

Cat and Dog

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Illustrated by Meredith Thomas*

Level 19

Getting ready for reading

Ask the students to discuss the ways in which cats and dogs relate to each other. *Do cats and dogs like each other? What happens if a dog chases a cat? Do cats like being brushed? How about dogs?*

Talking through the book

Give each student a copy of the book. Ask them to look at the illustrations. *What is the dog doing? Why might the dog be doing this? How do you think the cat feels about this? What do you think the cat will do when the dog finishes?*

Reading the book

Students read the book individually while the teacher observes each student's reading behaviours and prompts students to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

Being a meaning maker

Encourage the students to support their answers with evidence from the book as they discuss these questions.

Why did Cat and Dog comb themselves?

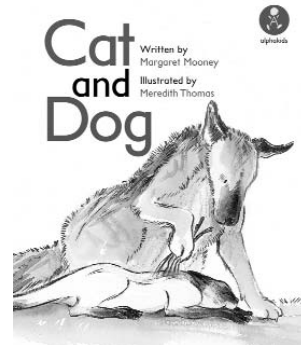
Why did Cat comb Dog the wrong way?

Are cats really vain?

Being a code breaker

Students may like to explore the meanings of words used to describe Cat and Dog in the book: *vain, selfish, shaggy, smooth, shiny*.

They may also like to explore the meanings of words used to describe Cat and Dog's actions: *delighted, admired, impatient, lingered, gazing*.



TEXT FEATURES

- **This book explains why dogs chase cats and cats climb trees to get away from them.**
- **The story is a retelling of a traditional tale.**
- **This type of tale is called a pourquoi tale because it explains why something came to be.**
- **The text features direct speech.**
- **Colour illustrations support and extend the text.**

Being a text user

Discuss:

What type of story is this?

Why does it conclude 'And from that day on, dogs have chased cats, and cats have climbed up trees to get away from dogs'?

Being a text critic

Discuss:

Is this a true story?

Why might it have been written?

What might the author have been trying to make you believe by writing this story?

Literacy learning centres – follow-up activities

WRITING CENTRE

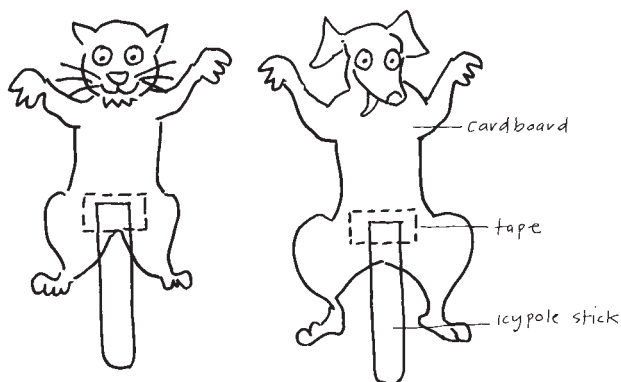
Students could write their own tale about why a particular animal behaves the way it does. For example, *Why are donkeys stubborn? Why are monkeys curious? Why do owls stay awake at night? Why do sheep live in flocks?* These could be collated into a class book of animal tales.

T **TEXT CENTRE**

Students could complete the Cause and Effect chart (see Blackline Master 14, page 125) to explore the structure of the book further.

INTERACTIVE LITERACY CENTRE

Students could work in cooperative pairs to make stick puppets of Cat and Dog. They could then devise their own puppet play to retell the story.



WORD CENTRE

Students could investigate the use of adjectives to describe characters in books. They could list these words on charts to display as writing aids.

Words to describe characters

shaggy
vain
ridiculous

Keeping track

Teachers can moderate their assessment of students' reading behaviours by inviting a colleague to assess several students in their class using the record of reading behaviours assessment tool. Observations and evaluations can be compared and discussed.