Activity 1

Learning objectives

Toread poetry and express preferences, giving reasons
To be able to identify patterns of rhythm and rhyme
To be able to use given texts as a model of own writing
To understand how word choice and order are crucial to meaning

Resources

Poetry (following), any other animal poems you would like to read for comparison.

Activity

Share read the two poems on Poetry (following). Discuss with the children the use of repetition as a tool for writing poetry. In the poem Waggy tail and shiny eyes, can they identify the repeated line? What is the poem telling us about? Which poem paints the most vivid picture in the children’s minds? Which poem do individuals prefer?

Activity 1

After reading and talking about the poems children should be invited to create their own ones following the given model opposite.

Support/Extension

Some children might need further support in the form of a CLOZE procedure-type sheet where they only have to fill in one or two words per line.

Confident writers might go on to write their own dogs/cats poem.

Use these starter models to help them write their own poem.

Dogs/cats go anywhere

Dogs/cats go anywhere,
Any basket, any chair,
They go to ________________
They go to ________________
Dogs/cats go anywhere.

They go to ________________
They go to ________________
Dogs/cats go anywhere.

My dog/cat

My dog/cat thinks he’s a ___________
When he’s ____________________
He thinks he’s a ________________
When he’s ____________________

Teachers’ notes

The two poems chosen for this activity use repetition or rhyme to emphasise the point and to give rhythm and structure to the piece. Both paint amusing pictures and are relatively simple in structure. It may be that you prefer to use others of your own.
Poetry

**Chosen**

Oh look, here are some more people,  
This time I'll be picked for sure.  
I'll sprint out of my bed  
As they look in at my door.

Pick me! Pick me! I’m a lovely cat,  
Ignore my tatty ears,  
And look at my beautiful coat  
I’m the cat world’s Britney Spears!

I just want to be loved you see,  
That, you can understand.  
Oh no, they’ve wandered past my door,  
On the other hand…

They’re back! They’re back!  
I think they’ve chosen me.  
They’ll take me to their home,  
I’ve joined a FAMILY!!!

**Waggy tail and shiny eyes**

Waggy tail and shiny eyes,  
My dog loves me so.

Waggy tail and shiny eyes,  
She’s beautiful, although…

Waggy tail and shiny eyes,  
She sometimes makes Mum mad,

Waggy tail and shiny eyes,  
With muddy paws. I’m glad…

Waggy tail and shiny eyes,  
We took her to our home.

Waggy tail and shiny eyes  
Her love’s enough alone.

Poems written by Thomas McDaniel aged 11
Learning objectives
To be able to identify and describe characters, events and settings in fiction
To use their knowledge of sequence and story-telling to predict further developments in the story

Resources
Martin’s Mice (following).

Activity
Share read the passage from Martin’s Mice by Dick King-Smith ISBN 0141302496. Discuss the character of Martin; he is not like other cats! Look for evidence in the text. Answer the questions given on the sheet. Ask the children to predict the next events in the story.

Support
Some children may require a writing frame to organise their thoughts when predicting the next events. Another adult to write down the ideas volunteered verbally would help, and then the group could structure their ideas in sentences and pictures.

Activity 2

Teachers’ notes
Some schools have identified reading comprehension as an area for development. Inference is a difficult skill to teach and comes with practice and lots of models of good writing. Martin’s Mice is a wonderful story and is well worth reading as a class book if you have time to fit it in. It has a lot to teach us about caring for our pets!

Cross-curricular links
PSHE – Pet care.

Extension
Some children might like to attempt to write the next chapter of the book, in a similar style. This book makes an excellent class read for Key Stage 2 children.
“Mercy! Mercy!” cried the mouse.
It felt rather a fat mouse, and when
Martin removed his paw, he could see
that indeed it was.
“Oh dear!” he said. “I’m most awfully
sorry!”

*********

Against one wall stood an old white-
enamelled bath with big brass taps
and clawed cast-iron feet, and it was
while Martin was exploring beneath it
that something suddenly shot out.
Automatically, he put his paw on it.
“I’m most awfully sorry!” he said again,
but the fat mouse only continued to say
“Mercy! Mercy!” in a quavery voice. It
seemed to be rooted to the spot, and it
stared up at Martin with its round black
eyes as though hypnotised.
How pretty it looks, thought Martin.

What a dear little thing!
“Don’t be frightened,” he said.
“It is not for myself alone that I beg
you to spare me,” said the mouse.
“You see I’m pregnant.”

What a strange name thought Martin.
I’ve never heard anyone called that
before.
“How do you do?” he said. “I’m
Martin.”

*********

“Shall I tell you what I’m going to do
with you?” he said.
“I know what you’re going to do,” said
the mouse wearily. “After you’ve
finished tormenting me, you’re going
to eat me.”
“You’re wrong,” said Martin.

1. What sort of animal do you think Martin is? What makes you
   think this?
2. How do you think the mouse was feeling?
3. Why doesn’t the mouse run away?
4. Was the mouse really called Pregnant?
5. Why is Martin an unusual sort of cat? How do you know?
6. Why did the mouse answer “wearily”?
7. Now predict what you think Martin might be planning to do with
   the mouse.
Activity 3

Teachers’ notes

Activity 3 makes use of the downloadable All About Battersea Dogs & Cats Home booklet and the About Battersea Dogs & Cats Home booklet included in your pack, as non-fiction texts, which is also an area for development for some schools. The reasons that people give for giving up their dogs and cats are many and varied and some can be very sad.

There is great opportunity for sensitive discussions about these issues. The discussion of this might produce some tricky questions for you to answer. One of the most common is the myth that animals have a ‘shelf life’ at the Home after which they are put to sleep. This simply is not true. Battersea would only decide not to rehome a dog or cat if it would be irresponsible to do so. The sequencing skills of this activity are good practice for reading one’s own work for sense when correcting and redrafting.

Learning objectives

To understand how ideas may be linked in sentences and how sequences of sentences fit together

discuss the work done at Battersea Dogs & Cats Home.

Use Sentences to link the two halves of the sentences so that they make sense. Stick them on paper in a sensible and logical order.

Resources

Sentences (following); The Journey poster included in your pack, showing the route a dog or cat taken into Battersea Dogs & Cats Home follows, from rescue to rehoming.

Visit www.battersea.org.uk to find out more about the work of the Home.

Cross-curricular links

PSHE, History. The work of Battersea Dogs & Cats Home. Social issues such as why pets are abandoned or given up. The history of the Home.

Activity

Display the poster and discuss with the children the work at Battersea Dogs & Cats Home. Explain to the children that it is not always possible to rehome some dogs and cats immediately as the Home will wait for just the right home for them, or they may have been abused or frightened and they need to learn to trust human beings once more. This is a good opportunity to

Extension

Create a storyboard detailing the route taken by a dog or cat newly admitted to Battersea Dogs & Cats Home to its eventual rehoming. Use the sentences to make non-fiction books.
## Sentences

Match the two halves of the sentences so that they make sense.

<table>
<thead>
<tr>
<th>Every lost dog/cat</th>
<th>permanent new homes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Battersea Dogs &amp; Cats Home is</td>
<td>has an owner somewhere.</td>
</tr>
<tr>
<td>We have been</td>
<td>probably the most famous animal rescue centre in the world.</td>
</tr>
<tr>
<td>Our Lost Dogs/Cats Line is dedicated to</td>
<td>to perfectly match a pet to a new owner.</td>
</tr>
<tr>
<td>We use ‘computer dating’ software</td>
<td>reuniting lost pets with their owners.</td>
</tr>
<tr>
<td>We devote ourselves to finding dogs and cats</td>
<td>rescuing dogs/cats since 1860.</td>
</tr>
</tbody>
</table>
Activity 4

Teachers’ notes
Activity 4 provides a focus for discussing why animals might be given to the Home. It is important that these owners do not feel judged about bringing a dog or cat to Battersea Dogs & Cats Home, for whatever reason. It is preferable to abandoning them or passing them on to a friend who doesn’t really want them or is not in a position to care for them for the rest of their life. Is it fair? gives comments and opinions on people who keep pets and is quite outspoken in its content. The reasons that people give for giving up their pets are many and varied and some can be very sad. Animals are not always abused, neglected or unwanted. Sometimes people have to give up their animals after making very difficult decisions and for very valid reasons. There is great opportunity for sensitive discussions about these issues.

Learning objectives
To be able to skim and scan texts for information and overall impression
To be able to obtain specific information through detailed reading
To be able to distinguish between fact and opinion

Resources
Is it fair? (following).

Activity
Share read the information that people give for no longer being able to keep a dog or cat. Some are real and genuine; some are opinion and made up. Some are deliberately provocative in order to provoke a response. It is obviously a sensitive issue and not all people who give up a dog or cat to the Home’s care are cruel or have mistreated animals. Some stories are heartbreaking, as people discover that they can no longer cope with a much-loved pet. All these issues need to be discussed with the children.

Use the information to answer the questions.

Cross-curricular links
PSHE.

Extension
Give each child a speech bubble. Ask them to write a sales card to describe the type of home the dog or cat would like.
Is it fair?
Read the statements below and use them to answer the questions.

Questions to answer.
1. Think about these statements. Which of these do you think might be reasons why dogs or cats are given to Battersea Dogs & Cats Home?
2. Some of the statements are facts. Some are opinions. Which ones are opinions?
3. Why would the person who needed a hip replacement think, “it wouldn’t be fair”?
4. Are all the dogs that end up at Battersea Dogs & Cats Home ill-treated?
5. Which statement do you have most sympathy with? Explain what might have happened.
Activity 5

Teachers’ notes

Activity 5 is good practice for writing in different genres and for different audiences. It is to be hoped that children’s natural empathy with animals, coupled with an understanding of the responsibilities of pet care, would help to produce an interesting story. This activity invites higher order literacy skills but could be simplified for younger children.

Timed writing is a very difficult skill but it is a fact of KS2 life and so needs practice; therefore it is included here.

Learning objectives

To be able to identify how character and setting are created and to use and adapt the features of a form of writing to create their own next chapter or episode.

Notice should be taken of the person, tense and setting, and the story should continue with this form. It is up to you how much help you give, or how many reminders of things you want to see included, i.e. adjectives, connectives, similes, etc.

Resources

Story starter (following).

Activity

Read the Story starter and use the form of writing to complete the story.

Support

For some, this could be a timed writing activity of 45 minutes, to give practice of writing under time constraints. Others may need the support of a planning or writing frame.
I can’t believe it! The day has really come at last! Dad agreed that we could have a dog, and I’m so excited I can hardly eat my breakfast!

“Do you think that the pet shop on the new retail park will have the best selection?” asked Kelvin, my brother.

Honestly, that boy is so dim! How can a pet shop offer dogs for sale? They haven't the room for a start, so they can't have many, only postcards in the window offering puppies from breeders, and that doesn’t guarantee they have been well treated or will be healthy. Even worse, they may have come from puppy farms. Anyway, it must be cruel to keep them in a shop, and there are hundreds of homeless dogs. Surely it would be better to give one of them a good home?

“I don’t think so, Kelvin. They only really sell tropical fish and gerbils,” replied Mum. “I thought we’d go to the animal rescue centre. I saw a poster in the library. It says that they are looking for kind homes for hundreds of dogs.”

“I thought you wanted a puppy, since I am working from home these days,” said Dad. “Mind you, an older dog I could take out straight away. No need to wait for all its injections. I need to get out to the park and have some exercise if I’m sitting at a computer all day.”

“You could get digging in the garden, if you are so keen on exercise!” retorted Mum. “If we are going to keep this big garden in any sort of order you’ll have to get started.”

“Perhaps we should be buying a goat instead of a dog,” joked Dad. “Come on, get in the car everyone...”
Learning objectives

To sound and name letters of the alphabet
To write each letter of the alphabet
To write familiar names and attempt to write unfamiliar ones

Resources

A Battersea tail film featured on this disk, Naming dogs and cats (following), pencils.

Activity

As a class recite the alphabet. Ask questions such as ‘Which letter comes after R? Which one comes before D?’ Watch the A Battersea tail film. Tell the children to listen out for the part which talks about giving the dogs and cats names. After watching discuss the need for the Home to find 12,000 names each year for dogs and cats. Give each child a naming sheet. Ask them to help Battersea Dogs & Cats Home to find new names for each letter of the alphabet. Encourage children to sound out names as they attempt to write them.

Cross-curricular links

Numeracy – Together calculate how many different names the class has found. Extend children by working out how many more names would be needed for a month (1,000 names) and a year (12,000 names).

Extension

Research breeds of dogs to include in the name alphabets e.g. Albert the alsatian, Connie the collie, Rosie the retriever. For some of the dogs write alliterative nonsense sentences, e.g. Connie the collie collects colourful conkers.

www.battersea.org.uk
# Naming dogs and cats

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Mys name is...
Learning objectives

To make notes
To use features of layout, presentation and organisation effectively in a non-fiction book
To develop ideas to write a non-fiction book

Resources

A Battersea tail film featured on this disk, Notes made about the Battersea film (following), A4 stiff paper, pencils, pens, crayons, examples of non-fiction books.

Encourage the children to base their layouts on real books and to include glossaries, indexes, etc.

Activity

Part 1: Watch the A Battersea tail film. Discuss what can be learnt from the film. What did children find out about settling a dog or cat into the Home? Give each child a note-taking sheet. Explain that the children are going to write non-fiction books to explain to KS1 what happens when a dog or cat has lost its owners. Ask the children to make notes on the topics given on the sheet. Then watch the film again for the children to check the information that they have noted down and find out additional facts.

Part 2: Make the non-fiction books.

Cross-curricular links

ICT – Word process the text. Use the Internet to research more facts.
Art and Design – Use collage materials to make appealing covers.

Support/Extension

Depending upon the children's ability to take notes it may be necessary to watch the film several times.
# Notes made about the Battersea film

## Checks done by a vet nurse

Mrs Tealby

## The kennel

## Naming dogs

## Getting new owners

## Other information
Activity 8

Teachers’ notes
Acrostics provide an excellent structure for creative writing for all levels of ability. Children can be encouraged to choose words that give great detail, to use words in unusual ways, to be concise and to use dictionaries and thesauruses to find new words.

Learning objectives
To use adventurous and wide-ranging vocabulary when writing Battersea acrostics
To plan and review writing, discussing the quality of what is written

Resources
Acrostics sheets 1, 2 and 3 (following), pencils, crayons, Belle acrostic written on large paper:

<table>
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<tr>
<th>B</th>
<th>Battersea was where I once lived</th>
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<tbody>
<tr>
<td>E</td>
<td>Every dog and cat there wanted new owners</td>
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<tr>
<td>L</td>
<td>Lots of understanding people cared for me</td>
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<tr>
<td>L</td>
<td>Lots of love and attention is what I wanted</td>
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<tr>
<td>E</td>
<td>Eventually I found a great new home.</td>
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Activity
Show the children the acrostic. Encourage them to notice that the letters that start each line spell the word ‘Belle’. Discuss the format of an acrostic. Give each child a Battersea Acrostic sheet. Challenge them to write an acrostic about the Battersea Dogs & Cats Home. Encourage the children to use descriptive words and to be willing to make changes. Explain that when they are content with their drafts they will have the opportunity to write them neatly, to decorate the initial letters and illustrate their work.

Support
Write acrostics for dog/cat.

Cross-curricular links
ICT – Word process the acrostics.
Acrostics 1

B

A

T

T

E

R

S

E

A
Acrostics 2

D .............................................................

O .............................................................

G .............................................................