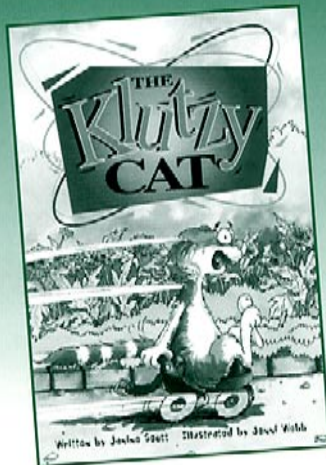




The Klutzy Cat



OVERVIEW

Nine CATastrophes: Sometimes nine lives are just not enough for a klutzy cat. One by one, the klutzy cat's nine lives begin to dwindle, so he seeks the advice of Jemima, the wisest cat of all. Then the klutzy cat goes about the task of resurrecting all nine lives. But is it possible to keep them?

The Klutzy Cat Sees Stars!: In a follow-up story, the klutzy cat gets the opportunity to exhibit clumsiness in a TV commercial.

LEARNING OUTCOMES

During this unit, the students will:

- demonstrate an understanding of sequence in plot
- use a range of strategies to predict and confirm during reading
- relate cause and effect in story events
- understand the role of alliteration and compose examples of alliteration
- recognize examples of simile
- identify compound words

WORDS TO WATCH FOR

allergic	ambushed	breakneck
catastrophe	guarantee	lassoed
posse	commercial	commotion
culprit	feline	meowed
rabid	rascally	supreme

INTRODUCING THE BOOK

- Display the cover of the book and read the title together. Allow time for the students to look at the illustrations. Ask them what they notice. They might suggest that the pictures look like cartoons, that the characters are animals, and so on.
- Discuss the title. Ask, *Why is the book's title The Klutzy Cat? What does klutzy mean? What other word could be used?*
- Encourage the students to suggest other titles containing alliteration and to discuss alliterative titles for other animals. For example: *a digging dog, a frantic frog,* and so on.

NINE CATASTROPHES

BEFORE READING

- Remind the students that stories are told by someone, either an outsider looking at the events, or by a character who is part of them. Discuss words that an insider might use. For example: *I, my, our*.
- Point out the titles of the stories on the contents page. Read the title and page 5 to the students.
- Ask, *Why do you think this title is used? Why would a cat think it has nine lives?*
- Ask, *How did the cat describe the way he was lying? (As still as a statue.)* Point out that this is a simile, because it uses *as* to compare things.

READING THE TEXT: COMPREHENSION

Read with any students needing help.

- Say, *Read pages 6 to 10 and find out what happened to the cat.* Discuss how the cat lost his nine lives. Ask, *What do we learn from the rhyming section at the end of each page? (How many lives the cat has lost.)* Ask the students to suggest how the cat will find a solution to the problem.
- Ask the students to read to the end of page 30. Discuss their earlier predictions and how the cat actually solved his problem.
- Allow time for the students to read page 33. Discuss what they found out about the cat.

AFTER READING

- Ask, *What did the author include to make the story funny?* Discuss the cat words, the rhymes, the informal language, the examples of alliteration, and so on. Then ask, *What did the illustrator do to make the pictures funny?* Discuss the pictures of animals acting as people, the stars when the cat hits his head, and so on.

- Point out the words in the problem section of the story: *hissed* (page 6), *screeched* (page 8), and *meowed* (page 10). Compare these to *purred*, which is used in the solution section (page 14). Discuss the choice of words and the difference they make.
- Ask the students to find other *cat* words to be added to the list started earlier. Invite them to identify the compound words, *catnap*, *catcall*, *catmint*. Remind the students that a compound word is made up of two complete words.

THE KLUTZY CAT SEES STARS!

BEFORE READING

- Discuss the previous story in the book, *Nine CATastrophes*, and ask the children what the new story might be about. Invite them to discuss the illustration on page 34 and suggest what happened to the cat. Read the title, and discuss the several meanings of the word *stars*.
- Read the first four lines on page 35 to the students and discuss what is the same as the first story (the cat is clumsy) and what is different (the story is not about nine lives). Discuss the idea of putting butter on a cat's paws to stop it running away. Encourage the students to predict some of the events in the story.

READING THE TEXT: COMPREHENSION

Read with any students needing help.

- Ask the students to read to the end of page 35 to find out where the cat slipped to. Discuss what problems the cat might have.
- Ask the students to read to the end of page 39 to find out how the cat behaved in the cat-food commercial. Discuss any unfamiliar words and explain their meanings.

- Ask the students to read to the end of page 43, then discuss how the cat might be persuaded to crash into the cans. They should then read page 44 to confirm their suggestions.
- Point out the *From the Author* and *From the Illustrator* sections. Ask the students to read and discuss each section. They could decide why these sections are included in the book.

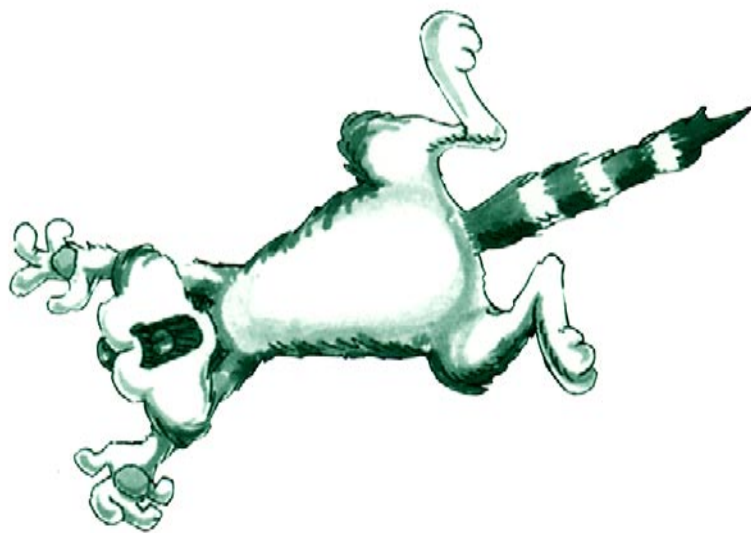
AFTER READING

- Ask the students to find the *dog* words and references in the story. They could identify *bark*, *poodle*, *Pekinese*, *all bark and no bite*, and so on.
- Ask the students to compare the language used in the two stories and describe how they are different. For example, the first story uses rhyme, but the second does not.
- Discuss what the reader learned about the cat in each story. Ask the students to skim page 35 to find a reference to the first story.
- Ask the students to find examples of animals acting like humans in the book. Discuss how this does/does not fit with the cat as narrator.

INDEPENDENT ACTIVITIES

The students could try these activities.

- Find other cat words or phrases, add the words to the class list developed during the reading, and illustrate the meaning of the phrases.
- Find the names of several breeds of dogs or cats and write a description of each.
- Search other texts for similes and create a class list or book.
- Summarize the plot of *Nine CATastrophes* on the **copy master** at the end of these notes.
- Write another *Klutzy Cat* adventure.
- Write words they know that start with *cat*. They could list suggestions, such as *caterpillar*, *catastrophe*, and so on.



Plot Development

1. Reread "Nine CATastrophes" and think about how you could summarize the plot in four parts.
2. Write a sentence and draw an illustration for each part.

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