

They All Saw A Cat

They All Saw A Cat

Written and Illustrated by Brendan Wenzel

Ages: 3-6; Grades PreK-1

Themes: Animals, Imagination

SUMMARY

A cat walks through the world, and on its way, encounters many other animals. They all see the cat, but what do they actually see? Each animal's unique perspective is portrayed through creative art, giving children an insight into how the same thing can be seen in many different ways.

Common Core State Standards Connections:

CCSS.ELA-Literacy.CCRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CCSS.ELA-Literacy.CCRA.R.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCSS.ELA-LITERACY.CCRA.W.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CCSS.ELA-LITERACY.CCRA.W.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

OBJECTIVES

- Students will use *They All Saw A Cat* as a mentor to engage in a shared writing activity.
- Students will research how different animals see.
- Students will draw something familiar from different perspectives.

BEFORE VIEWING ACTIVITIES

Build students' background knowledge on perspective. Show students close-up or magnified pictures of familiar objects and ask if they can guess what the picture shows. Reveal what the student is looking at and show a picture of the whole object from a regular viewpoint. Discuss with students why the object looked so different from an extremely zoomed in perspective.

Guiding questions:

- What is different about the object when you see it up close? Color? Texture? What else?
- What can you see in the close-up picture that you don't normally see?
- How do you think this object would look to an ant crawling on it? How would it look to a giant, or someone seeing it from far away?

Explain the concept of perspective, or point-of-view, to students. Provide more real-life examples. Tell students that they're going to see a movie about a cat that goes on a walk and encounters many other different animals, all who see that cat from a different perspective. Ask students to predict how other animals may see the cat.

Discuss students' predictions from the previous activity and activate their background knowledge. Guiding questions:

- What kinds of animals are afraid of cats? How would a cat look to them?
- What kinds of animals chase cats? How would a cat look to them?
- If you were an insect, how would a cat look to you? What about if you were a bird?
- How does a cat look to you as a child?

Encourage students to listen and participate in the conversation using discussion stems:

- I agree/disagree with _____ because...
- I'd like to elaborate on _____'s comment...
- I understand what _____ is saying, and...
- _____'s comment makes me think that...

(CCRA.SL.1)

AFTER VIEWING ACTIVITIES

Using *They All Saw A Cat* as a mentor text, complete a shared writing activity with the students. Brainstorm together another animal to focus on ("They all saw a..."). Then, as a class, choose an animal to focus on. Have students contribute ideas for what animals might see the chosen animal on its walk, and how they may see the animal differently from each other. Once the ideas are collected, model for students how to lay out the story sequentially. Borrow language from the model text, "The _____ walked through the world, with its _____, _____, and _____..." to create a new shared story. Scribe and draw the students' ideas on

to chart paper, occasionally inviting students up to contribute to the drawing or write in words that they know. Bind the final product together into a class book.

(CCRA.R.3; CCRA.W.3)

Conduct research as a class on how different animals see. Use nonfiction books, the internet, and multi-media to present the information. Provide students with graphic organizers on which to record facts and drawings about each animal that you research. Discuss ways that animals' eyesight helps them to survive. Culminate the research with students drawing a simple object, animal, or shape, from the perspective of the different animals that they researched. Use the examples of how the bee and bat saw the cat in the movie as a guide. Compile the students' drawings onto a poster or in a class book.

(CCRA.R.9; CCRA.W.7)

Follow up the research project with another perspective drawing activity. This time, have students recall the close-up pictures that they saw in the Before Viewing Activity. Provide student groups with blank index cards, magnifying glasses, and different objects, such as fruit, sandpaper, a leaf, or even encourage them to use their own skin. Challenge students to draw a picture of the whole object from a regular perspective on one side of the index card, then on the other side, draw a close-up picture using the magnifying glass to help them. Extend the activity by having students trade cards and try to guess what the close up picture is depicting before turning over the card to reveal the object.

OTHER RELATED TITLES FROM WESTON WOODS:

My Garden – Written and Illustrated by Kevin Henkes

Sky Color – Written and Illustrated by Peter H. Reynolds

In the Small, Small Pond – Written and Illustrated by Denise Fleming

The Red Hen – By Rebecca Emberley and Ed Emberley

To order other Weston Woods titles visit www.scholastic.com/westonwoods or call 800-243-5020

This guide may be photocopied for free distribution without restriction.