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The Story of Tantrum O'Furridy



TEACHERS' NOTES

THE STORY OF TANTRUM O'FURRILY

BY CRESSIDA COWELL AND MARK NICHOLAS

HOOK FOR THE BOOK

Story Tellers

- Create a 'story chest' full of costumes and objects which the pupils can explore. They can create stories/act out plays/have conversations while dressed up as different characters. Discuss the criteria needed for a successful story teller.
- Share own stories – this could be their favourite story or about a personal experience.

ENGAGING WITH THE BOOK

- What do you think will happen in the story? What clues are given from the title, front cover and back cover blurb?
- Who is Tantrum O'Furrily? Does the name give any clues as to what the character might be like? Discuss with your partner.
- Does your opinion of the characters change by the end of the story?
- Make predictions at different points of the story using the details stated and implied e.g. what event might take place, what a character might do in a situation and consider what a character might be thinking using the illustrations from the book. Pupils can give reasons for their predictions using evidence from the text to justify their thoughts.

QUESTIONS

- What was the weather like at the beginning of the story? What time of day was it?
- What is a stray cat?
- What was Tantrum O'Furrily doing across the rooftops? Who was she with?
- Why was Smallpaw a very lucky kitten?
- What did Smallpaw do every night after dinner? Why?
- Smallpaw enjoys stories – what type of stories do you like?
- Who lives outside? What do the stray cats like to do?
- Why was Smallpaw bored?
- Why does Smallpaw go through the cat flap late at night? Was this a good idea?
- Who does Smallpaw meet in the garden? Describe them in five words.
- What are your first impressions of Smallpaw and the fox?
- Does the fox remind you of a similar character in another story?
- Would you trust the fox? Give reasons for your answer.
- Why does the fox call Smallpaw a 'furry biscuit' and a 'yummy little kitten'? Does he just want to tell the kitten a story?
- Do you think Smallpaw is a brave kitten? Discuss.
- How do you think Smallpaw felt when the fox leapt forward to eat her?
- Who saved Smallpaw from the fox? How did they rescue the kitten?
- Did the fox do anything wrong? Give reasons to justify your answer.
- What does the cat mean when she says 'That doesn't HAVE to be the end of your story...A cat with courage makes her own story.'?
- Smallpaw had a wonderful time outside in the garden. Predict what she might have done. Create illustrations in the style of the illustrator to share your ideas.

- Why was Mrs Worrykin thankful to see Smallpaw? Think of words to describe her emotions.
- What does Smallpaw do every evening?
- What does Mrs Worrykin leave in the garden by the cat flap? Why?
- Predict why Smallpaw might leave the saucer of milk half-full.
- What do Tantrum O'Furrily's hungry kittens realise by the end of the story?
- How does the ending of the story link to the beginning?
- Explain why the author has called the kitten 'Smallpaw' and her owner 'Mrs Worrykin'.
- Find a moment in the story when Smallpaw feels happy, lonely, bored, frightened, curious, brave, shocked etc. Explore other emotions felt by the character at different points of the story.
- Describe each of the characters in no more than ... words.
 - Smallpaw
 - Fox
 - Mrs Worrykin
 - Tantrum O'Furrily
- At the beginning of the story stray cats are perceived as bad. Do you agree?

POST READING

- What was your favourite part of the story? Give reasons for your opinion.
- What do you like about the illustrations? How do the illustrations add extra detail to the story?
- How do the illustrations show the personality of the characters?
- Is the story similar to one you have read before?
- Have you read another book where the main character is a cat? Discuss how the story was similar/different to 'The Story of Tantrum O'Furrily'.

- Would you choose to read more books by the same author and illustrator? Give reasons for your opinion.
- How does the author create suspense throughout the story?
- Why does the author use repetition?
'very, very lucky'
'And softly, softly, Smallpaw crept out of the kitchen... Softly, softly, Smallpaw walked down the hall... And softly, softly, she put her nose out of the cat flap and into the darkness...'
'Sniffing, sniffing, sniffing for a story just for her.'
'So Smallpaw came closer...and closer...and closer...AND...THEN SUDDENLY...everything happened very quickly.'
- Why does the author print some of the text in a different way? (capital letters, larger print, different font at the beginning and end of the story, creating a spiral shape as the stray cat and fox fight)

BEYOND THE BOOK

ENGLISH

AUTHOR TECHNIQUE

- Explore the meaning of unfamiliar words and phrases used by the author. Here are some examples you might consider:

stray	weaved	squeaked	comfy	gaze
dustbins	crept	lucky	delicious	flurry
courage	gutter	drainpipe	saucer	half-full
bored	swish	rob		

- Explore the language used by the author e.g. adjectives, verbs, adverbs, alliteration, similes, onomatopoeia. Make a note to use in own writing.
- Find words and phrases you like. Explain why you have chosen them.

- Explore the author's use of punctuation e.g. full stops, commas, exclamation marks, ellipsis, question marks, inverted commas. Have a go at writing your own sentences using the correct punctuation.
- Find the sentences used by the author which make statements, ask questions, express emotion and give commands.

EXPLORING CHARACTERS

- Write statements, questions, exclamations and commands for the different characters. Where possible, use examples used by the author as models for writing.
- Create speech or thought bubbles for different illustrations to show what the characters might be thinking or saying at different points of the story.
- Use the models provided by the author to write speech for the different characters using inverted commas.
- Character Comparison – create a venn diagram to compare similarities and differences between two characters from the text. A comparison could also be made between two characters from two different books where a cat is the main character.
- Identify the fact and fiction in an imaginary text. Create a chart to list the real and imaginary characteristics given to the cats in the story.

SAME STORY, DIFFERENT PERSPECTIVE

- Hot-seat the characters to explore different perspectives about the same event. Compose questions and think about the response each character would give.
- Create a diary summarising the main events of the story from the viewpoint of one of the characters, ensuring the 1st person, thoughts and feelings are explored.

DESCRIPTIVE WRITING

- Write character profiles for each character using descriptive words and phrases.
- Design and write a 'Wanted' poster for the fox. Use adjectives and similes in your description.
- Step in the book – describe what you can see, hear, touch and smell.
- Choose a selection of illustrations and write a caption for each to describe what is happening.

STORY WRITING

- Create a story map to show what the fox has been up to since running away from Tantrum O'Furrily. Write a recount of the events from the perspective of the fox. Alternatively, write a new story with the fox as the main character.
- Write a sequel to the book – what will be the next adventure of Tantrum O'Furrily? Plot your ideas on a story map before writing.
- Choose a nocturnal animal which Smallpaw could meet in the garden on one of her night time adventures. Using the same story structure of the book, write part or the entire story to show what would happen and how Tantrum O'Furrily would save the day.

NON-FICTION

The story takes place at night.

- Research a selection of nocturnal animals using a range of resources such as non-fiction books and the internet. Gather information about the animal's habitat, diet, lifespan, distinguishing features etc. Construct a digital presentation to communicate the information gathered. Group facts together under headings and sub-headings and select images including captions which will support the meaning of the text created.
- Research information about the moon and present findings to the class. This could be through a poster, fact file, presentation etc.

STORY TELLING

Smallpaw leaves the house in search of a story. Discuss the criteria needed to make a good story.

- Re-tell the story in your own words using puppets created by the pupils.
- Read or re-tell the story using volume and tone to create effect e.g. voices for the different characters, pauses to create tension, softer tone to create suspense.
- Link the story to own personal experience. Pupils to tell the group/class about a time when they were brave.

MATHS

- Sequence events in chronological order using language related to time e.g. next, then, before, after.
- Create a pictogram or bar chart to record the pupil's pets. What is the most popular pet in the class? What is the least popular pet in the class? How many pupils have a.....as a pet? How many pupils have a....or....as a pet? What is the difference between the amount of pupils who own a and a.....?
- Every evening, Mrs Worrykin leaves out a saucer of milk. Use this as a starting point to estimate and measure capacity (litres/ml) using a variety of measuring vessels.

MUSIC

- Play tuned and untuned instruments to create the different emotions and actions of the characters at different parts of the story.
- Create a tune for the cats to dance to on the rooftops at night.

SCIENCE

Light and Dark:

The illustrator creates shadows in his pictures.

Use this as a starting point to investigate about light and dark.

- Investigate different primary and secondary sources of light.
- Understand that light is needed to see things and that dark is the absence of light.
- Recognise that shadows are formed when the light is blocked by an object.
- Explore what happens to a shadow when the light source moves.
- Explore patterns in the way the size and shape of shadows change at different times of the day
 - when the sun is in a different position.
- Make a sundial.
- Match shadows to the object.
- Create shadow puppets.

What happens to the sun at night?

- Investigate day and night.
- Explore the movement of the sun across the sky.
- Study the moon phases and star constellations.
- Observe the difference between the day and night sky including dawn, dusk, sunrise and sunset.
- Investigate how astronomy contributed to the traditions and culture of many civilisations such as the Ancient Greeks, Mayans and the Australian Aboriginal and Torres Strait Islander peoples.

ART AND DESIGN

- Be inspired by the illustrator - create a silhouette of an animal, tree or building against a night sky.

DESIGN AND TECHNOLOGY

Cooking and Nutrition

At the beginning of the story Smallpaw is sat at a table for afternoon tea.

- Design and prepare the sandwiches and cakes for afternoon tea.
- Write instructions to explain how you made the sandwiches and cakes.