



Fiction

Oxford Level 12 Pack B

A Kitten in Daisy Street

Author: Pat Belford

Range: Historical story

Theme: Victorian childhood

Teaching Notes authors: Thelma Page and Gill Howell

Synopsis

When the roundabout comes to the street it is going to cost a lot of money for all five children in Hetty's family to have a ride. Hetty is given some money, but then has to decide whether to spend it on the roundabout, or on buying milk for a kitten.

Group or guided reading

Introducing the book

- Ask the children to read the title and look at the picture. Ask: *Do you think this is a modern story? What kind of story do you think it might be?*
- Read the blurb on the back. *What do you think the choice might be?*
- Look through the book to see some of the pictures. *When do you think this story might be set? How can you tell?*

Strategy check

- On page 5 find 'pleaded' in the last sentence. *What does 'pleaded' mean?*
- *Which word does the beginning 'plea...' remind you of? Which two meanings can 'please' have?*
- Help the children to look in a dictionary to find words that begin with 'plea...'. *Are the meanings linked?*
- On page 21, ask the children to find two adverbs in the last two sentences ('kindly', 'sadly').
- Ask the children to explain how 'kindly' affects the way we read this sentence. *Suppose it had been 'roughly'. How would you have read the sentence then?*
- Ask the children to explain why 'sadly' is important in the next sentence.

Independent reading

Focus: Explain that you want the children to think about this question while reading: *What was Hetty's dilemma?*

- As children read part of the story aloud to you, praise them for reading with expression.
- Ask questions to make sure that children have understood the historical context, e.g. *Why did the children have to collect water? Why was five pence a lot of money?*

Returning and responding to the text

- Ask the children to tell you about Hetty's dilemma. *What were her choices?*
- *Why did she want to go on the roundabout? Why did she need money for the kitten? How would you have chosen to spend the money?*
- Ask the children to explain why Hetty had so little money.



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- Ask the children to say when the story was set. *What clues did you notice?* Find the pictures that give clues to the setting.
- *Which King or Queen was on the throne? How can you tell?* (see page 30)

Speaking and listening activities

- Ask the children to say what it was like for Hetty's mother. *What were her problems? What do you think she could have done with the extra five pence that Hetty had been given?*
- *Do you think Hetty did the right thing with the money? Did she have to share it?*
- Choose two children to create roles as Mother and Hetty, and encourage the other children to ask them questions about the money.
- Ask other volunteers to be Hetty and Mother and to give their points of view.

Further reading activities

- Ask the children to use this story to write a paragraph about what life was like in Victorian times. *How did they get milk and water? How did boys and girls dress? How did they do their washing?*
- Suggest that the children find out more about living in Victorian times. Use the school or class library to find useful books.

Suggestions for using ICT

- The children can find out about the Victorians using the Internet (ensure they have access to child-friendly sites only).

Writing activities

- Explain that you want the children to plan and write a story about a dilemma. Remind them that a dilemma is a choice between two possibilities. The dilemma needs to be important to the character.
- Brainstorm some possible dilemmas and make a list, e.g.:
 - Money: how to spend it;
 - Promise: do you have to keep it?
 - Finding out something: should you tell?
 - Friends: should you do what they want you to?
- The children will need to create a main character. Share their results.

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