



This free resource pack includes:

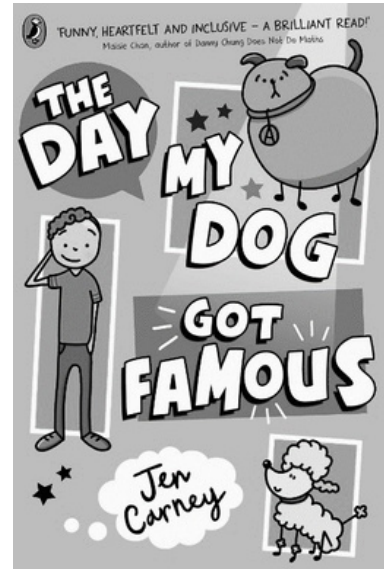
Section A (pages 2-25): Mixed comprehension questions and SPaG activities in chapter order

Section B (pages 26-27): Examples of opportunities for writing in chapter order

Section C (pages 28-29): Examples of drawing activities in chapter order

Section D (pages 30-37): Four full sample lesson plans with accompanying worksheets

Section E (pages 38-48): Eleven pages of 'Fun' activities



Should you wish your class / school to experience an author visit with me, either virtual or in-person, please visit my website and get in touch.

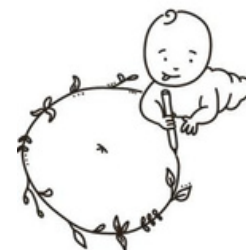
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Section A (pages 2-25): Mixed comprehension questions and SPaG activities in chapter order

## CHAPTER 1: DRUM ROLL PLEASE

Read pages 1-12 then answer these questions:



1. Look at this extract from page 2:

My mum says I was born holding a felt-tip pen and announced my 'artistic genius' by drawing the intricate ring of leaves that circle her bellybutton.

What does the word 'intricate' mean in this sentence?

2. Re-read this is extract from page 5:

*'Without further ado,' announces Miss Grogan, 'the winner of the end-of-term art challenge is . . .'* She flaps her hands up and down to silence the drum-rolling. Her eyes scan the classroom, stopping at my table. My stomach flips a somersault.

Why do you think Ferris's stomach flips a somersault?

3. What is Ferris's dream job?

4. Can you fill in the missing words from this speech bubble?

5. Why has Ferris drawn this cartoon?

6. How much does Ferris sell copies of The Hoot for?

7. Can you insert the punctuation that has mysteriously disappeared from this extract:

Destiny examines The Hoot and nods her head Just as I thought Flimsy And the perfect size to

put through Daddy's shredder Harmony will love pooing on this

8. On page 12, why does Ferris say he needs every penny he can get?

9. Based on this chapter, what adjectives would you use to describe Destiny Dean?



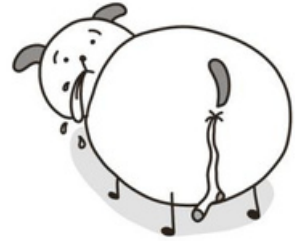
Note for teachers: There is a short writing task included for this chapter on P.26 of this resource pack.



CHAPTER 2: ANYONE FOR A MR WHIPPY?

Read pages 13-21 then answer these questions:

1. Why is the chapter entitled Anyone for a Mr Whippy?



2. Five apostrophes have been stolen from this passage. Can you put them back? Check your answer by looking at page 13.

I jog to the gate to see whats going on and stop dead when I see my dog, Aldo. Its not that he's panting like hes just completed a marathon that shocks me. Nor that his tongue is hanging from the side of his mouth like a slice of raw bacon. But because theres one leg of a pair of pink tights dangling out of his bottom.

3. What type of apostrophes have you just inserted? (Circle a or b)

- a. apostrophes to show possession
- b. apostrophes to show where letters have been missed (contraction)

4. In the above passage, what is 'like a slice of raw bacon' an example of? (Circle your answer)

- a. Metaphor
- b. simile
- c. personification

5. Think about situations that make people feel out of breath then re-write the sentence below with an alternative simile to the one underlined:

It's not that he's panting like he's just completed a marathon that shocks me...

6. Ferris experiences many different emotions in this chapter. Can you identify three of them and when they occur?

- 1.
- 2.
- 3.

Note for teachers: There is a sample full lesson plan "EXPLORING EMOTIONS" included for this chapter on pages 30-31 of this resource pack.



CHAPTER 3: A SPOT OF WIND

Read pages 22-27 then answer these questions:

1. Re-read this extract from P.23:

They're probably right, but I tell them they should be grateful I'm supplementing my best friend's meals with actual food so we don't have to install locks on our underwear drawers.

a. Why does Ferris say this to his mums?

b. What type of apostrophe is used in the phrase underlined? Circle your answer:  
an apostrophe to show possession an apostrophe to show a contraction

c. From the above extract, identify...

a. A noun..... b. A verb.....

2. Look at the comic strip on p.24. In what two ways does ASTOUNDDOG use his wind?

- 1.
- 2.

3. Re-read this passage:

Five minutes later, despite my plan to spend my pre-breakfast alone-time cartooning in bed, I realize I'm going to have to relocate. My nostrils have pretty much hardened to the smell of rotten eggs. Mixed with the terrible smell of Miz's Dandelion Delight candle, I'm in danger of suffocating.



a. In the passage above, what does the word relocate mean?

b. Using the above passage to help you, write down three synonyms for the word 'terrible'.

1: 2: 3:

c. By whom was Ferris inspired to draw his comic strip, 'The Vanishing Car'?

d. What is the phrase 'oh joy' an example at the end of the chapter? Circle your answer.

sarcasm a rhetorical question onomatopoeia

Note for teachers: There is a short creative writing task included for this chapter on P.26 of this resource pack.



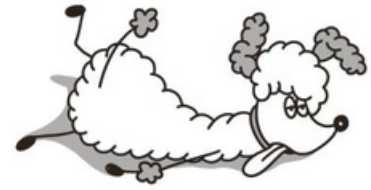
CHAPTER 4: OH POO(DLE)

Read pages 28-39 then answer these questions:

1. Re-read the extract below:

Good job she finished with play dead. The poor poodle looks like it needs a prolonged rest after performing that routine.

What does the word prolonged mean?



2. Read this extract from p.26:

As you can tell, not only is Destiny Dean a massive show-off, she's completely deluded. And her patronizing tone riles me.

Can you use arrows to match the words from the text to their meanings?

deluded make (someone) annoyed or irritated patronizing believing something that is

not true

riles apparently kind or helpful but betraying a feeling of superiority; condescending

3. Can you correctly insert speech marks into the extract below?

DEAL! I yell.

Destiny raises her eyebrows and laughs. May the best dog win! she sings as she skips inside

her house.

Yeah! I shout, before the reality of what I've let myself in for dawns on me.

4. On P.37, Destiny says, 'I can't wait to see what the world thinks of Aldo!' What is she insinuating?

5. At the end of this chapter, Ferris is so worked up that he agrees to a deal and then immediately regrets it. What do you think he should do now?



## CHAPTER 5: DEAL DODGING DILEMMA

Read pages 40-45 then answer these questions:

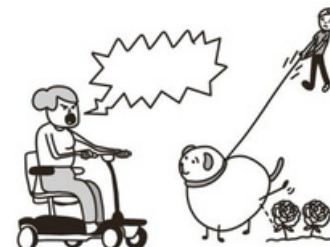
1. What is the title of this chapter an example of? Circle your answer.

onomatopoeia alliteration irony

2. What is painted on Ferris's bedroom ceiling?

3. What's the full name of Ferris's next-door-but-one neighbour?

4. Look at this sentence from page 42:



When he's got himself comfortable, he resembles a particularly hairy baby snuggled up in a hooded bath towel.

a. In the above passage, what does the word resemble mean?

b. Write down two adjectives and one noun from this sentence.

c. Can you identify the adverb in the above sentence and put a circle around it?

## CHAPTER 6: UPCYCLED UNDERPANTS

Read pages 46-51 then answer these questions:

1. Look at this sentence from page 46:

Getting someone else to put in the hard work with Aldo while I concentrate on *The Hoot* sounds right up my street.

a. Why is *The Hoot* always in italics?

b. What does Ferris mean by 'right up my street'?

c. What does the sentence tell us about Ferris?



2. How much pocket money does Ferris get each week?

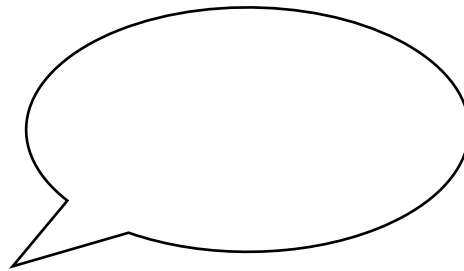
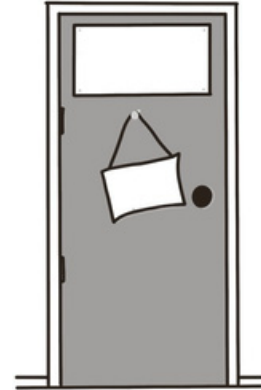
Note for teachers: There are some examples of drawing activities for this chapter on page 28 of this resource pack



CHAPTER 7: THE PURPLE ROOM

Read pages 52-57 then answer these questions:

1. Why is Ferris anxious about Tia coming to be fostered?
2. Can you add the correct words to this picture?
3. Look at P.55. What does Ferris hope Tia might say by way of introducing herself? Write it in this speech bubble:



4. Look at the comic strip at the bottom of P.55. What does it tell you about how Ferris's relationship with his foster sister, Keely, has developed since she arrived?
5. What sentence on P.56 tells us that Ferris thinks Princess Foo-Foo is very talented?
6. Identify four things that are definitely in Ferris's garden.


7. Who is AJ?
8. How does Ferris feel about AJ?

Note for teachers: There are three short creative writing tasks included for this chapter on P.26 of this resource pack.



CHAPTER 8: ASTOUNDING INSPIRATION

Read pages 58-64 then answer these questions:

1. Look at this sentence from P. 61:

His eyes widen, frothy slobber forms at his muzzle and his tail whizzes like the second hand of a time traveller's watch.

What is the underlined phrase an example of? (Circle your answer)

Metaphor simile personification



2. Look at the cartoon on the bottom of page 64.

a. How is Ferris feeling now?

b. What two things is he worried might prevent him from drawing his comic?

Note for teachers: There is an example of a drawing activity for this chapter on P.28 of this resource pack.

CHAPTER 9: NOT REALLY

Read pages 65-69 then answer these questions:

1. What colour are Tia's eyes?

2. How old are Ferris and Tia?

3. Why is it ironic that Ferris's surname is Foster?



4. What does Tia have in her suitcase?

5. Why do you think Tia just keeps saying Not Really?

Note for teachers: There is an example of an extended writing activity for this chapter on P.26 of this resource pack.





CHAPTER 10: SAUSAGES

Read pages 70-76 then answer these questions:

The door flies open. 'How old are you, Ferris? Six? I don't care if there are balloons and party poppers and an inflatable dinosaur performing magic tricks. When I'm hungry, I'll make my own food. Now. Get. Lost.'

1. What does the passage above tell us about Tia?
2. What does Grandpa offer Ferris when he arrives?
3. Why do you think Tia has been crying?
4. What happened to the sausages?
5. Why does Ferris suggest to Tia that she hides her phone?



Note for teachers: There is an example of an extended writing activity for this chapter on P.26 of this resource pack.

CHAPTER 11: BANKIE

Read pages 77-84 then answer these questions:

1. What is BANKIE?
2. How long did Ferris spend trying to teach his grandpa how to Floss?
3. How old is Aldo in dog years and in human years?
4. Why does Ferris look suspicious in this picture?



Note for teachers: There is an example of a short creative writing activity for this chapter on P.26 of this resource pack.



CHAPTER 12: WHERE ARE MY PANTS?

Read pages 85-88 then answer these questions:

1. Write a list of all the equipment Ferris used to try to make Aldo seem extraordinary.
2. What does Ferris mean by 'By bedtime, I'm ready to throw in the towel.'



Note for teachers: There is an example of an extended writing activity for this chapter on P.27 of this resource pack.

CHAPTER 13: UNLESS WHAT?

Read pages 89-96 then answer these activities:

1. Why can't Ferris try playing Connect 4 with Aldo?
2. Why do you think Ferris considered covering the Operation tweezers with cheese sauce?
3. Why was Ferris glad none of the people he met at the last 'party' wanted to adopt Keely?
4. In this sentence 'I'm going to have to bite the bullet and hope I don't put her off.' What is 'bite the bullet' an example of?



An idiom A fronted adverbial A gun

5. Can you sign 'More' in Makaton sign language?

Note for teachers: There is a sample full lesson plan 'COMMUNICATION' included for this chapter on pages 32-33 of this resource pack.



CHAPTER 14: APPARENTLY, I'M WELCOME



Read pages 96-106, then answer these questions:

1. Re-read this extract from pages 96/97:

She picks up the football, flips my skateboard with her toe, jumps on the platform and proceeds to board between the swing and the trampoline, executing perfect headers all the while.

a. In the above passage, what does the word proceeds mean?

b. Can you think of a synonym for the word executing?

c. What adjectives could you use to describe Tia?

2. Can you identify what these Makaton signs mean?



3. Keely's BANKIE is her most precious possession. Predict how Ferris will prevent having to give it to Destiny.

Note for teachers: There is an example of an extended writing activity for this

chapter

on P.27 of this resource pack.



## CHAPTER 15: POO BAGS

Read pages 107-117 then answer these questions:

1. At the bottom of page 109, Mr Dean ignores Destiny. How do you think this makes her feel?

2. 'Show not tell' is a great way to make your writing better. What do the following extracts from this chapter tell us about how the character was feeling?

Before the vein throbbing in Tia's neck Tia is feeling...

has a chance to pop...

I roll my eyes... Ferris is feeling...

...she quickly changed the subject... Tia was feeling...

I swallow the lump that forms in my Ferris is feeling...

throat...

3. From this chapter, can you identify one thing Ferris likes about his parents being foster carers and one thing he finds difficult.

4. On page 115, when Ferris says, 'Well, I hope it was paint. You never know.' then draws this cartoon, what is he insinuating it could have been?!



## CHAPTER 16: HAVOC

Read pages 118-125 then answer these questions:

1. What five pieces of play equipment are on the playground?

2. Do you think Ferris will be cheating if he uses the video Tia has made? Why, or why not?

Note for teachers: There is an example of a drawing activity for this chapter on P.28 of this resource pack.





CHAPTER 17: NON-STOP FILMING

Read pages 126-133 then answer these questions:

1. How many more likes does Destiny have than Ferris?
2. Where is Tia at this point?
3. Why does Ferris put the word party in inverted commas here: As Miz has taken Keely to another 'party'...

4. Why do you think Grandpa looks over the top of his glasses and not through them?



5. Underline the nouns, circle the verbs and tick the pronouns in the passage below?

I close the door to contain Aldo, then remind Grandpa about Destiny's challenge, being careful to avoid mentioning the possible loss of bankie. Pausing my video recorder to show him the football clip on YouStream, I'm delighted to discover it now has ninety-one likes! Eek. I can almost feel the d-5000 in my hands.

6. What does Grandpa say Aldo's talent is?

7. The last sentences of this chapter say:

My dozy dog has just executed a perfect backflip. On to my skateboard. And I've caught the whole thing on camera.

Before you read the next chapter, write down how you think Aldo has managed to do a backflip onto Ferris's skateboard?

Note for teachers: There is a sample full lesson plan 'TALENTS' included for this chapter on page 34 of this resource pack.



CHAPTER 18: FLIPPIN' HECK!

Read pages 134-137 then answer these questions:

1. Why does Ferris drag Tia upstairs before she's even had time to remove her coat?
2. Grandpa says that Aldo has been 'sneezing like a good 'un for the past half an hour.'  
Have you got any theories on why Aldo might have been sneezing a lot for the past 30 minutes?



CHAPTER 19: WHOOP!

Read pages 138-144 then answer these questions:

1. Ferris says that he and Tia 'jump around my room like toddlers in a party room filled with free cake.'  
Can you replace 'like toddlers in a party room filled with free cake.' with an alternative simile?

They jumped around the room like.....

2. Do you think it's okay to tell lies on the internet?
3. Can you correctly insert speech marks in the passage below

I laugh. Sounds good to me.  
 For now, though . . . Tia peers around my room. Just post a video of anything to keep your fans happy.  
 My fans?  
 Yeah, a clip that'll make people keep checking your channel.  
 She grabs a sketchpad off my desk. I know. Give me your phone.



4. From, the passage above, which word is closest in meaning to 'looks'?

CHAPTER 20: AND . . . RELAX

Note for teachers: There are no comprehension activities provided for this chapter. Instead, here is an opportunity for drama: Read pages 145-149. In groups of 4, act out the section of this chapter that is set out like a play. Whoever plays Ferris might not say anything, but remember that reacting is an important part of acting.



## CHAPTER 21: HELP WANTED

Read pages 150-153 and answer these questions:



1. Why does Tia want to make some money?
2. What is Ferris's opinion of his mum's cakes? Can you give a P.E. answer – make your point then provide evidence from the text to back it up.  
P:  
E:
3. Why does Ferris get a funny feeling in his tummy when Miz says she's going to send Jo Jo some new photos of Keely?

Note for teachers: There is a writing activity included for this chapter on P.27 of this resource pack.

## CHAPTER 22: WATER WATER EVERYWHERE

Read pages 154-163 then complete the following:

1. What does this cartoon tell us about Miz?



2. Re-read this part of the chapter:

Although Destiny's smiling, her eyes are sad – like she'd love nothing more than to join in with the fun. I suddenly feel kind of sorry for her always being on her own.

- a. Do you think Destiny is lonely?
- b. Can you think of any other instances from previous chapters to back your answer up?

3. At the end of this chapter, everyone in Ferris's family is upset with him. What does he do to calm himself down?

4. Which of these words would you use to describe Aldo? Circle as many as you like.  
Loyal friendly aggressive caring talented mean

Note for teachers 1: There is a drawing activity included for this chapter on P.28 of this resource pack.

Note for teachers 2: There is a sample full lesson plan 'COOL COMICS' included for this chapter on pages 35-37 of this resource pack.



CHAPTER 23: BEEPETY BEEP DING!

Read pages 164-168 then answer these questions:

1. Ferris thinks the invitation to take Aldo to an audition is ‘...the answer to all our problems!’ Why?

2. This cartoon illustrates Ferris’s idea of how the audition might go.

Predict what YOU think will happen before you read the next chapters.



CHAPTER 24: DESTINATION REACHED

Read pages 169-177 then answer these questions:

1. Read this sentence:

Writing and signing a letter of permission on her behalf was basically my way of saving her another job . . .

What are the dangers of Ferris doing this?



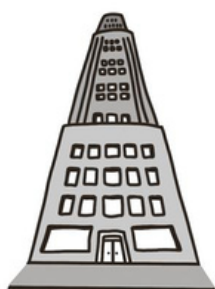
2. What do you think is the main reason Ferris wants the audition to go well?

3. What is the name of the company looking for a canine actor?

4. If you post a video online, who can see it?

5. In the passage below, can you underline the homophones that have been incorrectly used?

I squint towards were she’s indicating and can just about make out a couple of figures hunched over a monitor. I’ve know idea if they can sea me, but I wave politely. First impressions count, write?







CHAPTER 25: THE IMPORTANCE OF EATING BREAKFAST

Read this chapter (p. 178-183) then answer these questions:

1. What happens when Ferris unclips Aldo's lead?
2. List (or draw) as many things as you can that are on the buffet table:

3. What is the underlined part of this sentence an example of?

I glance at Tia, panic rising inside me like water in a fast-running bath.

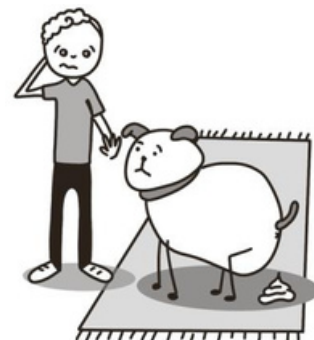
4. In the sentence below, underline the word that means 'uses':

'Right, Ferris!' shouts Polly, using the same voice my teacher employs when she's pretending she's calm.

5. On page 181, why do you think Tia's voice wobbles as though she might cry?

6. Why should you not believe everything you see on the internet?

7. How do you think Ferris is feeling at the end of this chapter?





## CHAPTER 26: FLIPPIN' GREAT

Read this chapter (p. 184-190) then answer these questions:

1. Why does Ferris have a headache and itchy eyes at the start of this chapter?
2. What did Destiny post on YouStream yesterday?
3. Re-read this extract:



Leaving Tia to get dressed, I return to my own room and spend ten minutes making the final frame from Astoundog's Wake-board Adventure into a flip book. I record myself flipping through it, then type: When my channel has 1,000 likes, I'll post the live show. Desperate times call for desperate lies. And maybe this will buy me a bit of time.

- 4) Is Ferris doing the right thing here? Give a reason for your answer.

Re-read this extract:

Same Time. Same place. Ian and Marnie have been looking again at your YouStream channel. They've come up with an idea that they could get a

voiceover

artist to say, 'Buy Chump. It's Flippin' Great.' So be prepared. If Aldo can perform his backflip for us on camera, the job's yours.

I send a thumbs-up emoji, then pull Aldo to Tia's room to share the good news.

- a. Underline a proper noun.
- b. Circle three apostrophes that show a letter has been missed out.
- c. If you were Ferris's friend and he shared this message with you, what would

you

tell him to do?



CHAPTER 27: SMELLS AND SNEEZES

Read this chapter (p. 191-199) then answer this question:

1. In a warranted stroke of bad karma, our own nostrils are immediately attacked. By another terrible smell.

What does the word warranted mean in the above sentence?

2. On page 197, why does Keely say 'GEN'?



3. On page 197, why do you think Ferris slow-blinks?

4. Circle the fronted adverbial in the sentence below:

Soon, Mum rushes upstairs with six toilet rolls and Keely's bankie.

CHAPTER 28: DOGAPULT

Read this chapter (p. 200-206) then complete these activities:

1. Whose tomatoes are growing in the back garden?

2. Can you add the missing speech marks in the passage below:

You can backflip? I ask, although this new information doesn't surprise me.

Yeah.

Hang on, I say. I have an idea.

3. Why do we use speech marks in stories?

4. Find and copy the simile from page 204.

5. Why does Ferris say he'll go with Tia to Mrs Smythe's even though he's scared of her?

6. Make a prediction of what Ferris's new idea is before you read the next chapter.





## CHAPTER 29: BROKEN

Read this chapter (p.207-211) then answer these questions:

1. You should see the way he imitates me when I'm sad. Like when baby Maximillian left us to go to live with his new dads when I was seven; we lay on my bed together for a good hour after that goodbye, both our heads under one pillow.

In the passage above, can you:

- A. Underline one proper noun?
- B. Circle one regular noun?
- C. Write down a synonym for imitates?



2. What does the passage above tell us about Aldo?

3. Keely giggles. Aldo wags his tail. Tia rolls her eyes.  
Underline the verbs in this sentence

4. How do you think Ferris is feeling at the very end of this chapter?

## CHAPTER 30: SHAKEN AND TEARY

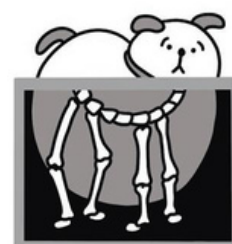
Read this chapter (p.212-215) then answer these questions:

1. Aldo's tail is uncharacteristically still.

What does this sentence tell us about how Aldo usually behaves on car journeys?

2. Why did Ferris's mums originally adopt Aldo?

3. Why does Ferris burst into tears at the end of the chapter?



## CHAPTER 31: NASAL BLOCKAGE

Read this chapter (p.216-219) then answer these questions:

1. The vet puts his hand on my shoulder.

Circle the preposition in the sentence above

2. What is probably stuck up Aldo's nose?





### CHAPTER 31: CONFESSION TIME

Read this chapter (p.220-228) then answer these questions:

1. What does TLC mean?
2. When Aldo arrives home, what promise does Ferris make?
3. Of all his mistakes, what does Ferris feel the most terrible about?
4. How many likes does Destiny have on her YouStream channel at this point in the story?

5. What relation was Eileen to Ferris?

6. At the end of this chapter, Tia says, 'Ferris has one last YouStream video to make and he's going to need our help.'

If you were Tia, what YouStream video would you be suggesting he make and why?



### CHAPTER 32: THE MOMENT OF TRUTH

Read this chapter (p.229-231) then answer these questions:

1. Who is filming the video?
2. In what order do people speak on the video?
3. At bedtime, I put my phone on silent, help Aldo climb under my duvet and sleep like a log until . . .
  - a. Can you circle a preposition in the sentence above?
  - b. With what does the word duvet rhyme? Circle your answer:  
Bouquet Shove it new vet
  - c. What is 'sleep like a log' an example of? Circle your answer:  
Noun fronted adverbial simile
4. Before you read the next chapter, predict what you think will happen next.

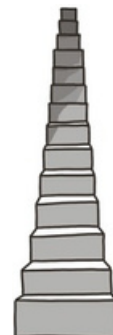




### CHAPTER 32: #AVERAGEALDO

Read this chapter (p.232-236) then answer these questions:

1. How many likes does Ferris's new video have?
2. What phrase is trending?
3. What does the acronym ASAP stand for?
4. Do you think Ferris's mums will let them take Aldo to audition again. Give reasons for your answer.



### CHAPTER 33: ACCIDENTAL AVENGER

Read this chapter (p.237-241) then answer these questions:

1. Re-read this extract from p. 238-239

I lie back on to the grass, trying not to think about the day I'll have to say goodbye to my little sister, and spot Destiny spying on us from her bedroom window. Her arms wrapped around her body, she looks positively depressed. As soon as she clocks I've spotted her, she backs away. A few minutes later, I overhear her shout to her dad, asking him if he'll play Hide-and-Seek with her and Foo-Foo. I hear Mr Dean's reply too: 'Not now, sweetheart. I'm working.'



- a. What class of word is on? verb adjective noun preposition
- b. What class of word is grass? verb adjective noun preposition
- c. What class of word is trying? verb adjective noun preposition
- d. What class of word is little? verb adjective noun preposition

e. Why does Ferris not refer to Keely as his foster sister?

f. Put yourself in Destiny's shoes. Why do you think she's sad?

Note for teachers 1: There is a drawing activity included for this chapter on P.33 of this resource pack.



### CHAPTER 34: FAMILY TIME

Read this chapter (p.242-247) then answer these questions:

1. What is BEEPETY-BEEP DING! An example of? (Circle your answer)

Onomatopoeia Homophone Metaphor

2. Which of Ferris's skills have improved since Tia's arrival?

3. "By the time we've reached sixty-nine, Aldo's dizzy and Keely's bored. Tia clocks this and kicks the ball to me. 'Your turn!'"

In the passage above:

a. What of these words could replace clocks? (Circle your answer)

notices stopwatch ignores

b. What two words have been contracted to make the word we've?

4. Ferris says he bets he can guess why Destiny is crying. Tia has other ideas. Why do you think Destiny is upset?



### CHAPTER 35: LIGHTS CAMERA ACTION

Read this chapter (p.248-250) then answer these questions:

1. What does Beano mean by 'One take wonder'?



2. How much money is it going to cost for Tia's nan's stairlift?

3. Why is Tia crying at the bottom of page 249?

4. Look at the comic strip on p.250, what does Ferris's joke that Tia will miss the most?



CHAPTER 36: TA TA TIA

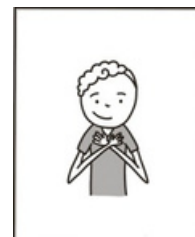
Read this chapter (p.251-254) then answer these questions:

1. Tia mirrors Keely's sign for 'love', then pretends she has something in her eye...

Why do you think Tia pretends she has something in her eye?

2. Why does Ferris stifle a laugh when Mum gives Tia these cakes?

3. How do you think Destiny feels when she overhears Ferris telling his mums that family is tons more important than stuff?



CHAPTER 37: D DAY P.255

Read this chapter (p.255-265) then answer these questions:

1. It's the last day of the spring holidays and I've come to the front step to draw. Aldo's beside me. We agreed that avoiding the BIG CLEAN Mums are doing in preparation for our next arrival was a good plan.

a. What does this tell you? Tick your answer:

Ferris's mums have decided not to foster any more children

Ferris doesn't like cleaning

Ferris is looking forward to going back to school

2. What does Tia compare her nan's stairlift to?

3. Find the message that's missing from this picture and write in it:

4. Right on cue, Destiny exits her house.

a. In the above sentence, circle the fronted adverbial.

b. In the above sentence, which word means 'comes out of'?

c. In the above sentence, underline the proper noun?

5. At the bottom of page 257, why does Ferris compliment Destiny?

6. How does Aldo feel about being an 'online superstar'?

7. Why did Destiny not want Ferris to give up on the challenge?







CHAPTER 38: ONE WEEK LATER

Read this chapter (p.266-270) then answer these questions:

1. Which ten people are in the living room during this chapter?
2. When Tia says: 'Our hero's big day!' to whom is she referring?

3. Why does Ferris draw this cartoon?



4. How do you think Ferris feels at the very end of the story?

5. Now you have finished the book, answer these questions by circling the most appropriate response:

a. Who is the protagonist of the story?

Jen Carney Destiny Dean Ferris Foster

b. Who is the antagonist in the story?

Jen Carney Destiny Dean Ferris Foster

c. Who is the author of the story?

Jen Carney Destiny Dean Ferris Foster

d. Who is the narrator of the story?

Jen Carney Destiny Dean Ferris Foster

e. What genre is this story?

Horror Mystery Comedy

Note for teachers 1: There is a writing activity for this chapter on P.27 of this

resource  
pack.

Note for teachers 2: There are a range of fun activities on pages 38-48 of this resource pack which you might like to share with the children now they have finished the book!



**SECTION B** (pages 26-27): Examples of opportunities for short and extended writing

activities

in chapter order

1. CHAPTER 1, DRUM ROLL PLEASE: Ferris's dream is to become a cartoon / comic strip artist. What is your dream job be? Write a paragraph explaining what you would like to be when you grow up, include your reasons why and what you think you could do to help you achieve this dream.

2. CHAPTER 3, A SPOT OF WIND: Miz lights a candle that has the fragrance DANDELION DELIGHT. Can you invent some other candle scents that would probably smell terrible? Use alliteration and irony if you can e.g., Fabulous Farts.

3. CHAPTER 7, THE PURPLE ROOM:

a. Cal likens Ferri's mission to transform Aldo as a: task as impossible as getting toothpaste back into its tube

Write as many alternative similes as you can that could finish the sentence 'This is as impossible as...'. Your ideas should help a reader to conger up an image of something impossible to achieve.

b. Ferris hopes Tia might introduce herself by suggesting they eat his favourite snacks together while they do they thing he loves the most. Imagine your family is going to look after someone of your own age that you've never met. Write what you'd love them to say when they arrive in a speech bubble, like Ferris has done on P.55.

c. Rewrite the final sentence of this chapter (Our toddler's paradise gives me my first genius idea. Who wouldn't like a video of a dog on a trampoline?) but refer to something else Ferris has mentioned is in his garden. Use your imagination to conger up a fun image.

4. Chapter 9, Not Really: Write Chapter 9 in character as Tia. Start from the point you arrive in Ferris's home and finish at the point you're left alone in your new bedroom. As well as describing what happens and who you meet, make sure you include how you feel.

5. Chapter 10, Sausages: Pretend you are the bald man in the cartoon on P. 76. Write a letter of complaint to the bus company about your journey.

6. Chapter 11, BANKIE: Imagine Tia hadn't been interrupted when she says: 'From what your mum said about this Foo-Foo dog, it sounds like you're wasting your time. Unless ...' finish her sentence and describe what she suggests.

7. CHAPTER 12, WHERE ARE MY PANTS?: Plan and write a short story entitled 'My Worst Nightmare'.



8. CHAPTER 14, APPARENTLY, I'M WELCOME: After reading this chapter, write a diary entry as Ferris. Make sure you include what happened and how he's feeling.

9. CHAPTER 21, HELP WANTED: From what you have read so far, make a character profile of Ferris, Tia or Destiny. Include what their personality is like, what they look like, information about their family, their likes and dislikes etc. If you can, back up your points with evidence from the text.

10. CHAPTER 32: #AVERAGEALDO: Reflect on the success of Ferris's honest post. Write three very honest social media posts about yourself or your family pet that don't reveal any personal information about what your name is or where you live. Here's mine: Sometimes I forget how old I am.

11. CHAPTER 38: ONE WEEK LATER: Write a book review of THE DAY MY DOG GOT FAMOUS. Include a star rating, who your favourite character was, the comic you liked best and to whom you would recommend it.



SECTION C (pages 28-29): Examples of opportunities for drawing activities in chapter order

NOTE: For the activities that include comic strips, there is a ~~template on P.46 of this resource pack if required~~

CHAPTER 6, UPCYCLED UNDERPANTS:

a. Re-read the testimonial written by Lucy from Letchworth on p.47 then use your imagination to draw Lucy and her disobedient dachshund. (A dachshund is also known as a sausage dog.)

b. Re-look at the Make Do and Mend cartoon on p.50.

Can you use your imagination to draw another Make Do and Mend cartoon or comic strip on a separate piece of paper?

Think about something Ferris needs and how his mums might react, or how they might try to solve his problem in an embarrassing way.

CHAPTER 8, ASTOUNDING INSPIRATION:

Look at the cartoon 'The Things Mums Say' on p.62.

On a separate sheet of paper, can you draw a cartoon about ~~something your parent or carer says that isn't always true.~~

CHAPTER 16, HAVOC:

On page 122, Ferris has drawn a podium of things that scare him.

Can you draw one for three things that scare you?

CHAPTER 22, WATER WATER EVERYWHERE:

Ferris's mums are careful with their money and environmentally friendly.

Think of a funny thing they might say or do (e.g., making Ferris carry their weekly shopping on his head so they don't have to buy a plastic bag, or trying to fry an egg on their car bonnet so they don't have to use gas or electricity) then draw a single frame cartoon to represent your idea.



NOTE: For the activities that include comic strips, there is a template on P.46 of this resource pack if required

#### CHAPTER 31, CONFESSION TIME:

In this chapter, Ferris describes how he makes the following into a comic strip:

'I'm much calmer by the time I start my fourth picture: Aldo drooling while he watches Mum fry sausages. I turn this one into a full-on comic strip. Mum slips on the drool and a sausage flies into Aldo's mouth. The end frame is Aldo winking as though this was his cunning plan from the start, and in no way was he merely trying to make a finger of pork teleport from the pan into his mouth by the power of a prolonged stare.'

We never see the cartoon. Can you have a go at drawing it?

#### CHAPTER 33: ACCIDENTAL AVENGER:

Use the passage below as inspiration to draw a comic strip entitled:

'Free Hats for babies!'

'Remember last week at the park?' adds Tia. 'I can just imagine a comic strip of Aldo accidentally giving a load of odd hats to babies, as he crashes around a play area!'

#### CHAPTER 37, D DAY:

Using your knowledge of Aldo, can you draw a comic strip or a cartoon that could be part of Ferris's Average Aldo series.

#### CHAPTER 38, ONE WEEK LATER:

Ferris is worried he's going to be a guinea pig for Miz's new business: 'a website that my mum intends to use to share her money-saving, planet-protecting tips may involve too much Making-Do and Mending for me ...'

He draws a cartoon about it on page 267. Can you draw a different cartoon representing Ferris's worries?





Section D (pages 30-37): Four full sample lesson plans with accompanying worksheets

## EXAMPLE LESSON 1: EXPLORING EMOTIONS

NOTE: This lesson is best completed after reading 'Anyone for A Mr Whippy?' (P.13-21)

Objective: To explore emotions

Outcomes: A list of emotions, a completed worksheet matching passages to emotions, a discussion about looking for the positives in each day, a list of three positive things about your day so far, a drawing of a time you were happy

Starter activity: Show the class a range of facial photos or emojis. Their job is to identify the emotion which can be listed on a whiteboard as an aid for the rest of the lesson

Activity 2: If necessary, re-read chapter two then discuss the fact that Ferris goes through a lot of emotions in this chapter. Talk through worksheet 2. In groups, can the children write an appropriate emotion against each extract in section A?

Activity 3: As a class, re-read this passage from p.17:

It's only a ten-minute walk from school to our house. Even though I sometimes wish Mum would collect me in the car, sauntering along in the fresh air with Aldo improves my mood this afternoon. Especially when Mum asks me, as she always does, to tell her three good things that happened at school. I guess it's not been a completely terrible day: I sold every single copy of The Hoot I took into school; Cal gave me a finger of his Twix at lunchtime; and  
I rather enjoyed watching Mr Yee, our head teacher, trip over his own shoelace in assembly this morning!

Class discussion: Why do you think Ferris's mum always asks him to list his 3 good things? Why might looking at the positives parts of a terrible day might be helpful for someone.

Individual activity: Children to complete sections B and C of worksheet 1. (Think about your day so far. Can you write down three good things, however small, about it? Draw a picture of yourself doing something that makes you happy.)

EXTENSION ACTIVITIES:

- Write in character as Destiny, what might she identify as her three good things on this day?
- Create a 'good things' diary over the next week. Every night, before you go to sleep, write down three good things about your day.



Worksheet 1 NAME: \_\_\_\_\_

SECTION A: Can you write an appropriate emotion against each extract from chapter 2?

Word bank: amused, intrigued, proud, excited, panicked, embarrassed, shocked, full of dread, disappointed, hopeful, offended,

Across the playground, I spot Mum at the gate looking flustered. That's actually not an unusual look for Mum, but she doesn't usually attract such a crowd.	
I jog to the gate to see what's going on and stop dead when I see my dog, Aldo. It's not that he's panting like he's just completed a marathon that shocks me. Nor that his tongue is hanging from the side of his mouth like a slice of raw bacon. But because there's one leg of a pair of pink tights dangling out of his bottom.	
I bend to give him a kiss, and laugh, 'What have you done now, boy?'	
I glance at his bottom, then look at Mum. They're stuck!	
Oh blimey. He's NEVER declined a biscuit before. He must be in real pain.	
I kneel on the pavement and give him a cuddle for being brave.	
That's when I notice Destiny Dean staring at us from the passenger seat of her dad's flashy new car.	
'It's because your real-life dog's a loser, just like you.'	
We pile into the house and Miz dashes upstairs, returning a moment later with a parcel wrapped in brown paper. 'We've been saving this for your next birthday, but ...'	
My heart pounding, I fumble with the string.	
Eventually managing to untie the knot, I tear the brown paper and reveal ... ... a book about cartooning.	

SECTION B: Think about your day so far. Can you write down three good things, however small, about it?

1	
2	
3	

SECTION C: Drawing makes Ferris happy. On the back of this sheet, draw a picture of yourself doing something that makes you happy.



## EXAMPLE LESSON 2: COMMUNICATION

NOTE: This lesson is best completed after reading up to page 94.

Objective: To explore communication methods

Outcomes: A list of ways people communicate, a discussion about inclusion and Makaton, a

persuasive letter, a demonstration of signing their own name using the

Starter activity: Ask the class to name ways in which they communicate e.g., by talking, sending phone messages, writing notes, drawing pictures, using morse code, using facial expressions, emailing, hand gestures, different types of formal sign language etc.

Write the following on some scraps of paper (add more if you wish): sit down, stand up, quiet, good, yes, no, come here.

Invite volunteers to the front of the class to select a scrap of paper and make a silent gesture that would communicate their word or phrase for the rest of the class to guess.

Activity 2:

a. If necessary, re-read pages 88-95. On page 93, we learn that the Foster family use Makaton sign language to help Keely communicate.

b. Discuss what the children already know about Makaton sign language. (The children may remember Mr Tumble from CBeebies.)

To note: Makaton is a language programme that uses signs and symbols to help people communicate. It's similar to BSL in terms of gestures, but it is intended to ALWAYS be

used in

conjunction with speech. The Day My Dog Got Famous contains representation of some the signs from this system.

c. Introduce the word 'INCLUSION' using Worksheet 2

d. Ask the children what the benefits of using Makaton in school might be.

Task options:

1. Can the children write a persuasive letter to the head teacher of their school, outlining reasons why Makaton sign language should be taught and integrated into every class?

2. Can the children use Worksheet 2 to learn how to spell their name using the Makaton alphabet?

Lesson end:

Children to share their letters, or demonstrate how to sign their name in Makaton

Extension / homework activity:

Research Makaton online and learn how to say: 'Hello, my name is...'





# Worksheet 2 NAME: \_\_\_\_\_

## SECTION A

Read this passage:

Inclusion in education is a belief that ALL children, including those with physical, behavioural or learning disabilities, should be allowed to attend any school. Schools should ensure that ALL students are integrated into lessons and classrooms as much as possible, providing support and any accommodations they need to succeed alongside their peers as necessary.

Why might it be a good idea for your school to teach Makaton from reception class upwards and ask people to use it as much as they can?

## Makaton alphabet signs

### SECTION B

Here are the Makaton

signs

for each letter of the alphabet. Can you work

out

how to sign your name?

Once you can do it

without

looking at this helpful

picture, see if you can sign Ferris, Keely, Tia and Destiny.





### EXAMPLE LESSON 3: TALENTS

(This lesson is best completed after reading up to page 133)

Objective: To explore fairness and talents

Outcomes: A list of personal talents, a discussion about fairness, a debate about league tables, a political cartoon

Starter activity: Tell the children some things you are good at. These can be small things such as making your friends laugh, or particular skills such as playing the trumpet. Ask children to tell you some of the things they are good at.

Activity 2: Together, look at the cartoon Grandpa has drawn on page 130 and ask the children their thoughts. Include the following questions:

- Is it fair to judge different animals on one specific challenge?
- Is it fair to judge children only on how well they do in maths and English tests?

Activity 3: Ask the children to write a list of things they are good at, big and small,

including

things like being caring and empathetic as well as things like football and art.

Activity 4: Display the following prompts (feel free to add your own):

facilities, extra-curricular activities, exam results, teachers, kindness, equipment, trips, progress made from reception to year 6, a diverse intake of pupils, author visits, school dinners, forest school activities, a specialist art teacher, PE lessons, inclusive

In pairs or small groups, the children should discuss / write down what they think makes

a

good school.

Activity 5: Describe how there are lists published each year that rank schools only

according

to SATs results. Ask the children what they think about that.

Activity 6: Using Grandpa's cartoon as an example, the children should draw a cartoon

that

makes people think about how unwise it might be for a new parent to solely judge a school on its SATs results.

(The children will have their own ideas, but, if they are struggling, they could draw two schools, one displaying a banner that says 'We have excellent SATs results', the other displaying a banner that says 'Our children are well-rounded, they make good progress

and

they're happy!')

Extension activity: Write a persuasive letter to a prospective parent outlining the good things about your school and why they should send their child to it.



EXAMPLE LESSON 4: COOL COMICS

NOTE: This lesson is best completed after reading up to page 163

Objective: To explore features of a comic strips

Outcomes: A list of features of comic strips, a comic strip of a well-known fairy tale

Starter activity: Ask the children to look at some of the comic strips from the book to

this

point. Ask for volunteers to say which is their favourite and why.

Activity 2: In pairs, the children should make a list of the features of comics.

Activity 3: Hand out worksheet 3 and read through the text so the children can see how

many features they managed to name.

Activity 4: Look at the comic strip on page 112. Ask the children to identify the features

as

listed on worksheet 3.

Activity 5: Invite volunteers to the whiteboard to demonstrate how to draw:

- a speech bubble
- a thought bubble
- a blast containing the word BOOM!
- A panel containing the caption Later that day, appropriately placed



The children can copy, or draw their own version on worksheet 3.

Activity 6: Ask the children to think of a well-known fairy tale, pick out the 5 main points

and

then draw it as a comic strip using the template on worksheet 4.

The children will have their own ideas, but if they are struggling, here's an example for Goldilocks. Panel 1: TITLE PANEL. Panel 2: Draw the three bears leaving their house. Bowls of porridge are on the table. Baby bear's speech bubble says 'Shouldn't we lock the door?'

Panel 3: Caption: Five minutes later... Draw Goldilocks entering the house. Her thought bubble reads 'What's that delicious smell?' PANEL 4: Illustrate the following: Goldilocks

eats

some porridge, breaks a chair and goes to sleep in baby bear's bed. Panel 5: Draw a

close up of Baby Bear shouting 'Who's this sleeping in MY bed?' Panel 6: Draw Goldilocks fleeing

the

house and a blast containing the word 'BUSTED!'

Extension activity: Design a super hero animal that could be the star of your own comic



Worksheet 3 NAME: \_\_\_\_\_

**SECTION A**

A comic combines words and pictures in a sequence to tell a story or share information.

Comics have unique features including:

- individual panels
- speech or thought bubbles
- sound effects
- motion lines
- Short narrative written in caption boxes.

The name 'comic' comes from the word 'comical', which means funny. Short cartoon strips made in the USA were given this name in around the early 1900s because they were made to make readers laugh.

Today, comics are thought of as a medium rather than a genre so they can be about

anything and don't have to be funny.

If a comic has words, you read the words in each panel from top to bottom.

**SECTION B: Draw it!**

<p>A speech bubble</p>	<p>A thought cloud</p>
<p>A blast containing the word BOOM!</p>	<p>A panel containing the caption Meanwhile... appropriately placed</p>



Worksheet 4 NAME: \_\_\_\_\_

Use this grid to draw a comic strip that illustrates your chosen fairytale. (The first panel is for your title).




The Day My Dog Got Famous Spot the Difference

NAME: \_\_\_\_\_

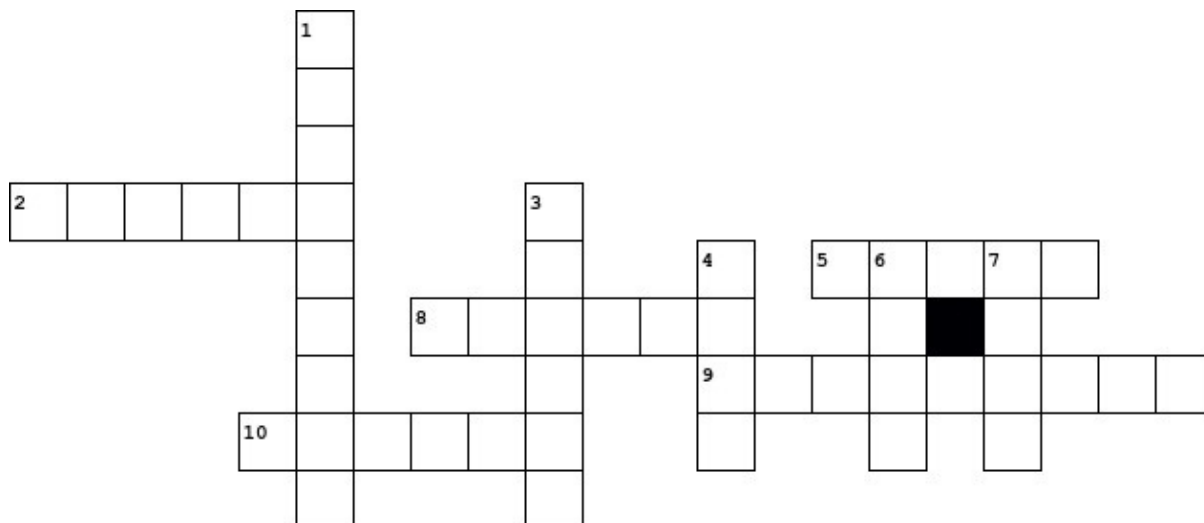
There are 10 differences between these pictures.  
How many can you spot?





The Day My Dog Got Famous Crossword

Use the down and across clues to fill in this crossword correctly.



Across

- 2. Who is the narrator of this story?
- 5. What is the name of the dog food company auditioning dogs?
- 8. What colour do Ferris's family use to describe Tia's room?
- 9. What is the name of Ferris's super dog comic strip?
- 10. What does Keely call her blanket comforter?

Down

- 1. What is the name of the online platform Destiny and Ferris are using for their challenge?
- 3. The author and illustrator of this book is called Jen...
- 4. What is Destiny's surname?
- 6. The comic Ferris makes us called The...
- 7. Ferris sometimes refers to his mums as Make Do and...

COMPLETED BY: \_\_\_\_\_



The Day My Dog Got Famous Wordsearch

Can you find these fifteen words from THE DAY MY DOG GOT FAMOUS? When you have found one, ring it on the grid and cross it off the list.

FAMILY, KEELY, FERRIS, FOSTERING, CARTOON, ASTOUNDOG, HONESTY, GRANDPA, ONLINE, DESTINY, THE HOOT, VIRAL, TIA, ALDO, COMIC

I	E	G	V	D	Y	T	S	E	N	O	H	Y	P
D	N	R	O	T	O	O	H	E	H	T	L	D	T
E	I	A	F	N	P	O	A	O	N	I	E	O	I
S	L	N	G	I	Y	O	T	E	M	O	D	T	R
T	N	D	O	L	M	T	O	A	Y	G	D	Y	S
I	O	P	D	V	G	O	F	C	D	T	I	L	I
N	H	A	N	I	N	K	E	E	L	Y	N	E	R
Y	N	I	U	R	I	C	M	A	F	N	O	S	R
O	M	A	O	A	R	I	O	G	C	M	O	I	E
K	I	I	T	L	E	T	N	M	R	A	T	O	F
F	A	T	S	A	T	K	L	R	I	D	R	C	A
T	L	R	A	S	S	L	N	L	C	C	A	N	S
R	D	N	Y	F	O	A	C	C	O	C	C	I	E
R	O	S	I	P	F	T	I	A	O	H	T	I	A

COMPLETED BY: \_\_\_\_\_





NAME: \_\_\_\_\_

Can you come up with a good name for a cartoon super-dog for every letter of the alphabet?

A		N	
B		O	
C		P	
D		Q	
E		R	
F		S	
G		T	
H		U	
I		V	
J		W	
K		X	
L		Y	
M		Z	

Now choose your favourite and draw two versions of what they could look like.

--	--



What's the name of your cartoon alter-ego?

YOUR REAL NAME: \_\_\_\_\_

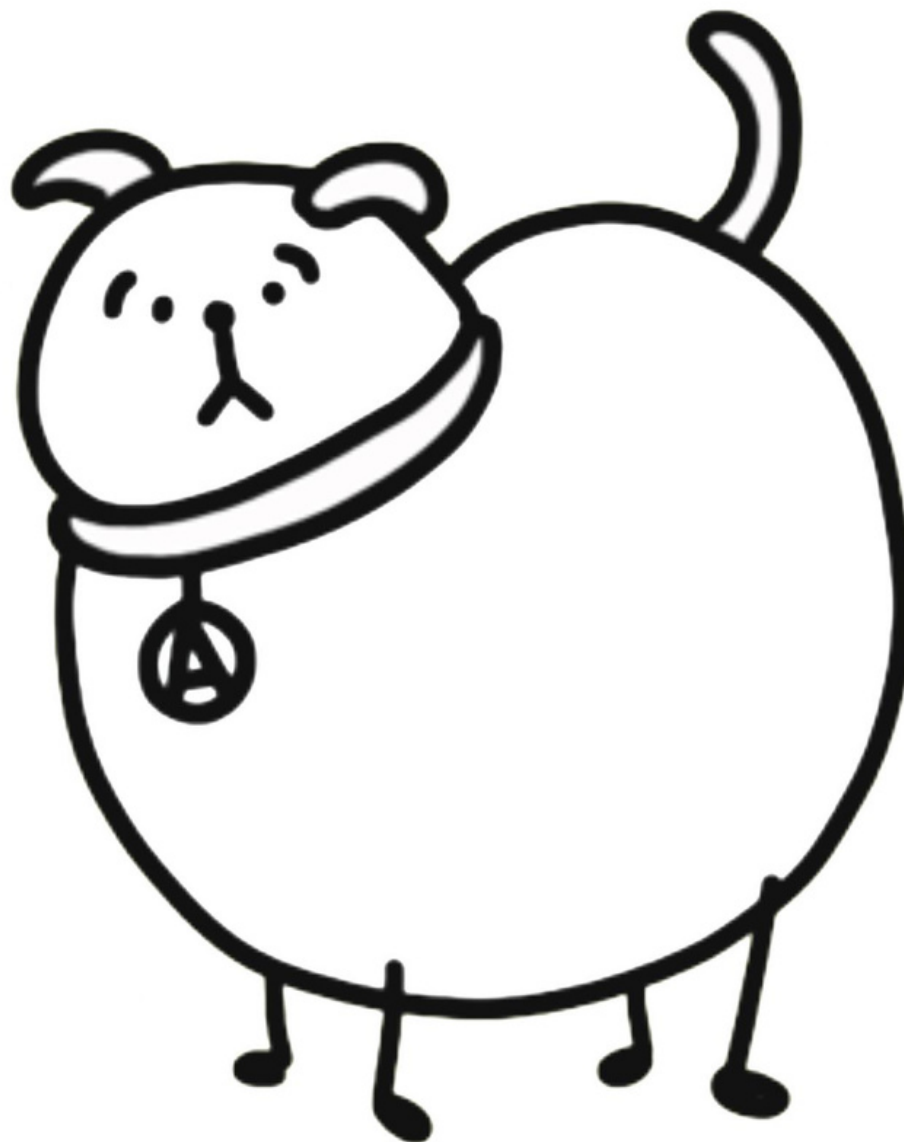
Work out the name of your cartoon alter-ego using the code below, then use the box at the bottom right to draw him/her/them/it!

Your first initial			Your birth Month
A	The Amazing	January	Humanoid
B	The Hooded	February	Defender
C	The Super	March	Robot
D	The Cloaked	April	Baby
E	The Evil	May	Kid
F	The Masked	June	Munchkin
G	The Fearless	July	Dino-Pig
H	The Wimpy	August	Bat-Snake
I	The Genius	September	Spider-worm
J	The Green	October	Fox-Hen
K	The Black	November	Cat-catcher
L	The Green	December	Biscuit-eater
M	The Fantastic		
N	The Rogue	I am:	
O	The Wicked		
P	The Mysterious		
Q	The Grand		
R	The Sly		
S	The Bad		
T	The Terrible		
U	The Magnificent		
V	The Screaming		
W	The Good-looking		
X	The Splendid		
Y	The Pink-haired		
Z	The Unbeatable		

Extension: Can you plan a comic strip for your character?



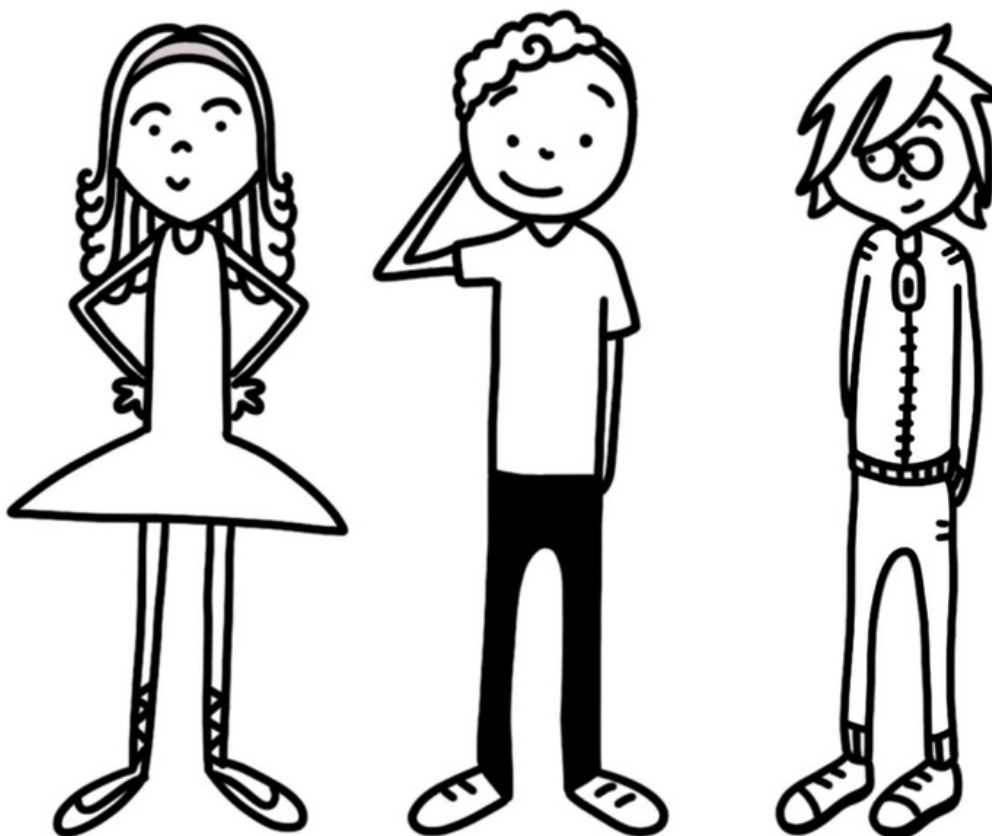
NAME: \_\_\_\_\_



Aldo



NAME: \_\_\_\_\_



Destiny, Ferris and Tia



NAME: \_\_\_\_\_



Astoundog



The Day My Dog Got Famous comic strip template




The Day My Dog Got Famous Makaton 1

NAME: \_\_\_\_\_

Can you use the book to identify what each of these Makaton gestures means?

Can you sign them for a friend?

**WORD BANK:**

**LOVE, TV, AGAIN, MORE, TUMBLE, THANK YOU, HOW ARE YOU?, JUMP, CELEBRATE**




The Day My Dog Got Famous Makaton 2

Here are the Makaton hand gestures for each letter of the alphabet. Can you work out how to sign your name?

## Makaton alphabet signs

