

# Click®

## Hello Kitty

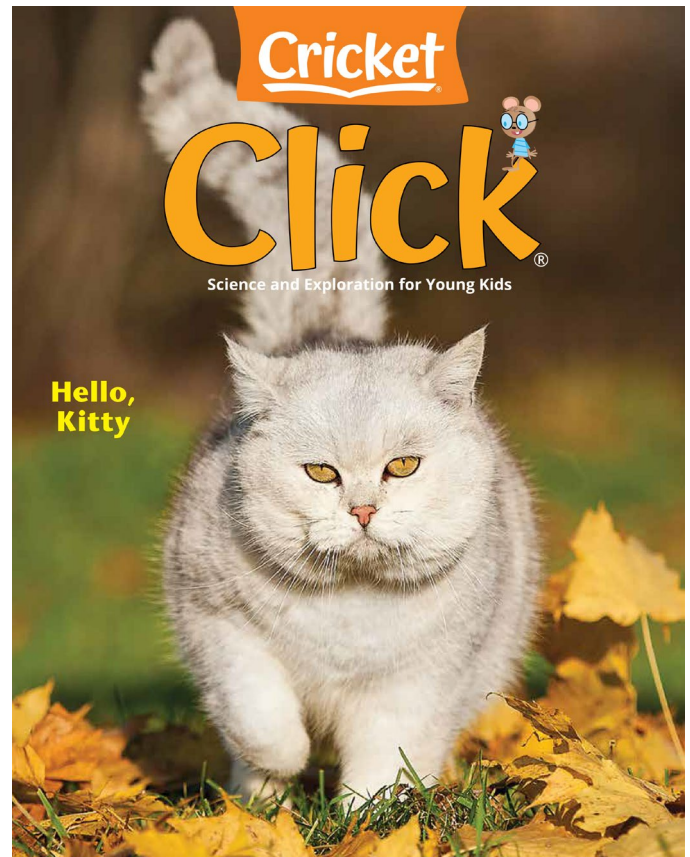
Sigmund Freud is purported to have said, “Time spent with cats is never wasted.” This issue of CLICK magazine explores a variety of cat breeds and cat behaviors and provides a heart-warming story about newborn kittens. Open up this teacher’s guide and...let the cats out of the bag!

## CONVERSATION QUESTION

Why are cats special pets?

## TEACHING OBJECTIVES

- Students will learn about the physical characteristics of cats.
- Students will learn about a variety of domestic cat breeds.
- Students will learn how newborn kittens are dependent on their mother.
- Students will study the structure and function of a cat’s anatomical features.
- Students will obtain and classify information.
- Students will compare and contrast the role of a parent in both the animal and human world.
- Students will participate in theme-related movement activities.
- Students will apply mathematical concepts to practice sorting skills.
- Students will learn unique names for animal babies in nature.



In addition to supplemental materials focused on core STEM skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

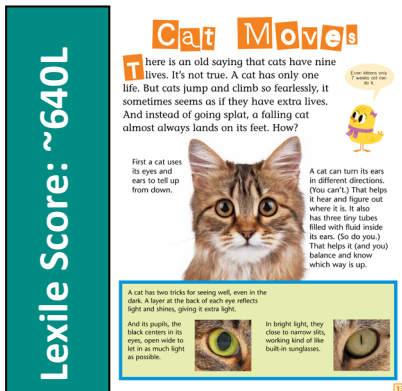
## SELECTIONS

- **Cat Moves**  
Expository Nonfiction, ~640L
- **Katy’s Cats**  
Expository Nonfiction, ~580L
- **Kittens Next Door**  
Contemporary Realistic Fiction, ~570L

## Cat Moves

pp. 13–15, Expository Nonfiction

This article teaches young readers about the amazing physical features that allow a cat to land on its feet. Sequential photographs help students purrr-fectly understand a cat's movements.



## RESOURCES

Structure and Function: Totally Paw-some

## OBJECTIVES

- Students will learn about the physical characteristics of cats.
- Students will study the structure and function of a cat's anatomical features.
- Students will participate in theme-related movement activities.

## KEY VOCABULARY

- **fluid** (p. 13) a substance that is able to flow freely
- **balance** (p. 13) to make something steady by keeping weight equal on all sides
- **extend** (p. 14) to cause your arm or leg to straighten or stretch out

## ENGAGE

**Conversation Question:** Why are cats special pets?

Generate excitement about the topic by selecting a few funny cat videos to show the class. Find clips that show a cat falling and miraculously landing on its feet. Ask students how they think this is possible. Introduce the article and inform students that they will be learning how a cat's body helps it to jump, climb, and even fall fearlessly. Revisit the videos after the reading so that students can identify the cat's body parts that are responsible for its nimbleness.

## INTRODUCE VOCABULARY

Post and discuss the three vocabulary words and definitions. Have students Think-Pair-Share with a partner. Give them the following brainstorming directives, one at a time:

1. Discuss how you use **balance** when playing sports.
2. List a **fluid** that is safe to drink and one that is not safe to drink.
3. When would you **extend** your arm(s)?

Emphasize the key words when they are revealed in the reading.

## READ & DISCUSS

Lead a post-reading discussion based on the following questions.

1. Why do people say that cats have nine lives?
2. What body parts does a cat use to help it land on its feet?
3. How old is a kitten when it is able to land on its feet?
4. Why can't humans learn to fall like a cat?

## SKILL FOCUS: Structure and Function

**INSTRUCT:** Elicit from students that the main idea of the article is to provide a detailed description of the physical attributes of a cat as they relate to its movements. Present the *Structure and Function: Totally Paw-some* graphic organizer, and tell students that they will be using information from the article to "Show & Tell" how each part of a cat's body performs a special function that helps it land on its feet.

**ASSESS:** Circulate and have mini-conversations with students as they are working. Remedial readers may work with a partner to reread the text. Collect and review their work to further assess their understanding of the structure/function relationship.

## EXTEND

**Movement** Reinforce the information from the article by using cat-themed kinesthetic play. Students will use movement and imagination to simulate a cat's movements. Include the actions of walking, running, jumping, climbing, pouncing, and even cat-napping. Instruct them to use sounds and deliberate movements. Ask, "How do cats move about their environment differently than humans?"

## Totally Paw-some

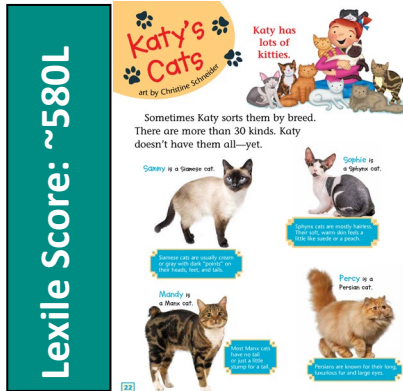
**Structure and Function** Gather information from the photographs and words in the article to explain how each body part listed below helps a cat to land on its feet.

<b>Cat's Body Part</b>	<b>Show/draw</b> (What does it look like?)	<b>Tell/write</b> (What does it do?)
<b>eyes</b>		
<b>ears</b>		
<b>front legs and back legs</b>		
<b>claws</b>		

## Katy's Cats

pp. 22–25, Expository Nonfiction

Fur, color, and breed are a few of the ways that Katy sorts her kitties. Students will learn about the physical attributes of a variety of cats.



## RESOURCES

Classifying Information: CAT-egories

## OBJECTIVES

- Students will learn about a variety of domestic cat breeds.
- Students will obtain and classify information.
- Students will apply mathematical concepts to practice sorting skills.

## KEY VOCABULARY

- **breed** (p. 22) a particular kind of cat, dog, horse, or other kind of animal
- **luxurious** (p. 22) fancy and beautiful

## ENGAGE

**Conversation Question:** Why are cats special pets?

Ask students who have experience with cats to share places that their cats like to hide. Explain to students that cats usually hide because they feel safe and secure when hidden. They also use hiding places to sleep and simply because they are naturally independent creatures. As a prereading activity, have students complete the hidden cat activity on pages 24–25 of the article. Who can find all nine cats?

## INTRODUCE VOCABULARY

Display the following statements and underline the key vocabulary terms. Demonstrate how to infer the meanings of new words by using context clues and background knowledge. Then have partners work together to determine the meaning of each word. Reveal definitions.

- My favorite breed of dog is the poodle. What's yours?
- The queen wore a luxurious blue gown to the ball.

Have students circle the key words as they are revealed in the text.

## READ & DISCUSS

Post and discuss questions prior to reading. Read the article aloud, pausing when answers to the questions are revealed.

1. How does Katy sort her kittens?
2. What other ways can you think of to sort her kittens?
3. How does a hairless cat feel different than other cats?
4. What solid colors can a cat be?
5. What traits help to identify a cat's breed?

## SKILL FOCUS: Classifying Information

**INSTRUCT:** Guide students to obtain information from the text, captions, and photos in the article. Remind them that the article was written to teach readers about the traits and appearance of a variety of cat breeds. Introduce the *Classifying Information: CAT-egories* worksheet, and instruct students to correctly match the description on the right with the cat breed listed on the left.

**ASSESS:** Review and discuss graphic organizers with the class. Allow students to do an art walk around the classroom to view their classmates' cat drawings.

## EXTEND

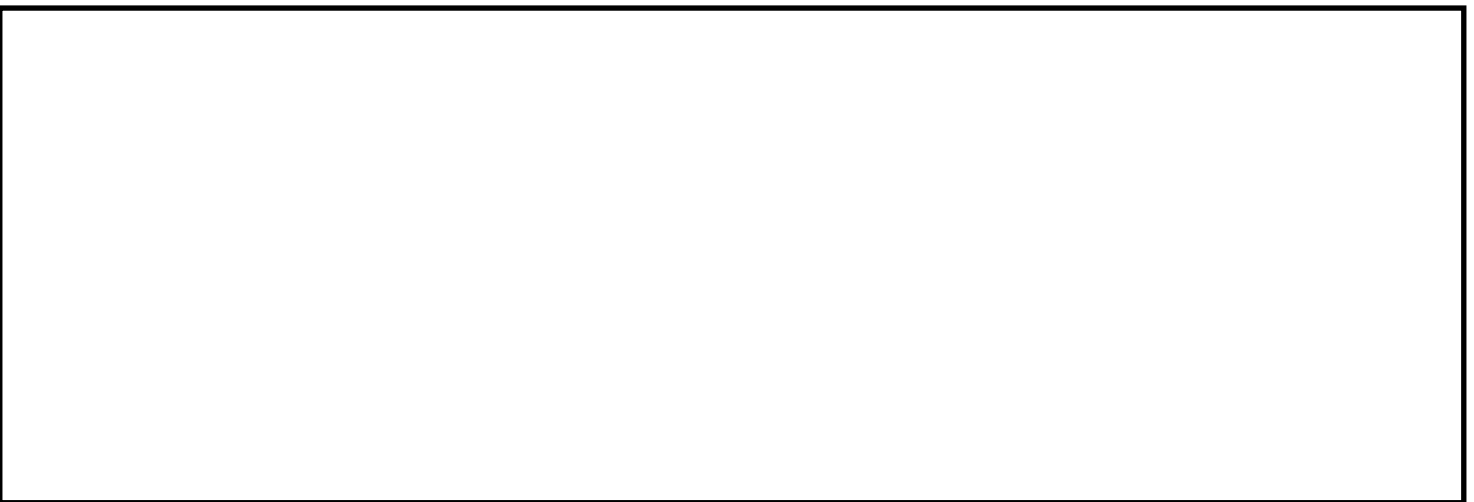
**Mathematics** Page 23 of the article explains that one of the ways Katy sorts her cats is by color. Sorting is an important cognitive skill that helps children to categorize and notice similarities/differences. Give each pair of students a selection of attribute tiles. Allow groups to brainstorm different ways the tiles can be sorted—by size, shape, color, thickness, etc. At home, students can sort a variety of dry beans, socks, or things in nature. Be creative!

## CAT-egories

**Classifying Information** Match the cat descriptions on the right with the correct cat breed on the left. Refer to the article for accuracy.

- |                        |  |
|------------------------|--|
| 1. _____ Sphinx        | A. usually has no tail or a stump                      |
| 2. _____ Tabby         | B. curly or wavy fur                                   |
| 3. _____ Manx          | C. long fluffy fur and large eyes                      |
| 4. _____ Persian       | D. mostly hairless; feels like a peach                 |
| 5. _____ Selkirk Rex   | E. cream/gray with dark points on head, feet, and tail |
| 6. _____ Scottish Fold | F. stripes and an M-shaped pattern on its forehead     |
| 7. _____ Siamese       | G. ears fold down; first found in Scotland             |

Choose your favorite cat breed from the article. Draw the cat and write its breed to complete the sentence.



The breed of this cat is \_\_\_\_\_.

# Click® Teacher Guide: October 2021

## Kittens Next Door

pp. 26–32, Contemporary Realistic

### Fiction

Young readers will experience the delight of newborn kittens with neighbors Everett and John. Students will learn how kittens are completely dependent on the mother cat in the first few weeks of life.



## RESOURCES

Compare and Contrast: Kit-Cat

## OBJECTIVES

- Students will learn how newborn kittens are dependent on their mother.
- Students will compare and contrast the role of a parent in both the animal and human world.
- Students will learn unique names for animal babies in nature.

## KEY VOCABULARY

- **pounce** (p. 32) to suddenly jump toward something
- **scamper** (p. 32) to run or move quickly

## ENGAGE

**Conversation Question:** Why are cats special pets?

As a motivational activity for the reading, display the title of the article and tell students they will be making sock-fish cat toys. This is an uncomplicated craft that is manageable, even for very young students. Each child will need a sock, some crinkly paper (visit the recycle bin), and a marker. Follow the simple steps below, and then donate toys to any cat lover or to your local animal shelter.

1. Stuff the sock with the paper.
2. Twist the top and tie a knot.
3. Use the marker to make fish features. (eyes, scales, etc.)

## INTRODUCE VOCABULARY

Post the key words and discuss the meanings of the terms. Based on the definitions, have students use critical thinking skills to decide which word does *NOT* belong. (Answers: rabbit, sadness)

1. Animals that **pounce**: tiger/rabbit/lion/jaguar
2. Why you might **scamper**: sadness/fear/excitement/panic

## READ & DISCUSS

Reinforce comprehension of the details in the article by using the following prompts to direct discussion.

1. What surprise did Everett have for John in the shed?
2. Describe how the newborn kittens looked.
3. Why did Everett tell John not to pick up the kittens?
4. How does Trixie use her tongue to care for her kittens?
5. Why did Trixie move her kittens into the closet?
6. How did the kittens change over the course of six weeks?

## SKILL FOCUS: Compare and Contrast

**INSTRUCT:** Review the information from the article that describes how the mother cat cares for her newborns. Remind students that the article was written to teach readers that kittens are quite helpless at birth and depend on the mother for warmth, food, and shelter. Have pairs of students discuss the ways in which a newborn human must similarly depend on their caregiver. Introduce the *Compare and Contrast: Kit-Cat* worksheet, and tell students they will be comparing how kittens and human babies are cared for by an adult.

**ASSESS:** Review graphic organizers with the class and discuss.

## EXTEND

**Science:** Take the opportunity to further discuss animal babies. Emphasize that a baby cat is called a kitten. Use books and the internet to discover interesting names of animal offspring. For example, a baby goat is a kid, a baby kangaroo is a joey, and a baby deer is a fawn. Have students fold a piece of paper in half and illustrate and label an animal parent on the left side and its baby on the right side.

## Kit-Cat

**Compare and Contrast** Use information from the article to compare and contrast how a mother cat cares for her kitten and a human parent/caregiver cares for a newborn baby.

Basic Care	Cat Parent	Human Parent/Caregiver
provides shelter and safety		
feeds		
provides warmth		
cleans and comforts		

**Think Tank:** What are some things that you do to take care of yourself that you couldn't do when you were a baby? Talk with a partner.