

# GO HOME, CAT! By Sonya Hartnett and Lucia Masciullo



F	1	2	3	4	5	6	7	8	9	10
		✓	✓	✓	✓					

Writing	
Ideas	✓
Organisation	✓
Voice	
Word Choice	✓
Sentence Fluency	✓
Conventions	✓
Presentation	



Reading	
Determining Importance	
Inferring	✓
Making Connections	✓
Predicting	✓
Questioning	✓
Summarising & Synthesising	✓
Visualising	

*Go Home, Cat!* By Sonya Hartnett and Lucia Masciullo is about a boy who finds some money and immediately heads to the lolly shop to spend it. He is followed by his pesky cat and is eventually forced to make a decision between buying his favourite liquorice and saving his cat.

## Writing

**IDEAS:** This is a story about a boy who **WANTED** something (liquorice) **BUT** his cat followed him to the shop **SO** he had to rescue his cat off the road and **THEN** he was happy to have his most favourite thing. After summarising this story, help students to brainstorm other stories following the Someone, Wanted, But So, Then structure. The end pages in this book include a hand drawn map of the village. Students can create a similar map in their writer's notebook and use this to create a story set in their own neighbourhood. **WORD CHOICE:** Tier 2 words, worthy of instruction: gazed, wailed, strolled, glossy, hurried, rumble, scooped, trundled, vanished.

**CONVENTIONS:** Use this as a mentor text to explicitly teach students how to punctuate their dialogue effectively. Study the dialogue in here and notice which marks the author has used and where. Have students experiment with adding dialogue to one of their writing pieces using a line from this text as a mentor.

## Reading

**MAKING CONNECTIONS:** This had Willy Wonka Charlie and the Chocolate factory vibes for me at the start of the story. What connections can you and your students make to this story? Do parts of this story remind you of any other stories / movies? **PREDICTING:** Start at the front cover- what do you predict will happen? What makes you think that? How does the boy feel about the cat? What evidence backs up your thinking? Adjust your predictions as you read through the story. **INFERRING:** What time period do you think this story was set in? Why? What evidence have you collected to inform your thinking? Where do you think this story is set? Why do you think that? What evidence can you find to support your answer? **SUMMARISING:** Try using the 'Someone Wanted But So Then' structure to summarise this story.