

Teacher's Supplement

November/December 2015

click

opening windows for young minds



Cats

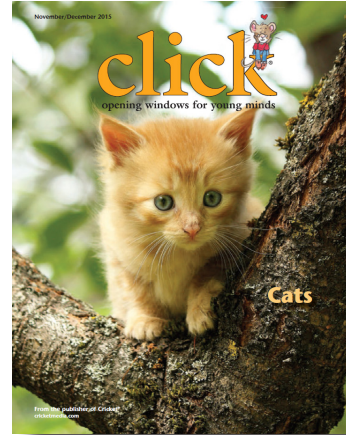
MAGAZINE TEXTS

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Teachers' Guide for *CLICK: Cats*

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OVERVIEW

*In this magazine, readers will learn all about cats. **Click: Cats** includes information about how cats move and care for themselves,*

what kinds of cats live in the wild, and the many breeds of tame cats people can have as pets.

ESSENTIAL QUESTION:

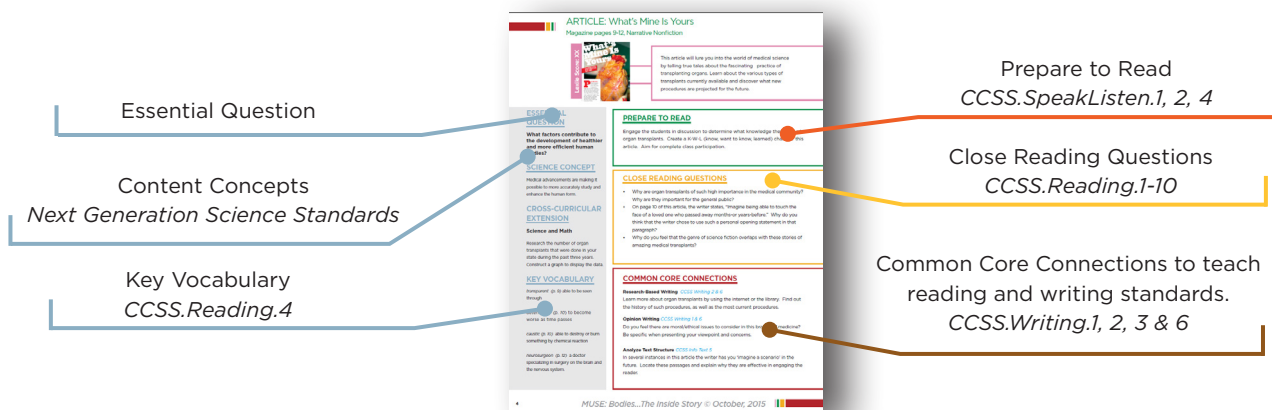
How do cats care for themselves and why are cats' special features important?



We invite you to use this magazine as a flexible teaching tool, which is ideal for interdisciplinary learning of social studies and science content and core literacy concepts. Find practical advice for teaching articles individually or utilize a mini-unit that helps your students' make cross-text connections as they integrate ideas and information.

READ MULTIPLE ARTICLES PAGES 4 - 9

Each article in this magazine is well-suited for teaching Common Core literacy concepts and content area knowledge. For each individual article page in this guide, you'll find the following:

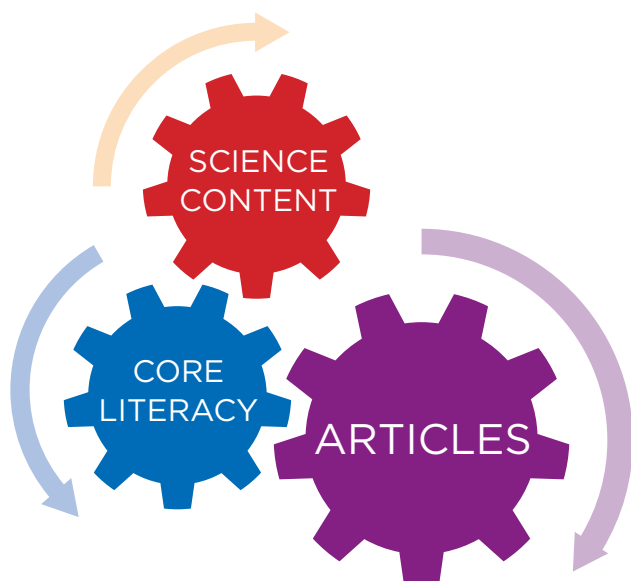


The diagram illustrates the components of an article page, with callouts pointing to a sample article page titled "ARTICLE: What's Mine Is Yours" (Magazine pages 8-9, Narrative Nonfiction).

- Essential Question**: Points to the "ESSENTIAL QUESTION" section on the article page.
- Content Concepts** and **Next Generation Science Standards**: Points to the "SCIENCE CONCEPT" and "CROSS-CURRICULAR EXTENSION" sections on the article page.
- Key Vocabulary** and **CCSS.Reading.4**: Points to the "KEY VOCABULARY" section on the article page.
- Prepare to Read** and **CCSS.SpeakListen.1, 2, 4**: Points to the "PREPARE TO READ" section on the article page.
- Close Reading Questions** and **CCSS.Reading.1-10**: Points to the "CLOSE READING QUESTIONS" section on the article page.
- Common Core Connections to teach reading and writing standards.** and **CCSS.Writing.1, 2, 3 & 6**: Points to the "COMMON CORE CONNECTIONS" section on the article page.

TEACH A MINI-UNIT PAGES 11 - 13

Magazine articles can be easily grouped to make cross text connections and comparisons. Our Common Core mini-unit guides students to read and discuss multiple articles and integrate ideas and information. (CCSS.Reading InfoText.9) Discussing multiple articles (CCSS.SpeakListen.1, 2, 4) prepares students to write informational texts to share and publish in a variety of ways. (CCSS.Writing.2)



READING

Core literacy concepts, such as the ones found in the Common Core State Standards, help students access social studies and science content. Integration of both literacy thinking and content study offers students a great way to become experts in reading informational text and literature for content knowledge. This guide provides questions to cover many core literacy concepts.

Draw Inferences (CCSS.InfoText.1)

Describe Relationships (CCSS.InfoText.3)

Analyze Text Structure (CCSS.InfoText.5)

Interpret Visual Information (CCSS.InfoText.7)

Summarize (CCSS.InfoText.2)

Determine Word Meaning (CCSS.InfoText.4)

Understand Author's Point of View (CCSS.InfoText.6)

Explain Reasons and Evidence (CCSS.InfoText.8)

FOCUS STANDARD: CCSS. InfoText 9: Integrate Ideas and Information:

Have students read multiple articles from this magazine on the same topic, build knowledge, and make cross-text comparisons.

SPEAKING AND LISTENING

Use the articles in this magazine to spark meaningful discussions in person and online. Encourage deeper discussions where students can become topic experts. (CCSS.SpeakListen.1, 2, 4)

DISCUSSION OPTIONS—IN CLASS OR ONLINE

Article Clubs: Form small reading groups of students reading the same article. Have students discuss the content, share ideas, and critically evaluate the text.

Jigsaw Clubs: Form small reading groups of students reading *different* articles. Invite students to share information and resources with each other.

Whole Class: Launch with an essential question. Encourage students to find and share evidence from different articles building a greater understanding of the question.

WRITING

Use the articles in this magazine to prompt **informative/explanatory writing** (CCSS.Writing.2). Have students use evidence from the texts to share information about social studies, language arts, or science content in the articles. See the **Mini-Unit** section of this guide (pages 11 – 13) as well as the **article pages** (pages 4 - 9) for ways to incorporate writing into your instruction.


ARTICLE: Cat Moves

Magazine pages 7 - 9, Informational Text

Lexile Score: 850

Cat Moves

There is an old saying that cats have nine lives. It's not true. A cat has only one life. But cats jump and climb so fearlessly, it sometimes seems as if they have extra lives. And instead of going splat, a falling cat almost always lands on its feet. How?



First a cat uses its eyes and ears to tell up from down.

A cat can turn its ears in different directions. (You can't.) That helps it hear and figure out where it is. It also has three tiny tubes, filled with fluid inside its ears. (Go do this!) That helps it (and you) balance and know which way is up.

A cat has two white hair sensing whiskers, even in the dark. A spot at the back of each eye reflects light and shines, giving it extra sight.

And to guide the black centers in its eyes, open wide to let in as much light as possible.

In bright light, they close to narrow slits, making most of the light in sunglasses.

A falling cat almost always lands on its feet. Read about how a cat uses its ears and eyes, and super bendy body to make a perfect landing.

ESSENTIAL QUESTION

How do cats care for themselves and why are cats' special features important?

SCIENCE CONCEPT

Different animals use their body parts in different ways.

Animals have body parts needed for growth and survival.

CROSS-CURRICULAR EXTENSION

Art

Draw or trace the pictures of the cat eyes at the bottom of page 8 of the magazine. Label the black centers of each eye wide pupil and narrow pupil. Add the words Night and Day over each drawing to show how the pupils change with the amount of daylight.

KEY VOCABULARY

describe (p. 8) to say what something or someone is like

fearlessly (p. 7) in a brave way or in a way that is not afraid

fluid (p. 7) a substance that is able to flow freely

narrow (p. 7) long and not wide

reflects (p. 7) causes light to move or bounce away in the opposite direction

PREPARE TO READ

Have students study the pictures of the falling cat on pages 8 and 9 of the magazine. Discuss what is happening to the cat. Ask: *What parts of its body are moving? In what ways are they moving?* Then ask: *What do you think the cat is trying to do?* Finally, have students share words they would use to describe the cat.

CLOSE READING QUESTIONS

- Talk about the steps a cat has to take when it falls in order to land on its feet. Look back in the article to see if you are correct.
- Why does the author choose the word parachute on page 8 of the magazine to describe what the cat looks like?
- What reason does the author use to explain why cats are able to move like they do and people are not?

COMMON CORE CONNECTIONS

Summarize Main Ideas *CCSS Info Text 2*

With a partner, talk about how cats use their different body parts, including eyes, ears, and body, to land on their feet if they happen to fall.

Analyze Text Structure *CCSS Info Text 5*

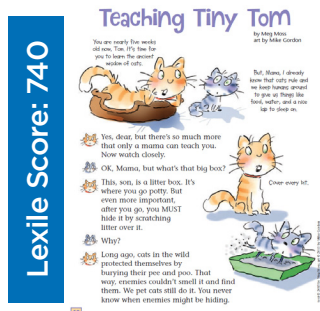
The author uses certain words and phrases to show the steps a cat takes in the process of falling. Look over the words and phrases on page 8 of the magazine. What words show what is happening first, next, and last?

Narrative Writing *CCSS Writing 3 & 6*

Choose a detail about a special cat feature that you would really like to have. Write a story about you and your special "cat power." What happens to you one day? How do you use your new power?

ARTICLE: Teaching Tiny Tom

Magazine pages 10 - 14, Narrative Nonfiction



This article tells about how a mother cat teaches her young kitten to care for himself. He learns about the litter box, grooming himself, and his special body parts, such as his whiskers and tail.

ESSENTIAL QUESTION

How do cats care for themselves and why are cats' special features important?

SCIENCE CONCEPT

Young animals are very much, but not exactly like, their parents.

CROSS-CURRICULAR EXTENSION

Math

Use the illustrations on page 11 of the magazine to solve: Mama tells Tiny Tom there are eight steps to grooming himself. Tiny Tom skips licking his chest and licking his shoulders. How many steps does he take? Write a number sentence to show your work.

KEY VOCABULARY

ancient (p. 10) very old

groom (p. 11) to clean and care for

protect (p. 13) to keep (someone or something) from being harmed

wisdom (p. 10) knowledge that is gained by having many experiences in life

PREPARE TO READ

Have students read the title of this article. Discuss the alliteration that the title uses and how using alliteration helps make catchy titles. Then ask students to look at the illustrations of the mother cat and kitten. Ask: *What do you think this story is going to be about?* Encourage students to see whether their predictions are correct while they read.

CLOSE READING QUESTIONS

- Talk about the steps Tiny Tom takes to groom himself. Look back at the words and the illustrations on page 11 of the magazine to help you.
- What does the format of Mama and Tiny Tom text remind you of? Why do you think the author chose this text structure?
- What is the tone of this text? Use details from the words and illustrations of the cats to support your ideas.

COMMON CORE CONNECTIONS

Key Ideas and Details *CCSS Info Text 1*

Why does Mama tell Tiny Tom that he should trust his whiskers and not his eyes? Double check your answers by looking back in the text.

Summarize Main Ideas *CCSS Info Text 2*

Use the words and illustrations on page 14 of the magazine to talk with a partner about all the things a cat's tail can say.

Discuss Relationships *CCSS Info Text 3*

What is the connection or relationship between the big cat (Mama) and the little cat (Tiny Tom) in this story? Why is their relationship important? Talk about the ways you can relate to the two cats.

ARTICLE: Wild Cats

Magazine pages 15 - 17, Informational Text



Lexile Score: 790

This article talks about wild cats, such as the lion and the tiger, that you may know, and some other fierce felines that you may not. Colorful photographs show claws up close and patterns on coats of fur.

ESSENTIAL QUESTION

How do cats care for themselves and why are cats' special features important?

SCIENCE CONCEPT

Individuals of the same kind of animal are recognizable as similar, but can also vary in many ways.

CROSS-CURRICULAR EXTENSION

Science

Do research to find more facts about a wild cat from the article. What does it eat? How long does it live?

KEY VOCABULARY

creeps (p. 17) to move slowly and quietly especially in order to not be noticed

fierce (p. 15) eager to fight or kill

pads (p. 16) the soft part on the bottom of the foot of a cat

roam (p. 15) to go to different places without having a particular purpose or plan

tame (p. 16) not wild

PREPARE TO READ

Have students point to the photographs of the lion and the tiger on page 15 of the magazine. Discuss similarities and differences between the two well-known wild cats. Then have students locate the leopard and the cheetah on page 16 of the magazine. Ask students what they notice about the patterns on their coats. Have students look at the other photographs in the article. Ask: *What do you notice about the other wild cats in this article?* Encourage students to talk about the colors, paws, fur, and body shapes of the different wild cats.

CLOSE READING QUESTIONS

- What is a group of lions called? Use the clues in the text on page 15 of the magazine to help you.
- How does the author describe the pads on the paws of a cheetah on page 16 of the magazine? How does the description help you understand what a cheetah's pads are like?
- What reason does the author give as to why wildcats may be mistaken for someone's pet?

COMMON CORE CONNECTIONS

Interpret Visual Information *CCSS Info Text 7*

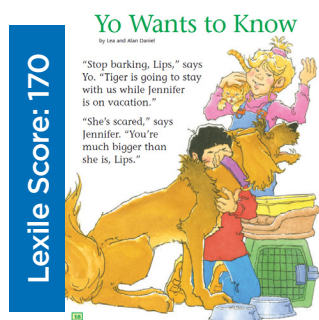
How does the photograph of the claws of the cheetah on page 16 of the magazine help you understand what a cheetah's claws are like?

Determine Word Meaning *CCSS Info Text 4*

In the last paragraph on page 17 of the magazine, what are feral cats? Use context clues to help you.

Understand Author's Point of View *CCSS Info Text 6*

What is the main purpose of this article? What is the author explaining and describing to you, the reader? Give examples of what you learned from the reading.



Yo learns about the things a cat needs when he takes care of Jennifer's tabby cat, Tiger. Read to find out how Tiger gets along in a new place and even makes friends with Yo's dog, Lips.

ESSENTIAL QUESTION

How do cats care for themselves and why are cats' special features important?

SCIENCE CONCEPT

All animals have basic needs for food, water, and shelter.

CROSS-CURRICULAR EXTENSION

Science

Learn more about tabby cats similar to Tiger in the story. What colors do they come in? What makes the pattern on their fur special? Do tabby cats have certain personalities? How is a tabby cat similar to and different than other pet cats?

KEY VOCABULARY

nervous (p. 20) having or showing feelings of being worried and afraid about what might happen

spare (p. 19) kept as something extra that can be used if it is needed

PREPARE TO READ

Ask students to share experiences of bringing a cat home for the first time. Ask: What did you do to get ready for the cat's arrival? What did the cat do when it came into the house? How did it act? Ask students if they have seen cats and dogs together. Share how the cats and dogs relate to each other. Explain this story will be about Yo taking care of a cat in his house and what happens when the cat meets the pet dog.

CLOSE READING QUESTIONS

- What might have happened if Yo did not tell Lips to stop barking, and Yo did not hold Lips back, as he is doing on page 18 of the magazine?
- Point of view is a way to tell about how a story is written. What point of view does this story use? How do you know?
- Was Yo prepared to take care of the cat? Use sticky notes to find evidence in the text.
- Describe what happens in the beginning, middle, and end of this story about Yo, the cat-sitter. Use details from the text to help you.

COMMON CORE CONNECTIONS

Draw Inferences *CCSS Info Text 1*

Look at the illustrations on page 21 of the magazine. How do you know that Tiger is feeling less nervous in her new home? How is this different than the way Tiger appeared when she first arrived at Yo's?

Interpret Visual Information *CCSS Info Text 7*

Look for clues in the illustrations that show all the ways Yo is meeting the cat's needs for food, water, and shelter. What other ways do you see that Yo is taking care of the cat?

Narrative Writing *CCSS Writing 3 & 6*

Write a story that starts where this story ends. What happens to Lips and Tiger after they wake up from their nap, now that they seem to be friends? What do they do? Where do they go?

ARTICLE: Katy's Cats

Magazine pages 24 - 27, Informational Text/ Activity



Read about Katy's cat collection and how she sorts them by breed, and by color and pattern.

ESSENTIAL QUESTION

How do cats care for themselves and why are cats' special features important?

SCIENCE CONCEPT

Individuals of the same kind of animal are recognizable as similar but can also vary in many ways.

CROSS-CURRICULAR EXTENSION

Math

How many cats does Katy sort by breed in this article? By color and pattern? What can you say about this information using the words *more*, *fewer* or *less*, and *total*?

KEY VOCABULARY

breed (p. 24) a particular kind of dog, cat, horse

combinations (p. 25) results or products of putting together two or more things

luxurious (p. 24) richly appealing

pattern (p. 25) la repeated form or design

PREPARE TO READ

Have students point to different cats on pages 24 and 25 of the magazine and talk about what they notice. Ask: What features, or visible characteristics, do you notice about these cats? Discuss how it would feel to hold a cat like Sophie versus a cat like Dex. Then ask: *If you could have one of these cats, which one would you choose and why?*

CLOSE READING QUESTIONS

- What kind of text is this? How do you know? How did the author set up the text to help you find information easily?
- How do the words in blue type help you as a reader? Give an example using the text.
- What do the words *calicos* and *tortoiseshells* mean in this text? Use the words and photos on page 25 to help you.

COMMON CORE CONNECTIONS

Summarize Main Ideas *CCSS Info Text 2*

Use the photos and text about cats on pages 24 and 25 in the magazine to help you share a short summary of the article's main ideas with a partner.

Interpret Visual Information *CCSS Info Text 7*

With a partner, look at the photos on pages 24 and 25 in the magazine. Use the images to sort the cats in different groups. What characteristics did you use? How does the visual information help you make your sorting decisions?

Expository Writing *CCSS Writing 2, 6 & 7*

Read more about a cat breed of your choosing. Write a brief piece about your cat using facts and details from your research. Write about why you think your cat breed is the best kind of cat.

ARTICLE: Kittens Next Door

Magazine pages 28 - 34, Narrative Nonfiction

Lexile Score: 620

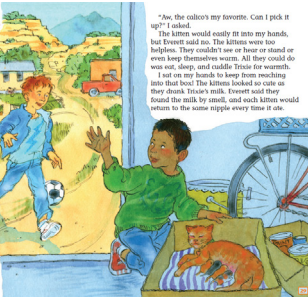
Kittens Next Door

by Susan Taylor Anderson
illustrated by Brian Jones

When I heard my neighbor Everett call, "Hey, John, come see what's in our shed!" I dropped my soccer ball and ran. Everett always has something fun to show me—no good time for climbing, hideouts in the creek, ripe peaches ready to be picked. What would it be this time?

Everett led the way into the dim shed. "Shh," he said. "Don't scare Trixie." Trixie was Everett's orange cat. Why would she be scared? She was gentle and tame, and we played with her all the time.

Everett knelt down by a big cardboard box. I peeked in and saw Trixie lying on a bed of old towels. "She had four kittens yesterday!" Everett said proudly. The kittens moved as they struggled next to Trixie. With their eyes shut tight and their ears folded flat against their heads, they looked more like furry dogs than cats. Two were orange like Trixie, one was black, and one—the cat-lover—made me laugh out loud. It looked as if someone had splashed black, white, and orange paint all over it.



This is a story about a two friends watching how a mother cat takes care of her newborn kittens. Find out how the kittens change and grow as the boys wait until it is safe to pick up and play with their new pets.

ESSENTIAL QUESTION

How do cats care for themselves and why are cats' special features important?

SCIENCE CONCEPT

Young animals are very much, but not exactly like, their parents.

CROSS-CURRICULAR EXTENSION

Careers

A veterinarian is an animal doctor. Find out about the education needed to become someone who gives medical treatment to furry friends such as cats.

KEY VOCABULARY

dim (p. 28) not bright or clear

disappear (p. 32) passed out of sight

pounce (p. 34) suddenly jumps toward and takes hold of someone or something

scamper (p. 34) runs or moves quickly and often playfully

PREPARE TO READ

Invite students to share and compare their experiences with baby animals. Ask: *What special care do baby animals need? How do mother cats take care of their young? How can pet owners help keep baby animals safe?*

CLOSE READING QUESTIONS

- How does this story connect to the theme of how cats live and grow? Use details from the text that help you understand how cats care for themselves and their young.
- This story is told from the first-person point of view. Locate sentences from the text that use the pronoun I. Talk with a partner about how you know that John is telling a story about something he experienced.
- How do the illustrations on pages 33 and 34 help you understand how playful young kittens can be?

COMMON CORE CONNECTIONS

Fluency *CCSS Reading Foundations CCSS 4*

Have a student volunteer read the first lines of dialogue in the text with expression. "Hey, John, come see what's in our shed! Shh. Don't scare Trixie. She had four kittens yesterday!"

Summarize Main Ideas *CCSS Info Text 2*

Describe how the kittens grow and change during the first six weeks of their lives. Use details from the text to help you. When do the kitten's eyes open? When are kittens big enough to hold? When do the kittens start walking? What happens during weeks five and six?

Discuss Relationships *CCSS Info Text 3*

Discuss the connection or relationship between John and his friend Everett. How is Everett like a big brother to John? In what ways does John share his knowledge about cats with John? Look back in the text to support your answers.

CROSS-TEXT CONNECTIONS WITH MULTIPLE ARTICLES

COMPARE ARTICLES

SYNTHESIZE: Guide students to compare articles they read. Help students find the connections between pieces of information in multiple texts. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (*CCSS.Reading.9*):

- Make a two-column chart with the headings “Pet Cats” and “Wild Cats.” Use information in the articles to find the names of cats you could keep for a pet and the names of wild cats and place them in the correct column. Compare your answers with a partner.
- Use a Venn Diagram to show similarities and differences between “Pet Cats” and “Wild Cats.” Use information from multiple texts to help you make comparisons.
- Make a list of all the ways a cat takes care of itself and its young. Use details from the different articles as you make your list. Circle the items that tell how a cat cares for itself. Underline the items that tell how a cat cares for its young.
- Create a list of “cat verbs.” Look through the articles for action words that describe how a cat moves or goes about its daily life. Then choose a few to act out. Take turns with a partner acting out a verb while the other guesses. Did you guess right?
- Make a chart of the different colors, patterns, and fur types (short, long, fuzzy) of cats and the names of the cats that belong to those colors, patterns, and types. What colors, patterns, and types apply to wild as well as tame cats?

EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

You choose the sequence. You may move back-and-forth between the activities to meet the needs of your students.

ENGAGE

READ AND
COMPARE

APPLY

ENGAGE: Engage students in the topic of cats, how they act, what they look like, and how they live and grow. Students can page through the magazine. You might display images of domestic cats as well as cats in the wild, showing fur patterns, types of fur, and parts of the body such as claws, ears, and tails. Create a KWL chart to find out what students “know” about cats, what they “want” to know about cats, and what they “learned” about cats. The last column further supports the text connection by indicating where they learned this new information when reading.

What do you Know about cats?	What do you Want to know about cats?	What did you Learn about cats?	Article/page

Share the essential question:

How do cats care for themselves and why are cats’ special features important?



READ AND COMPARE ARTICLES: Begin with a focus article as a base for building content knowledge and model how to work through the text.

1) READ ALOUD: Use “Cat Moves” pages 7–9 as a focus article, or choose a different article that works well for your teaching goals. Share the article summary on page 4 of this guide. Students can read using their own copies of the article and sticky notes to mark places they find interesting or have questions about.

2) DISCUSS THE ARTICLE: After reading, guide students to turn and talk about the article. See the Article Pages for Close Reading Questions.

3) READ NEW ARTICLES: Help students choose additional articles to read based on their inquiry questions or what they wonder. Refer to the Article Pages for summaries of each article within *Cats*.

4) COMPARE ARTICLES: After students have read multiple articles, guide them to make cross-text connections. Refer to page 10 to Compare Texts using prompts that help students integrate ideas and information.

CHOOSE A PURPOSE FOR READING

CLOSE READ: *CCSS.Reading Info Text. 1* Mark the text, noting important details and highlighting what interests, surprises, or confuses you.

UNDERSTAND MAIN IDEAS TO DEVELOP EXPERTISE: *CCSS.Reading Info Text. 2* Record the main ideas in the article. Note how these main ideas build on the main ideas from the focus article or other readings. How is your topic knowledge growing?



**APPLY: WRITE A DESCRIPTIVE POEM ABOUT CATS**

Use information from the articles to gather facts and specific words relating to cats. Use the graphic organizer to draft your ideas and finalize your poem.

The articles in this issue expose readers to the behaviors and characteristics of cats. Students can apply what they have learned by using clear language to create a vivid description of our feline friends.

Step 1: Gathering Action Words

Make a list of action words, or verbs, that describe what a cat can do. Look through multiple articles for action words to help answer this question:

What do cats do?

Step 2: Gathering Describing Words

Make a list of describing words, or adjectives, to describe how a cat looks, feels, sounds, and moves.

Step 3: Naming Cats

Make a two-column chart with the headings “Wild Cats” and “Tame Cats.” Using the articles “Wild Cats” and “Katy’s Cats,” list cats that fall under the correct columns. Circle three of your favorite cats from each column.

Step 4: Mothers and Kittens

Pretend that you are a mother cat. Name three things you need to do to care for your kittens. Now pretend you are a kitten. Name three things you need from your mother to survive. Look through “Click & the Kids,” “Teaching Tiny Tom,” “Yo Wants to Know,” and “Kittens Next Door” for ideas. Write down your ideas.

Step 5: Write and Share Your Poem

Using the Cat Poem Frame and the ideas from your lists, draft a poem about cats. When you have finished drafting your ideas, rewrite your poem on a separate sheet of paper. Finalize your poem by giving it a title and reading it in front of your class or small group. Discuss how students’ poems are similar and different.



NAME: _____

Mini-Unit Graphic Organizer

Poem Title: _____

_____, _____, _____

Write three descriptive words adjectives about wild cats.

_____, _____, _____

Write three action words (verbs) about wild cats.

_____, _____, _____

Describe how a wild cat takes care of its kittens.

_____, _____, _____

Write the names of three kinds of wild cats.

_____, _____, _____

Write three descriptive words adjectives about tame cats.

_____, _____, _____

Write three action words (verbs) about tame cats.

_____, _____, _____

Describe how a tame cat takes care of its kittens.

_____, _____, _____

Write the names of three kinds of tame cats.

Write a final line about cats.

On a separate piece of paper, rewrite each of the lines of your poem in your best handwriting. Give your poem a title.

NAME: _____

ANALYZE GRAPHIC FEATURES

GRAPHIC FEATURE	PAGE LOCATION	HOW THIS FEATURE HELPED YOUR UNDERSTANDING

NAME: _____

CONCEPT CHART

Show how reading multiple articles developed your understanding of the essential question or or your own inquiry question.

ESSENTIAL QUESTION OR INQUIRY QUESTION:

ARTICLE 1:

ARTICLE 2:

ARTICLE 3:



ancient very old

*It's time for you to learn the **ancient** wisdom of cats. (p. 10)*

breed a particular kind of dog, cat, horse

*Sometimes Katy sorts them by **breed**. (p. 24)*

combination results or products of putting together two or more things

*There are so many different **combinations**. (p.25)*

creep to move slowly and quietly especially in order to not be noticed

*Nothing sticks out when the cat hides behind rocks and **creeps** up on its dinner. (p. 17)*

describe to say what something or someone is like

*It takes less time to do than to **describe**! (p. 8)*

dim not bright or clear

*Everett led the way into the **dim** shed. (p. 28)*

disappear passed out of sight

*She carried the kitty to his bedroom and **disappeared** into the closet. (p. 32)*

fearlessly in a brave way or in a way that is not afraid

*But cats jump and climb so **fearlessly**, it sometimes seems as if they have extra lives. (p. 7)*

fierce eager to fight or kill

*But meet some of my **fierce**, wild relatives. (p. 10)*

fluid a substance that is able to flow freely

*It also has three tiny tubes filled with **fluid** inside its ears. (p. 7)*

groom to clean and care for

*Now we'll **groom**, so we look clean and tidy. (p. 11)*

luxurious richly appealing

*Persians are known for their long, **luxurious** fur and large eyes. (p. 24)*

narrow long and not wide

*In bright light, they close to **narrow** slits, working kind of like built-in sunglasses. (p. 7)*

nervous having or showing feelings of being worried and afraid about what might happen

*"Lips is **nervous** too," says Yo. (p. 20)*

pad the soft part on the bottom of the foot of a cat

*The **pads** on their paws are harder—more like tires than cushions. (p. 16)*

pattern a repeated form or design

*Sometimes Katy sorts them by color and **pattern**. (p. 25)*

pounce suddenly jumps toward and takes hold of someone or something

*She **pounces** and scampers and tumbles. (p. 34)*

protect to keep (someone or something) from being harmed

*Those on your forehead help **protect** your eyes, and the short ones under your front paws help you feel the movements of animals you catch. (p. 13)*

reflect causes light to move or bounce away in the opposite direction

*A layer at the back of each eye **reflects** light and shines, giving it extra light. (p. 7)*

roam to go to different places without having a particular purpose or plan

*All tigers are great swimmers and hunters, but to find enough food, they need lots of room to **roam**. (p. 15)*

scamper runs or moves quickly and often playfully

*She pounces and **scampers** and tumbles. (p. 34)*

spare kept as something extra that can be used if it is needed

*"We're putting your things in the **spare** room so you can be alone whenever you want." (p. 19)*





tame not wild

*Sometimes people confuse them with feral cats, house cats who once were **tame** and now live in the wild. (p. 16)*

wisdom knowledge that is gained by having many experiences in life

*It's time for you to learn the ancient **wisdom** of cats. (p. 10)*



How Cats Move

- <http://channel.nationalgeographic.com/wild/the-truth-about-cats/videos/how-cats-move/>

View cats in motion from National Geographic motion sensors.

Teaching Tiny Tom

- <https://www.aspca.org/pet-care/cat-care>

Follow this link to find out about caring for your cat.

Wild Cats

- <http://nationalzoo.si.edu/Animals/GreatCats/>

Virtually visit the Smithsonian National Zoological Park to view videos and read information about wild cats.

- <http://nationalzoo.si.edu/animals/webcams/lion-outside.cfm>

Live lion webcam!

Yo Wants to Know

- <http://www.purina.com.au/cats/care/information/facts>

Follow this link to find interesting facts about cats including information about their bodies and behaviors, and the relationship between cats and humans.