

# "Like Cats and Dogs"

## Teacher Guide

### Pre-Reading

Teachers:

1. Read the quote from *Alice's Adventures in Wonderland* that precedes the story. Tell the students that it was written by Lewis Carroll, which is a pen name. Instruct them to find his real name, list two of his best-known books, and find two of his interests other than writing. Helpful website:  
<http://www.biography.com/people/lewis-carroll-9239598>.
2. Instruct the students to write a paragraph in which they define or interpret Verne's statement. They should begin by stating the phrase to be defined. The paragraph should include their personal thoughts on the phrase. It may be helpful to give students sentence stems such as "What the author means is...," "This statement makes me think...," or "I (don't) agree with this statement, because..."

### Introduction

Teachers:

Introduce the story by reading the brief introduction following the title. Use the discussion questions below to guide your conversation.

- What predictions can you make?
- Can you give examples of animals that are natural enemies, but learn to live together? Why do you think this happens?
- What point of view is used to tell the story?

### Reading the Story

Teachers:

1. Instruct the students to write a journal reflection on the characters and their attitudes.
1. Instruct the students to keep a list of unfamiliar words or phrases and figurative language in their reading journal and ...
  - Share the words and phrases in small groups or with a reading buddy. Tell them to try to determine the meanings by reading in context.
  - Look up the words in a dictionary and determine if they were right about the meanings? Have them write a synonym for some of the words and phrases.

Note: Words and synonyms may be added to classroom word walls.

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### Post-Reading

#### Discussion:

1. Use the questions in *Discover and Discuss: The animal and adaptations* and *The animal as a character*, page 86.
2. Hold a class discussion about the human characters. Make lists of words that describe Emmie, Grammy, and the mother. How many words are the same?  
Alternate idea: Construct a class Venn Diagram for the three characters.
3. **Expectation** is a central theme in the story. Grammy and Emmie have different expectations. Discuss the way they deal with their expectations.

#### Activities

Let the students work with a reading buddy or in a small group to determine if the story supports Carroll's statement. Instruct them to write an independent paragraph giving their opinion supported with reasons and information.

### Reading Extensions and Enrichment

#### 1. Connecting Across the Curriculum with Mathematics and the Arts

Teachers: Instruct students to follow your directions for constructing an **origami claw**, (Directions included at end of lesson plan) or have students follow the written directions to construct the claw. Alternate: **cat** or **dog face**.

#### 2. Project #1

Carroll is known for writing literary nonsense. ([www.unc.edu/~lavesk/index.html](http://www.unc.edu/~lavesk/index.html) defines literary nonsense.) Read a few verses of Carroll's "The Hunting of the Snark" (can be found at [www.poetryfoundation.org/poem/173165](http://www.poetryfoundation.org/poem/173165).) Discuss the sentence structure and the parts of speech. (A summary of sentence patterns can be found at <https://writingcenter.unc.edu/files/2013/12/English-Sentence-Variety.pdf>). Make a list of verbs, nouns, adjectives, prepositions, etc. Direct the students to write 8 or more lines of literary nonsense poetry. They may find it helpful to use the words on the lists.

#### 3. Project #2

Teachers: Conduct Synectics Thinking Activity using the word **Expectations**. (Directions included at the end of lesson plan.)

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### 4. Project #3

Direct students to write a diamante poem about cats and dogs. A diamante poem consists of seven lines. The first line is one word, a noun. The second line has two adjectives describing the noun. The third line has three verbs showing action related to Line 1. The fourth line has four words. The first two words are nouns that are related to the noun in the first line. The seventh line is also a noun. The last two words in the fourth line are nouns related to the noun in the last line. Line 5 has three verbs showing action related to Line 7, and Line 6 has two adjectives describing Line 7. For examples and further instructions, see [www.poetry4kids.com](http://www.poetry4kids.com).

### 5. Project #4

Instruct students to design a Wordle ([www.wordle.net](http://www.wordle.net)) for pets, cats, or dogs.

## Closure

Instruct the students to complete one of the following sentence stems:

- Today I stopped learning because...
- Today I was confused about...
- Today I learned...
- One awesome thing today was...

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### Lesson Plan with Links to Common Core State Standards

#### Pre-Reading

1. Students will research Lewis Carroll and find his real name, list two of his best-known books, and find two of his interests other than writing.  
**CCSS - W 4-8.7; RI 4.1, 5-6.7**
2. Students will read Carroll's statement and write a paragraph explaining the explicit and implicit meanings.  
**CCSS - RL 4-5.1; W 4-8. 2**

#### Introduction

Students will engage in a class discussion to make predictions and identify the point of view.

**CCSS - SL 4-8.1; RL 4-5.6**

#### Reading the Story

1. Students will write a journal reflection on the characters and their attitudes.  
**CCSS - RL 4-8.1, 4-8.3; W 4-8.10**
2. Students will list unfamiliar words and phrases and figurative language in their reading journal. Then they will share their selections with a reading buddy or in a small group, try to determine the meanings in context, consult a dictionary, and write synonyms.  
**CCSS - RL 4-8.4; SL 4-8.1; L 4-8.5; RF 4-5.4**

#### Post-Reading

##### Discussion:

1. Students will engage in a class discussion of the animal and adaptations.  
**CCSS - SL 4-8.1; LST 6-8.1**
2. Students will generate class lists of words describing Emmie, Grammy, and the mother.  
**CCSS - SL 4-8.1; L 4-8.4**
3. Students will discuss the central theme of expectations.

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**CCSS - SL 4-8.1; RL 4-8.2**

### **Activities:**

Students will work with a reading buddy or in a small group to determine if the story supports Carroll's statement and then independently write a paragraph giving their opinion supported with reasons and information from the text.

**CCSS - SL 4-8.1; W 4-8.1, 4-8.10**

### **Reading Extensions and Enrichment**

1. Students will construct an origami cat claw by following the teacher's directions **or** by reading and following written instructions. Alternate: **dog** or **cat face**  
**CCSS - SL 4-8.1 or RI 4-5.7; 4-8.10; see "Origami Across the Curriculum."**
2. Students will read and analyze parts of "The Hunting of the Snark," a literary nonsense poem, generate lists of parts of speech, and write a creative nonsense poem.  
**CCSS - L 4-8.1, 4-8.3**
3. Students will engage in class brainstorming and collaboration activities that culminate in creating an individual analogy of the word **expectations**.  
**CCSS - SL 4-8.1; W 4-8.4**
4. Students will compose an original diamante poem.  
**CCSS - W 4-8.4; L 4-8.3**
5. Students will create a picture of words.  
**CCSS - SL 5-8.5**

### **Closure**

Students will complete a concluding self-evaluation statement.

**CCSS - W 4-5.1.d, 6-8.1.e**

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### Synectics Activity

What is synectics? Synectics is a *method of identifying and solving problems that depends on creative thinking, the use of analogy, and informal conversation among a small group of individuals with diverse experience and expertise.*

--www.thefreedictionary.com

Use the rules for brainstorming to conduct this activity:

- There are no bad ideas.
- No criticism of other people's ideas.
- Look for quantity, rather than quality, of ideas.

Appoint a recorder, or write the ideas as students give them.

Step 1- Identify the topic. Say: (**Imagination**) \_\_\_\_\_ is our topic today.

Step 2- Say: What animal do you think of when I say \_\_\_\_(**Imagination**)? Encourage the students to name as many animals as possible. Keep a written list of the animals. After the students run out of ideas or after a given amount of time, tell the students that they will select the animal most closely related to **Imagination**. Read the list, and let the students vote. (*sample student answer: dinosaur*)

Step 3 -Identify the animal receiving the most votes. Tell the students to name as many characteristics of the animal as possible. Encourage them to name as many as possible. Remind them of the different stages of life or to look at a situation from the animal's point of view. Tell the students they will select the two most different or opposite characteristics. Read the list, and let the students vote. (*sample student answer: runs and flies*)

Step 4- Identify the two characteristics selected. Tell them to think of an inanimate object that has those two characteristics. Encourage them to list as many as possible. Let the students select from the list as a group by voting, or alternatively to select individually. (*sample student answers: jumbo jet and seed*)

Step 5-The students write an analogy: Imagination is like a dinosaur because both \_\_\_\_\_. (*Sample student answers: Imagination is like a jumbo jet because with the right resources it can take you anywhere. Imagination is like a seed because under the right conditions it grows and spreads.*)

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### Cat Claws

**Materials:** 8  $\frac{1}{2}$  x 11 piece of paper (printer paper works well)—any color—the more, the better.



Start with an 8  $\frac{1}{2}$  x 11 sheet of paper.



Fold the right bottom corner up in triangle.



Fold the left corner up to make a triangle.



Fold down top left corner.



Fold down the top right corner.



Flip over design.



Fold up bottom to form triangle and turn over.



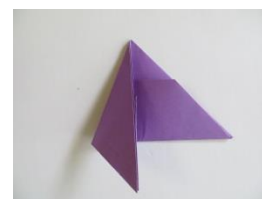
Fold again to make center crease.



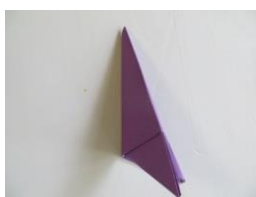
Open.



Find edge with 3 layers.



Fold left side to meet center—crease well..place design with layers on left.



Now fold over again and again until design looks like this---flip over with point down.

(continued)

## "Like Cats and Dogs"

(cat claws continued)



Find pocket in between folds and fold one of the edges into the pocket.



Make several—and wear your cat claws.



## "Like Cats and Dogs"

### Cat and Dog Face Origami

**Materials:** origami paper (regular printing paper cut in squares will work too), markers

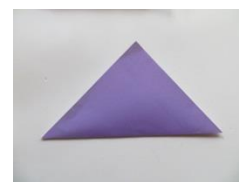
#### Cat Face



Start with square piece of paper.



Turn on an angle, color side down.



Fold bottom point up to form isosceles



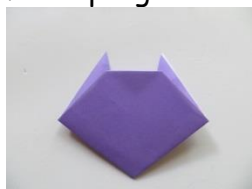
Fold up right bottom point.



Fold up left bottom point.



Fold down top point.



Turn over design.



Add cat features!

#### Dog Face



Start as with cat face—  
Square paper, turned on angle  
color side down.



Fold top point down  
to form triangle.



Fold down right point.

## "Like Cats and Dogs"



Fold down left point.



Add features to give your dog personality!

## Origami Across the Curriculum

The word "origami" is derived from two Japanese words "ori" meaning folding and "kami" meaning paper. Origami comes from the traditional Japanese art of paper folding, which started in about the 17th century AD. The art became popular in the U.S. and other countries in the 20th century.

Origami involves transforming a plain sheet of paper into something three dimensional. In traditional origami, artists use only the paper—no scissors, no glue. Most designs begin with a square sheet of paper, any size square, but usually between 2" to 6". Basic techniques used in origami have names like valley fold, mountain fold, pleats, reverse folds and squash folds.

One of the most famous origami designs is the crane, made popular through the book "Sadako and the Thousand Cranes." The crane has come to represent peace. Origami butterflies have been used in Shinto weddings, and Samurai warriors are said to have exchanged gifts decorated with good luck tokens made of folded paper. Today, scientists and engineers use origami technique. For example, car manufacturers have used origami folding techniques to help fold and flatten airbags. In 2008, the Japan Space Agency tested a prototype of an origami airplane that they plan to one day launch from space.

Benefits: dexterity, math skills, focus, multi-cultural awareness

### Common Core Mathematical Practice—Grade 5

- Mathematical Practices
- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.