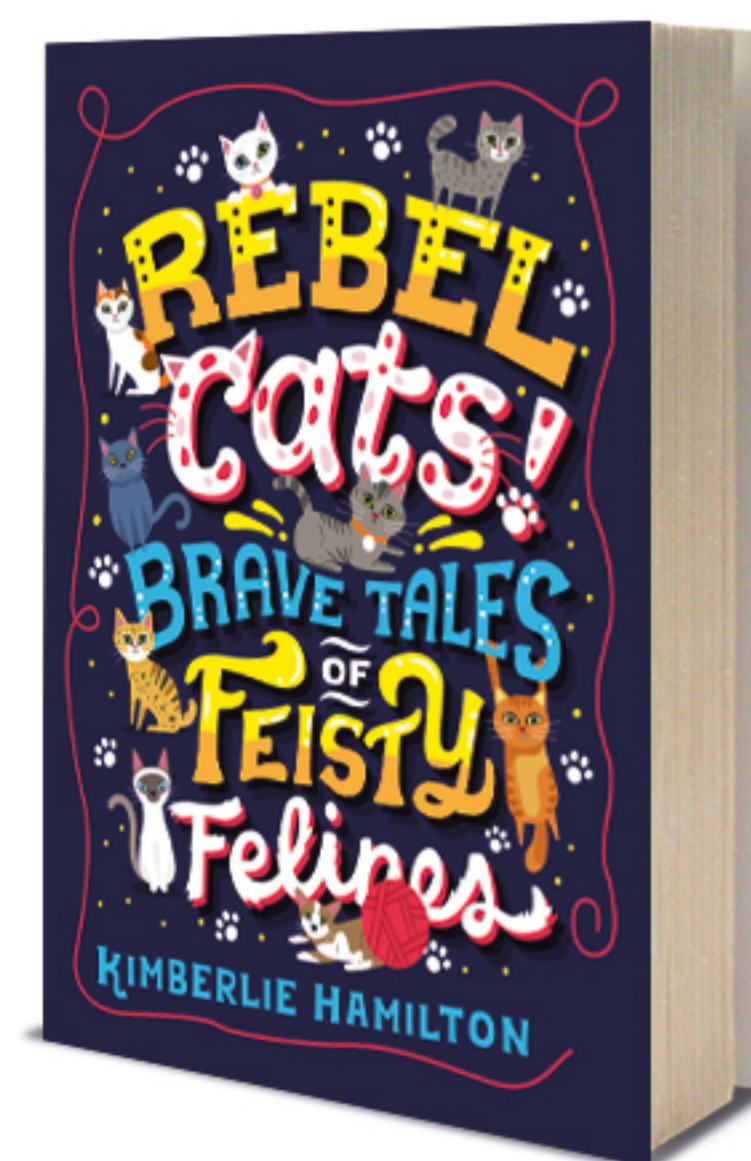
NAME: TAMA

DATE:

PLACE:

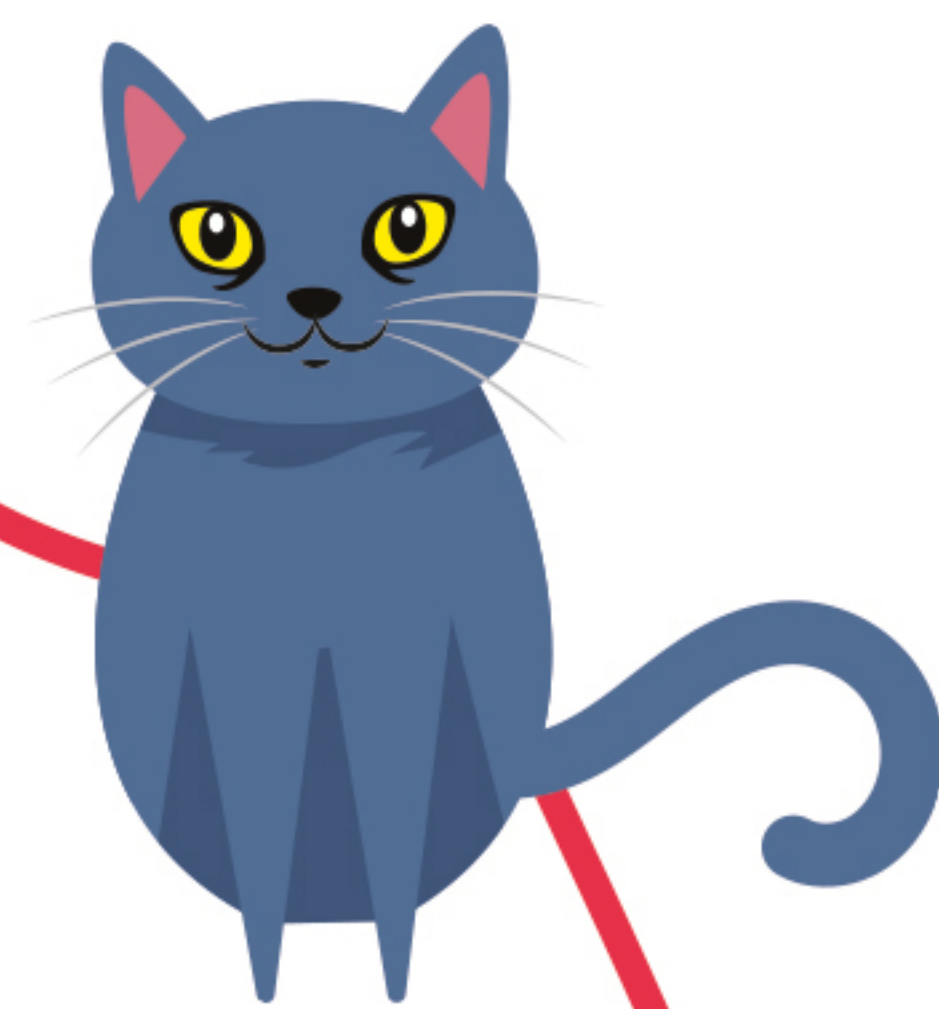
WHAT THIS CAT IS FAMOUS FOR:

.....  
.....





# REBEL CATS! BRAVE TALES OF FEISTY FELINES



## OUTCOMES

Children will

- Read non-fiction texts and evaluate them
- Take notes from non-fiction texts
- Write persuasively about their chosen cat

## CURRICULUM LINKS

*Spoken Language:*

- articulate and justify answers, arguments and opinions
- participate in discussions, presentations, performances, role play/improvisations and debates

*Reading:*

- develop positive attitudes to reading and an understanding of what they read by:
  - i. listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - ii. reading books that are structured in different ways and reading for a range of purposes
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

## RESOURCES

*Rebel Cats! Brave Tales of Feisty Felines*

Resource Sheet 1: Cat Superstitions

Resource Sheet 2: Note-taking

Resource Sheet 3: The Luckiest Cat in the World

## LEAD IN

Share the cat superstitions from Resource Sheet 1 and ask the children to discuss with their partner whether they think any of them are true or not. Share some of the children's ideas with the whole class. Ask: Are these superstitions sometimes, never or always true? Explain that some people think that cats can be considered lucky, and people talk about a cat having nine lives. Ask: Is this really true? Why might people say this about cats? Tell the children that they will be finding out about some lucky cats from *Rebel Cats! Brave Tales of Feisty Felines* and then deciding which one is the luckiest cat of them all.

## TASK

Children read the tales of Faith (p.38), Pyro (p.84), Sam (p.90) and Scarlett (p.96).

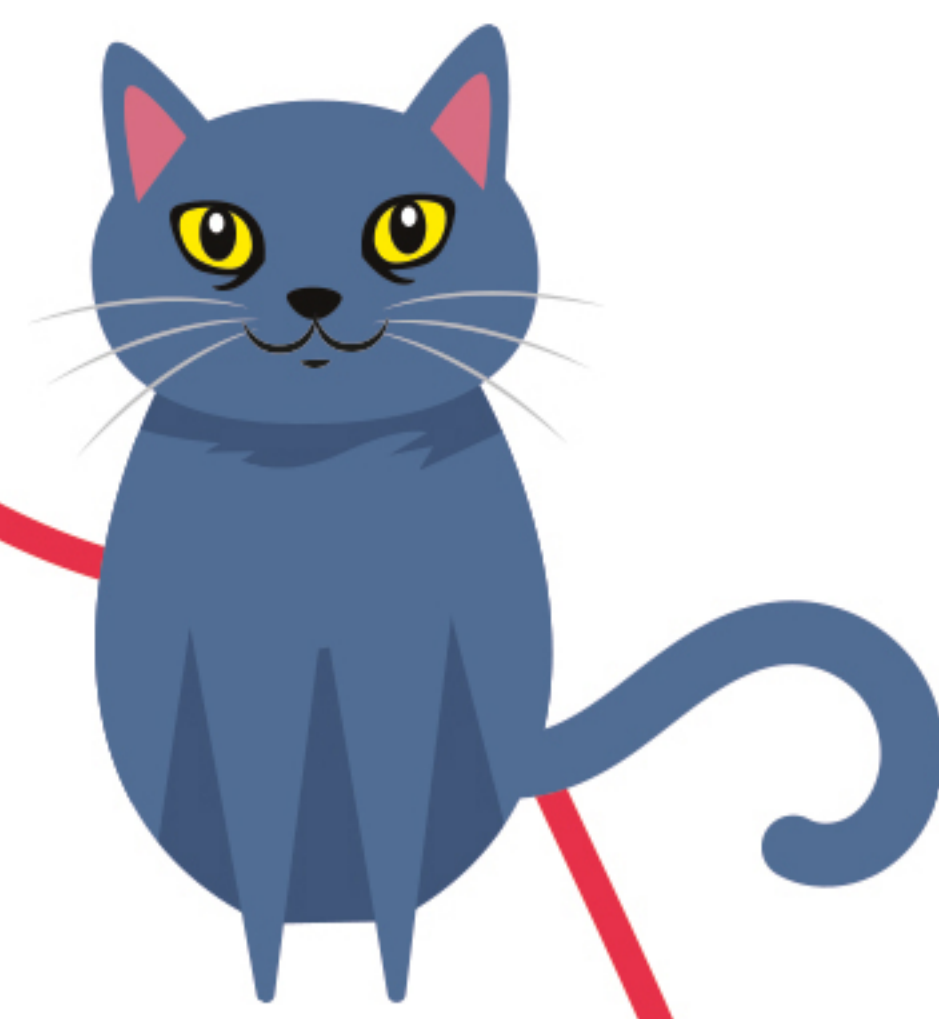
Using Resource Sheet 2, children can make notes on each of the cats and the main points of their stories. Then, with Resource Sheet 3, the children can write about which cat they think is the luckiest cat of them all.

## EXTENSION

Invite one child, or a group of children, to give a persuasive speech about why their chosen cat should be crowned "Luckiest Cat in the World". After listening to each of the persuasive arguments, the class can hold a vote to determine which should be the winner.



# CAT SUPERSTITIONS



A SNEEZING CAT  
BRINGS GOOD LUCK.

A CAT CROSSING YOUR  
PATH IS BAD LUCK.

A THREE-COLOURED CAT WILL  
PROTECT YOU FROM FEVERS & FIRES.

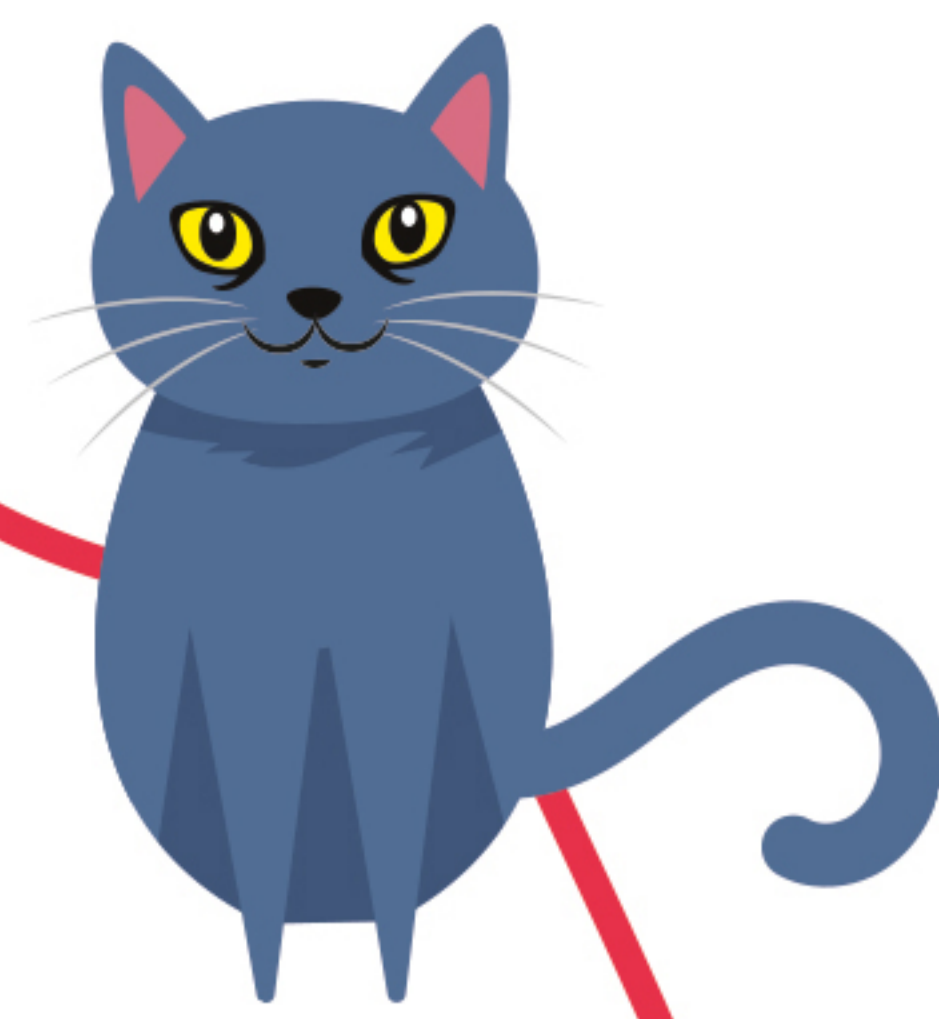
A CAT CROSSING YOUR  
PATH IS GOOD LUCK.

FINDING A WHITE HAIR ON A  
BLACK CAT IS GOOD LUCK.





# THE LUCKIEST CAT IN THE WORLD



NAME OF CAT: \_\_\_\_\_

PLACE MY CAT LIVED: \_\_\_\_\_

THE TERRIBLE THING THAT HAPPENED TO MY CAT: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

HOW MY CAT WAS LUCKY: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

WHAT HAPPENED NEXT: \_\_\_\_\_

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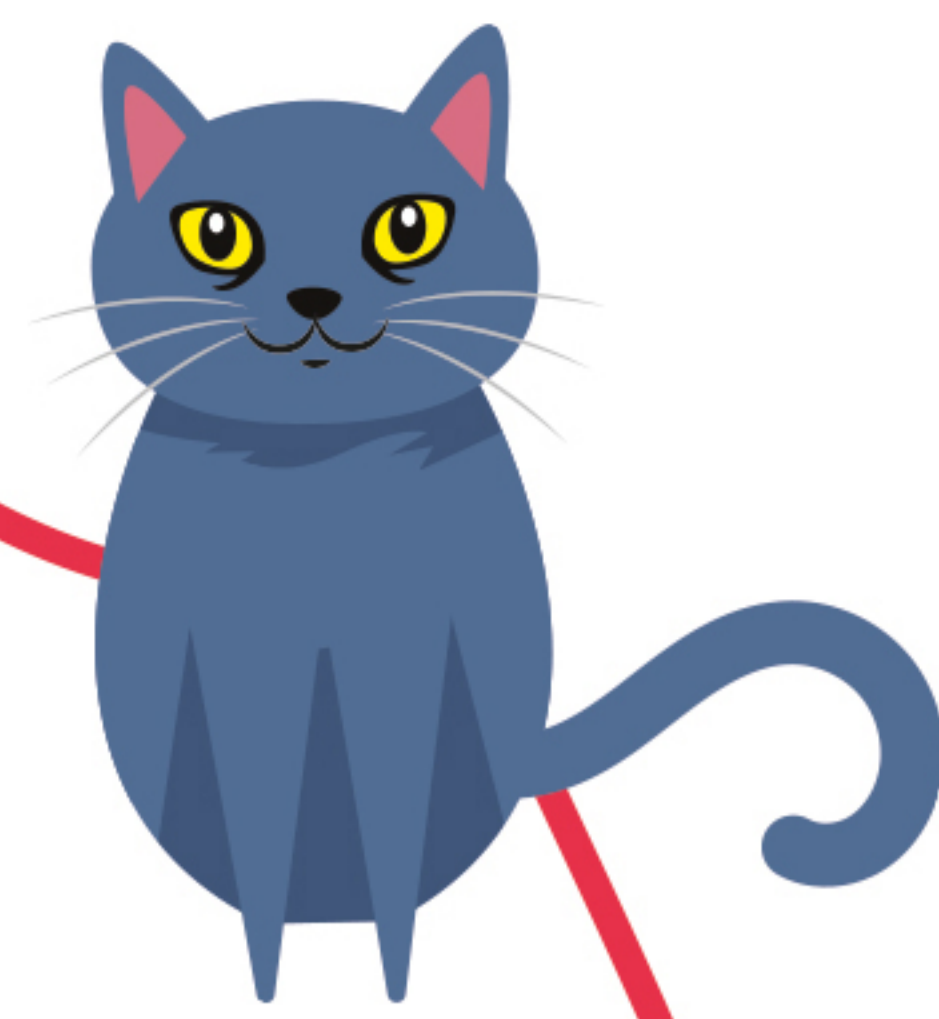
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# REBEL CATS! BRAVE TALES OF FEISTY FELINES



## OUTCOMES

Children will

- Use dictionaries and online resources to understand key vocabulary
- Summarise information in order to explain how a cat has inspired others
- Write their own inspirational piece in the style of a particular author

## CURRICULUM LINKS

*Spoken Language:*

- articulate and justify answers, arguments and opinions
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

*Reading:*

- maintain positive attitudes to reading and an understanding of what they read by:
  - i. continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - ii. reading books that are structured in different ways and reading for a range of purposes
- retrieve, record and present information from non-fiction

*Spelling:*

- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

*Writing:*

- Plan their writing by:
  - i. identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - ii. noting and developing initial ideas, drawing on reading and research where necessary

## RESOURCES

*Rebel Cats! Brave Tales of Feisty Felines*

Resource Sheet 1: Inspiration

Resource Sheet 2: Inspiring Oscar

Resource Sheet 3: An Inspiration to All

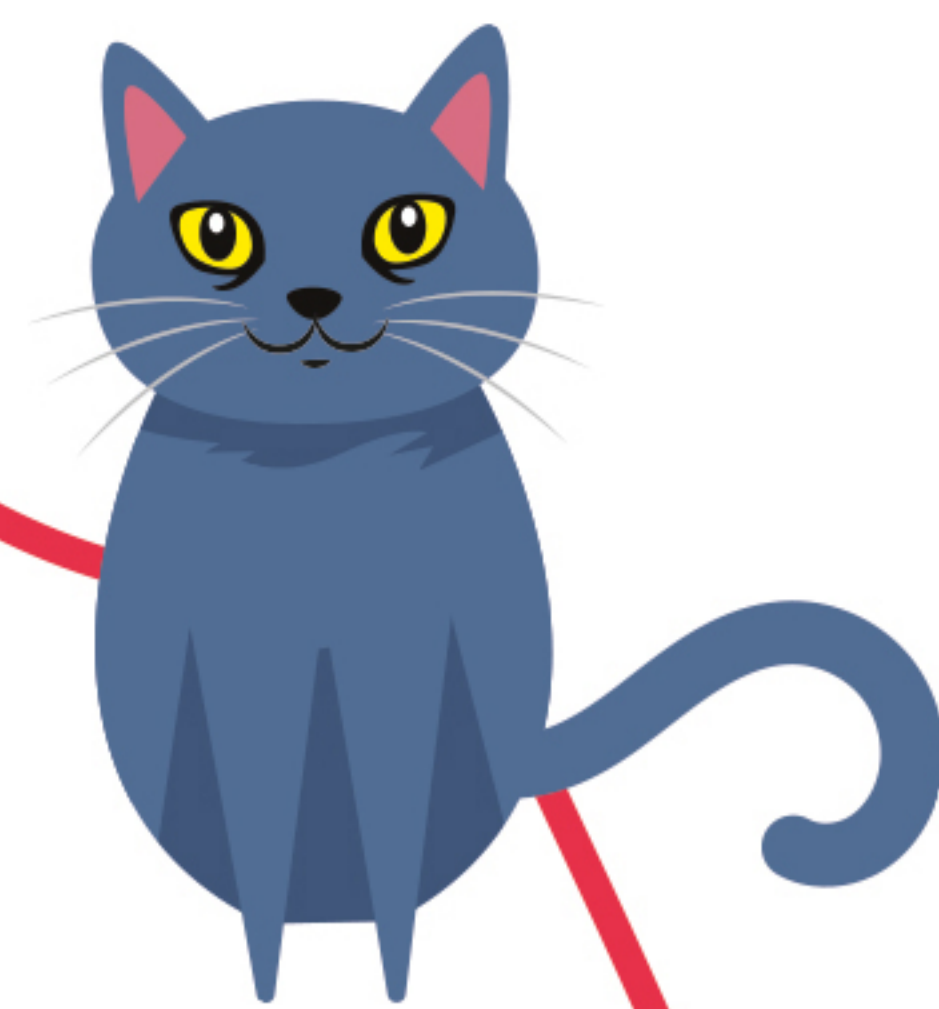
## LEAD IN

Share the word “inspire” with the children. As a class, complete the word family from “Inspire” (for example, inspiration, inspired). Ask the children: What do you think this word means? Give them time to research in pairs using dictionaries, thesauruses and online dictionaries to understand the full meaning, completing Resource Sheet 1.

Ask: Has anyone inspired you? Give children time to discuss in pairs before they share with the class. You may like to share your own story of who has been an inspiration to you.



# REBEL CATS! BRAVE TALES OF FEISTY FELINES



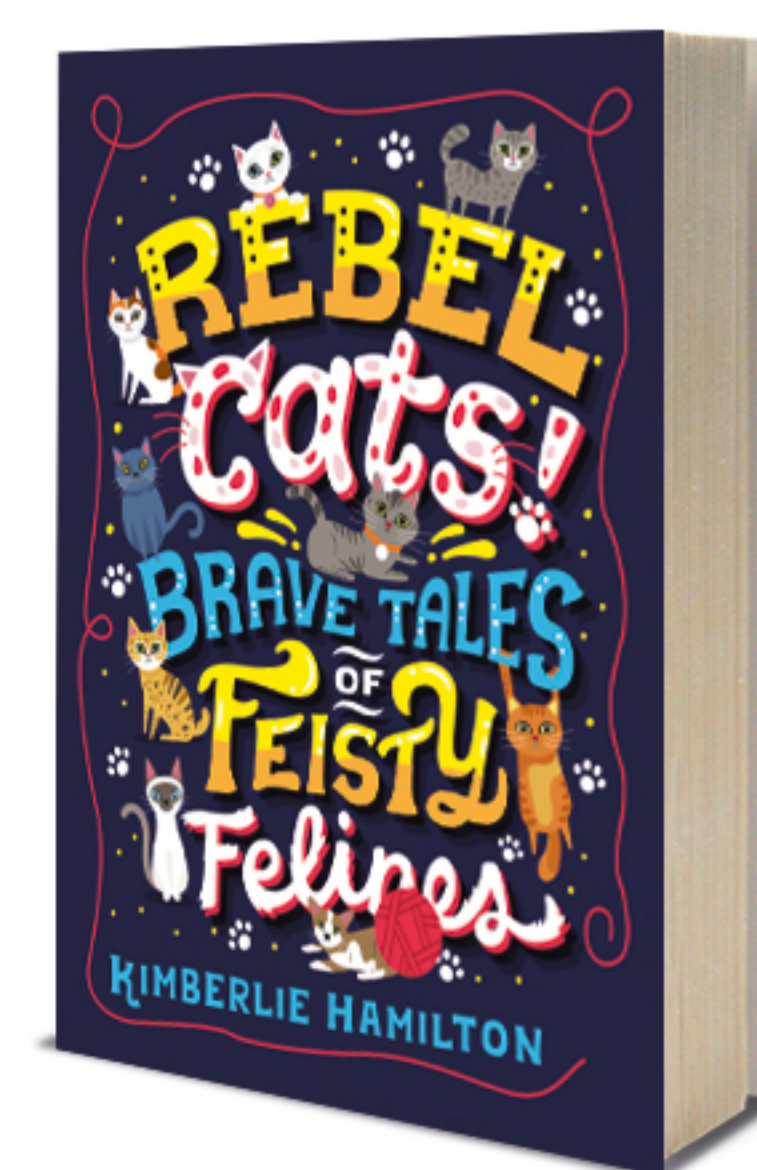
In groups, ask the children to discuss whether animals can inspire people. Share that they will be looking at a specific cat from the book *Rebel Cats! Brave Tales of Feisty Felines* who has been an inspiration to many people.

## TASK

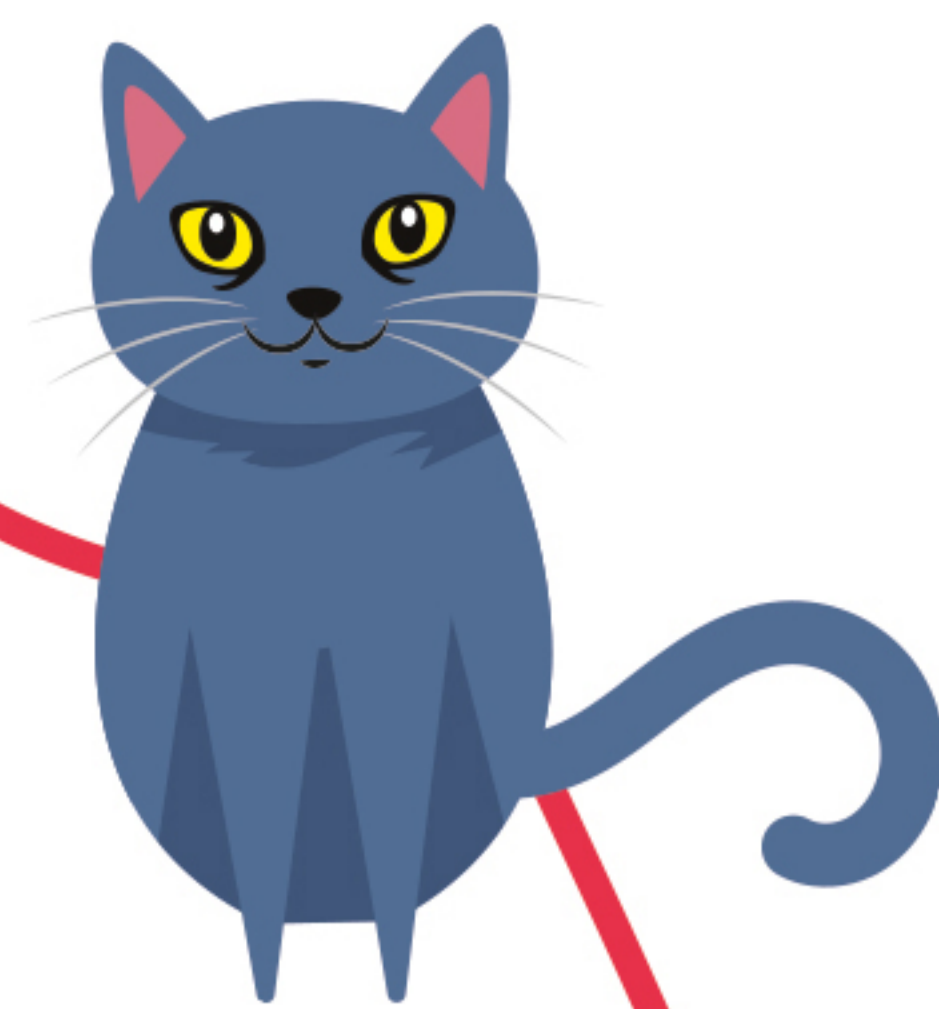
Read the text about *Oscar, The Bionic Cat* (p. 74). After reading, the children can complete Resource Sheet 2: Inspiring Oscar to explain in what way Oscar is inspiring and to whom.

## EXTENSION

Children could read other stories of inspiring cats such as Faith, *The Church Cat that Inspired a Nation* (p.38) and Simon, *British Navy War Hero* (p.100) as well as researching other examples of inspiring animals throughout history. Using Resource Sheet 3: An Inspiration to All, the children can take notes before writing in the style of Kimberlie Hamilton to create their own short story piece.



RESOURCE SHEET 1:  
**INSPIRATION**



DICTIONARY DEFINITION (1);

DICTIONARY DEFINITION (1);

**INSPIRE**

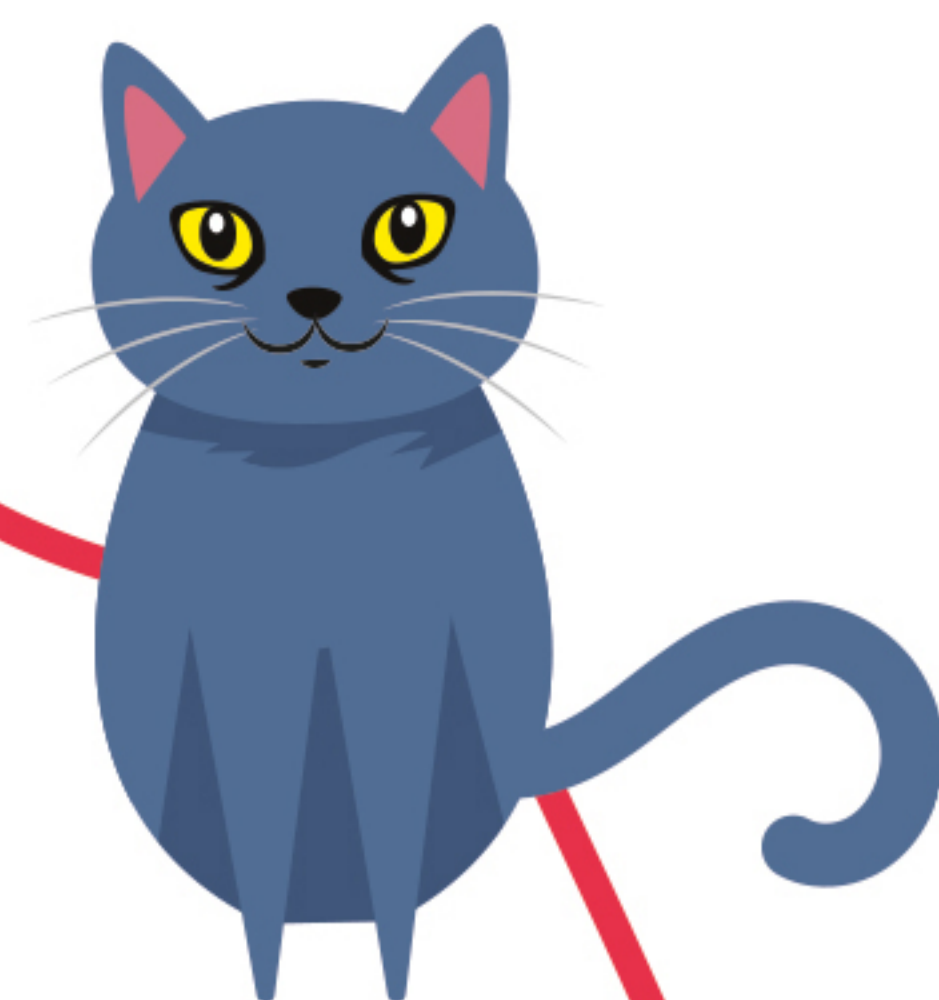
SYNONYMS

WORD FAMILY

ILLUSTRATIONS BY RISA RODIL, © SCHOLASTIC, 2018



RESOURCE SHEET 2:  
**INSPIRING OSCAR**



MAIN EVENTS OF OSCAR'S STORY:

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LESSON LEARNT FROM THE STORY:

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WHO WOULD BE INSPIRED BY OSCAR?

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- ---

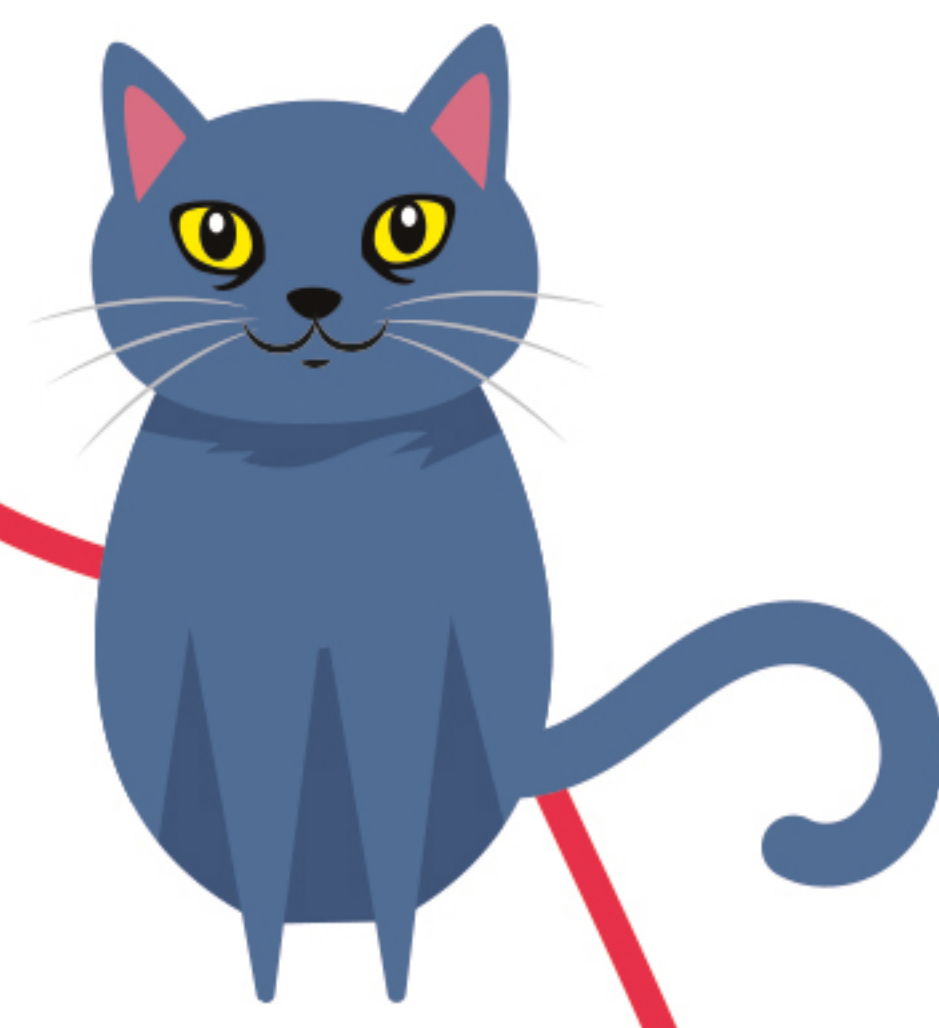
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# AN INSPIRATION TO ALL



NAME OF ANIMAL: \_\_\_\_\_

TYPE OF ANIMAL: \_\_\_\_\_

MAIN EVENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

LESSON LEARNT FROM THE STORY: \_\_\_\_\_

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WHO WOULD BE INSPIRED? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

