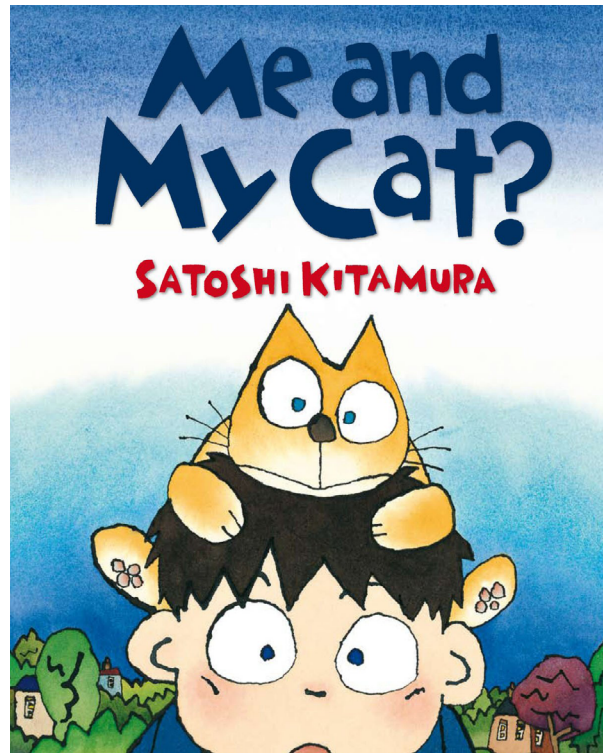




A TEACHER'S GUIDE

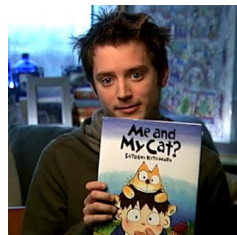
SUGGESTED GRADE LEVEL: K - 1ST



ME AND MY CAT?

WRITTEN BY SATOSHI KITAMURA
ILLUSTRATED BY SATOSHI KITAMURA

Watch the video of actor
Elijah Wood
reading this story at
storylineonline.net



ABOUT THIS STORY

SYNOPSIS

Late one night Nicholas sees a witch enter his bedroom and hears her say some magic words. When he wakes up the next morning, it doesn't take him long to realize something very strange is going on -- especially when he pulls at his whiskers!

THEMES IN THE STORY

Friendship, Animals, Humor, Magic

READING AND WRITING

SUGGESTED GRADE LEVEL: K - 1ST

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. *Standards listed below are for kindergarten – first grade but can be adapted to second grade standards.*

BEFORE VIEWING

- Standards:** CCSS.SL.K.1, CCSS.SL.1.1
- Objective:** Tap knowledge and build background to prepare for viewing the video.
- Procedure:** Build background for students by discussing the following points with students:
- Talk about pet cats and some things cats like to do.
 - Introduce the title, *Me and My Cat?*, and ask students to predict what might happen in the story.

DURING VIEWING

- Focus:** Illustrations
- Standards:** CCSS.SL.K.2, CCSS.RL.K.1, CCSS.RL.K.7, CCSS.SL.1.2, CCSS.RL.1.1, CCSS.RL.1.7
- Objective:** Students will listen to the story and answer teacher posed questions to gain comprehension.
- Procedure:**
- Step 1: Point out that the title has a question mark at the end and discuss a reason for this.
- Step 2: Ask questions to help clarify what is happening in the story. Some suggested questions:
- Who is telling the story?
 - Why does the cat seem to be acting like the little boy?
 - Why is the cat glad when he sees the dog? What surprises him?
 - Why is the little boy acting like the cat?
 - At the end of the story, the witch tells the little boy that she had the wrong address. Whose house was she supposed to go to? How do you know?
- Step 3: Stop the read aloud periodically and ask how the illustration helps us to understand what is happening in this part of the story.
- Step 4: After the story is done, ask students if they now understand why the author used a question mark in the title has a question mark.

AFTER VIEWING

Standards: CCSS.L.K.1D, CCSS.L.1.1J

Objective: Students will understand and use question words, like who, what, where, when, and why.

Materials: Chart paper
Marker

Procedure:

- Step 1: Write the title of the story, *Me and My Cat?* and point out that even though this has a question mark at the end, it is not a question sentence. Questions begin with question words.
- Step 2: Introduce the question words to students by listing on chart paper and having them repeat each one after you as you write: who, what, where, when, why.
- Step 3: Tell students that these are question words that help us form a question sentence.
- Step 4: Model using each question word in a sentence.
- Step 5: Point to a question word and call on a student to give you a question using this word. Repeat with all words.
- Step 6: Tell students that they are going to practice asking questions using a question word and answering the question in a complete sentence.
- Step 7: Call on a student for a question. The student should come up and point to the question word she will be using and ask the question. Model answering the question in a complete sentence for the class.
- Step 8: Call on another student to point to a question word and ask a question. Have that student call on a classmate to answer the question in a complete sentence. Continue this until you think your students understand.
- Step 9: Pair students and have them take turns asking and answering a question with each other.

Extend It: Have students write a question sentence and answer statement using correct punctuation.

READING RESPONSE

Standards: CCSS.RL.K.1, CCSS.RL.K.2, CCSS.RL.1.1, CCSS.RL.1.2

Reading Prompt: When Leonardo, as a boy, returns home from school he has some interesting experiences. Draw or write about one of these experiences.

WRITING

Standards: CCSS.W.K.3, CCSS.W.K.5, CCSS.W.1.3, CCSS.W.1.5

Objective: Students will write a narrative piece using grade appropriate grammar and sentence structure.

Writing Prompt: Imagine yourself as a pet. What would you see and do as you walked around the neighborhood as that animal?

Procedure:

- Step 1: Read the prompt to students and allow time for discussion.
- Step 2: Guide the students through the Writing Process according to the level of your class.
- Step 3: Display completed pieces with a title, *Me and My Pet?*

ACROSS THE CURRICULUM ACTIVITIES

SOCIAL STUDIES - PEOPLE IN THE COMMUNITY

MATERIALS —

Paper

Crayons

Teacher Prep: Gather pictures of neighborhood helpers that you wish students to learn about. Examples: First responders, librarian, doctor, nurse, mail carrier, trash collectors, etc.

PROCEDURE —

- Step 1:** Ask the students about the people in their neighborhood. Discuss responses.
- Step 2:** Explain to students that they are going to learn about special people in the community and the jobs they do to help the community.
- Step 3:** Use your premade neighborhood helper pictures to teach about each using the following procedure for each:
- Show the picture and identify the helper.
 - Ask the students what they know about the helper.
 - Provide further explanation, if necessary.
 - Post the picture on the board.
- Step 4:** After all pictures are posted, point to a picture and call on a student to identify the helper and explain the job.
- Step 5:** Activity: Have students draw a picture showing how each helper has helped them, or can help them in their community. Older students can write a sentence to go with each picture.

ART - YARN PAINTING

Cats enjoy playing with yarn. Students use yarn and glue to “color” in a picture or pattern sheet.

MATERIALS —

Yarn (different colors)

Scissors

Glue

Cotton swabs

 **Google It!:** Printed picture or pattern sheet

PROCEDURE —

- Step 1:** Explain to students that they are going to “paint” a picture, but instead of using paint, they will be using yarn and glue.
- Step 2:** Model task for students:
- Put glue on a cotton swab and paint a small portion of the picture.
 - Demonstrate how to wind yarn around the glued area to “paint” the picture.
 - Explain that they can cut pieces of yarn to fit into small sections. Demonstrate task.
- Step 3:** Guide students in creating their picture.

MATH — USING A THERMOMETER TO MEASURE TEMPERATURE

Students measure temperature using a thermometer and a non-standard unit of measurement. Students describe temperature using words hotter, colder, hottest, etc.

MATERIALS —

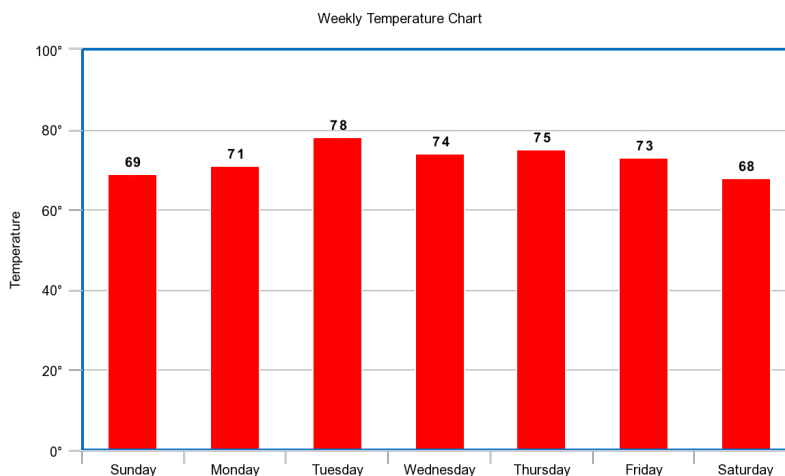
Biggest thermometer you can find

Mouth thermometer

Long thin red strips of paper

Glue

Teacher Prep: Use chart paper to create a large recording table to record the temperature for each day in a one week period. Example is shown below.



PROCEDURE —

- Step 1:** In the story, Nicolas' mom uses a thermometer to take his temperature. Discuss why his mother does this and what tool is she using to take his temperature.
- Step 2:** Show students the mouth thermometer and discuss.
- Step 3:** Tell students you will be recording the temperature using a different kind of thermometer. Show the large thermometer to students and discuss how it is used to measure temperature.
- Step 4:** Tell students they will be using the thermometer to compare the temperature over the next week.
- Step 5:** Model activity for students: Take a strip of red paper and cut it the same length of the thermometer. Glue it on the chart.
- Step 6:** Each day a student takes a turn cutting the strip and gluing it on the chart.
- Step 7:** Students then compare the strips and report if the temperature is colder, warmer, hotter, etc. than the day before.
- Step 8:** After the chart is complete, have students tell you which day was the coldest or warmest.

ABOUT US

ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's children's literacy website *Storyline Online*® streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online receives millions of views every month in hundreds of countries. Visit Storyline Online® at storylineonline.net.

ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy program. Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs. Visit sagaftra.foundation.

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