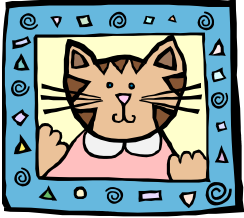


For the students:

► Cat Analyst's Journal



# Are Cats Really Like That?

Cat analyst's name: \_\_\_\_\_ Story: \_\_\_\_\_

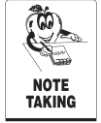
Teamates: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## STEP 1



What do we know about cats?



### Famous Cats (and where we see them)

- Sylvester (television and videos)

### Breeds

- persian

### Parts of the body

### Colors

### Character traits

-curious

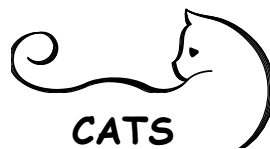




Photo: Emilie Lassire-Lagrange

In this situation, you will examine how different medias (books, videos, cd-roms, comics, songs) represent cats. You will compare famous cats, for example Sylvester, to real cats in order to appreciate the differences and similarities. Your discoveries will allow you to answer the question, "Are cats really like that?"

## STEP 2



Hypothesis: I think that

because

- I looked at the model.
- I used my resources.
- I corrected my spelling.
- I corrected my punctuation.

☐  
☐  
☐  
☐



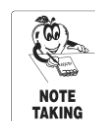
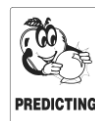
### STEP 3

In groups of four, you will choose a storybook, read it and discuss the characteristics of the cat in the story. You will then compare the information collected with information from books or internet sites on cats. As you are discussing, you will take notes on a comparing-contrasting chart.

You will demonstrate your comprehension by sharing your discoveries with the class.

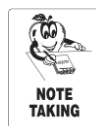


#### 1. Modeling: *The CAT in the HAT* by Dr. Seuss



Listen to the story and take notes about the cat's characteristics.

#### 2. Now it's your turn.



#### A. Find a story with your teammates.

I used my skimming strategy to choose a story with my teammates.  
I wrote the name of the story on p.1.

☐
☐

B. 1. Read the story and take notes on the characteristics of the cat.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.



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2. Underline the characteristics you would like to use to compare to real cats. ☐

C. To help you compare some of the characteristics of your character and that of real cats, what must you look up? Where can you find this information?



| Characteristics                    |                          | Resource |  |
|------------------------------------|--------------------------|----------|--|
| Physical traits (body, color, ...) | <input type="checkbox"/> |          |  |
|                                    |                          |          |  |
| Character traits                   | <input type="checkbox"/> |          |  |
|                                    |                          |          |  |
| Care                               | <input type="checkbox"/> |          |  |
|                                    |                          |          |  |
| Food                               | <input type="checkbox"/> |          |  |
|                                    |                          |          |  |
| Actions                            | <input type="checkbox"/> |          |  |
|                                    |                          |          |  |
| Other _____                        |                          |          |  |
|                                    |                          |          |  |

D. Write the name of the cat in the circle in the left column. Scan through the resources in "C" to find the information you need. Fill in the comparing-contrasting chart.



Different

Alike

Different

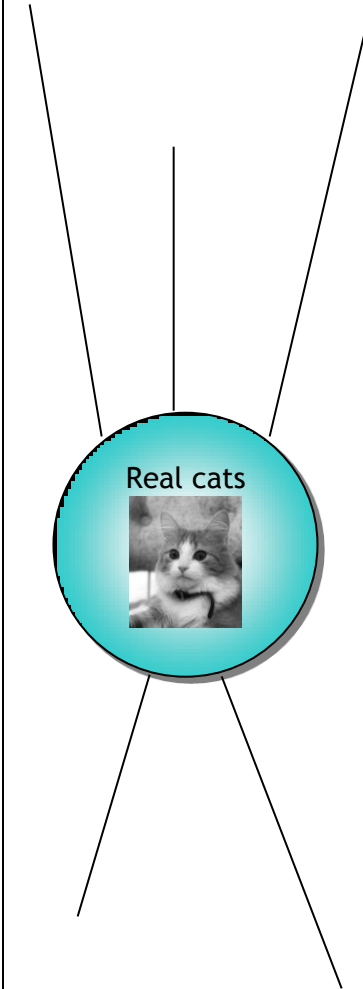
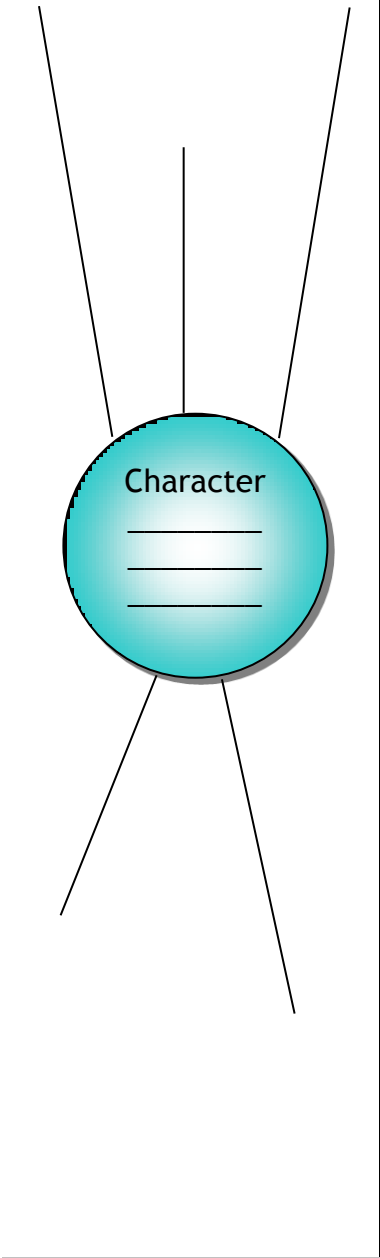
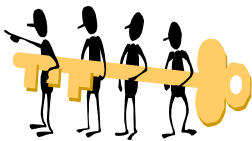


Photo: Emilie Lassire-Lagrange

#### STEP 4

It is now time to share your information with the class.



Each member of the team will present 2 items from the comparing contrasting chart to the class. What will each of you present?



Planning the presentation

| Things to present         | Who will present? |       |       |       |
|---------------------------|-------------------|-------|-------|-------|
|                           | Name:             | Name: | Name: | Name: |
| The story, comic, song... |                   |       |       |       |
| Item 1:                   |                   |       |       |       |
| Item 2:                   |                   |       |       |       |
| Item 3:                   |                   |       |       |       |
| Item 4:                   |                   |       |       |       |
| Item 5:                   |                   |       |       |       |
| Item 6:                   |                   |       |       |       |
| Item 7:                   |                   |       |       |       |
| Item 8:                   |                   |       |       |       |



| What material will you need for the presentation? | Who will bring it? |
|---|--------------------|
|   |                    |
|   |                    |
|   |                    |
|   |                    |
|   |                    |

Notes:





Write short sentences about each item you will present in the space below.

Copy them on the slips of paper the teacher will give you.




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---

---

---



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---

---

---

I looked at the model.

I used my resources.

I corrected my spelling.

I corrected my punctuation.

☐
☐
☐
☐

### STEP 5



Go back to Step 2. Look at your hypothesis. Reread the slips of paper on the board. Now that you have compared different characters with real cats, what are your conclusions?

I agree with my hypothesis. ☐

I don't agree with my hypothesis. ☐



Conclusions (What did I learn?)




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I looked at the model.

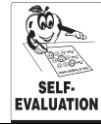
I used my resources.

I corrected my spelling.

I put my punctuation.

☐
☐
☐
☐

## SELF-EVALUATION



| I evaluate myself            |           |      |       |                    |
|------------------------------|-----------|------|-------|--------------------|
|                              | very good | good | so-so | more effort needed |
| Speaking English             |           |      |       |                    |
| Staying on task              |           |      |       |                    |
| Listening to others          |           |      |       |                    |
| Helping my team              |           |      |       |                    |
| Using the expression posters |           |      |       |                    |



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## PEER EVALUATION

|                     | Name: | Name: | Name: |
|---------------------|-------|-------|-------|
| Speaking English    |       |       |       |
| Staying on task     |       |       |       |
| Listening to others |       |       |       |
| Helping our team    |       |       |       |

++ very good      + good      ± so-so



Photo: Emilie Lassire-Lagrange

## For the teacher:

- ▶ Teacher Tool 1: Characteristics of the Cat in the Hat (for Modeling)
- ▶ Teacher Tool 2: Characteristics of the Cat in the Hat (for Modeling) /Answer Sheet)
- ▶ Teacher Tool 3: Comparing – Contrasting Chart for Modeling
- ▶ Teacher Tool 4: Comparing – Contrasting Chart for Modeling / Answer Sheet
- ▶ Observation Grids

## Characteristics of the Cat in the Hat Modeling

|     |
|-----|
| 1.  |
| 2.  |
| 3.  |
| 4.  |
| 5.  |
| 6.  |
| 7.  |
| 8.  |
| 9.  |
| 10. |



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Note: Items underlined will appear on the comparing-contrasting chart.

To help you compare some of the characteristics of your character and that of real cats, what must you look up? Where can you find this information?



| Characteristics                    |                          | Resource |  |
|------------------------------------|--------------------------|----------|--|
| Physical traits (body, color, ...) | <input type="checkbox"/> |          |  |
|                                    |                          |          |  |
| Character traits                   | <input type="checkbox"/> |          |  |
|                                    |                          |          |  |
| Care                               | <input type="checkbox"/> |          |  |
|                                    |                          |          |  |
| Food                               | <input type="checkbox"/> |          |  |
|                                    |                          |          |  |
| Actions                            | <input type="checkbox"/> |          |  |
|                                    |                          |          |  |
| Other _____                        |                          |          |  |
|                                    |                          |          |  |

# Characteristics of the Cat in the Hat Modeling Answer Sheet

Teacher Tool 2

- |   |   |                          |
|---|---|--------------------------|
| 1. <u>Black and white</u>                           | } | physical trait           |
| 2. <u>Hat, umbrella, bow, gloves with 3 fingers</u> |   | clothing                 |
| 3. <u>Stands on two feet</u>                        | } | actions                  |
| 4. <u>Can open a door</u>                           |   |                          |
| 5. Talks  |   |                          |
| 6. <u>Likes to play</u>                             |   |                          |
| 7. Likes good tricks                                |   |                          |
| 8. <u>Agile</u>                                     |   |                          |
| 9. Can stand on a ball and hold many objects        |   |                          |
| 10. Can carry a big box                             | } | physical trait<br>action |
| 11. <u>Gets up on the big box</u>                   |   |                          |
| 12. <u>Can look sad</u>                             |   |                          |
| 13. Picks up his playthings                         |   |                          |



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Note: Items underlined will appear on the comparing-contrasting chart.

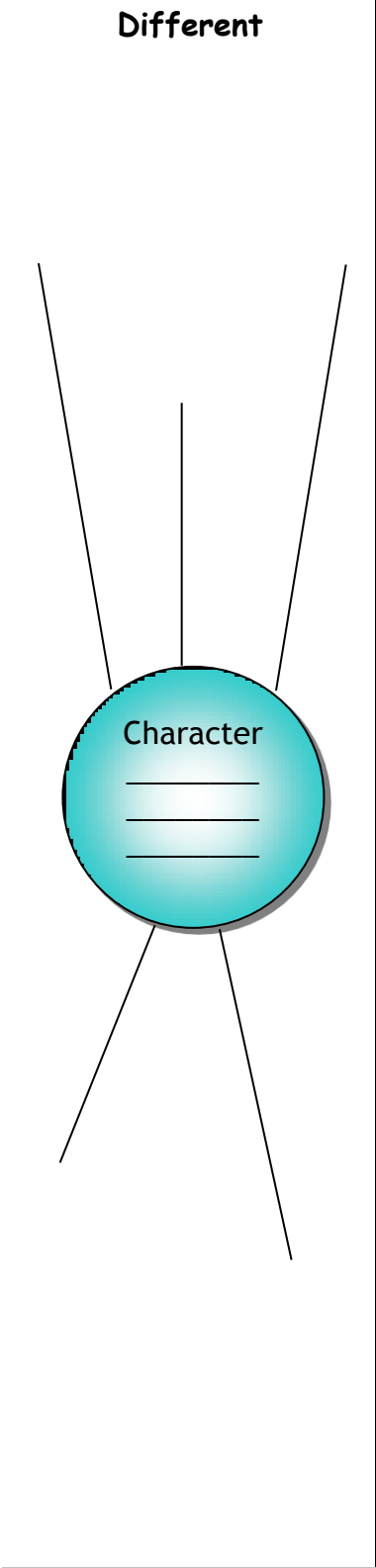
To help you compare some of the characteristics of your character and that of real cats, what must you look up? Where can you find this information?



| Characteristics                    |                 | Resource                       |                                |
|------------------------------------|-----------------|--------------------------------|--------------------------------|
| Physical traits (body, color, ...) | ■               | Cats,                          | The True-or-False Book of Cats |
|                                    |                 | Spotter's Guide to Cats        |                                |
| Character traits                   | □               |                                |                                |
| Care                               | □               |                                |                                |
| Food                               | □               |                                |                                |
| Actions                            | ■               | The True-or-False Book of Cats |                                |
| Other                              |                 |                                |                                |
|                                    | <u>Clothing</u> | Cats                           |                                |

Comparing-Contrasting Chart  
Modeling

Different



Alike

Different

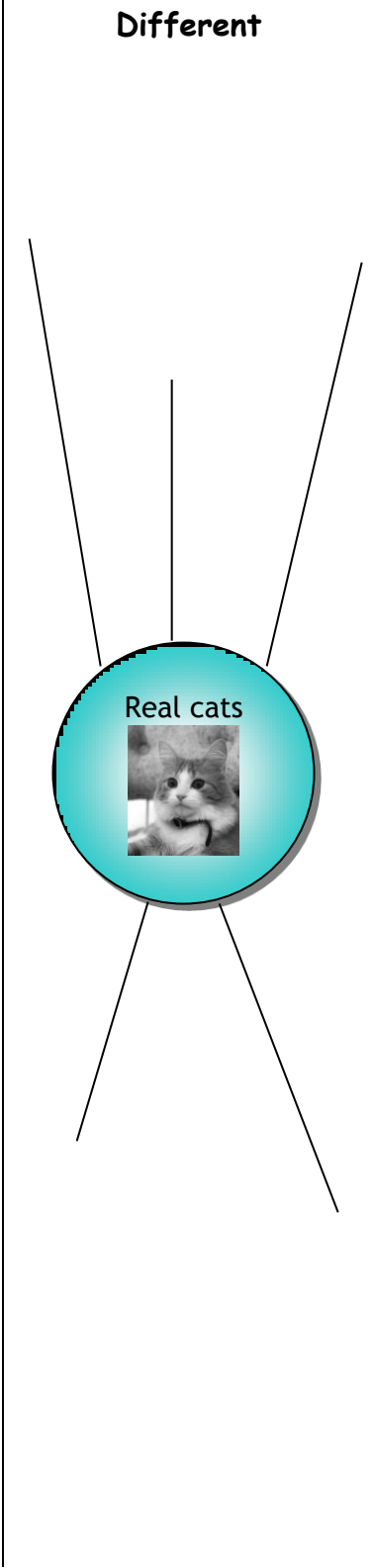


Photo: Emilie Lassire-Lagrange

# Comparing-Contrasting Chart

## Modeling

### Answer Sheet

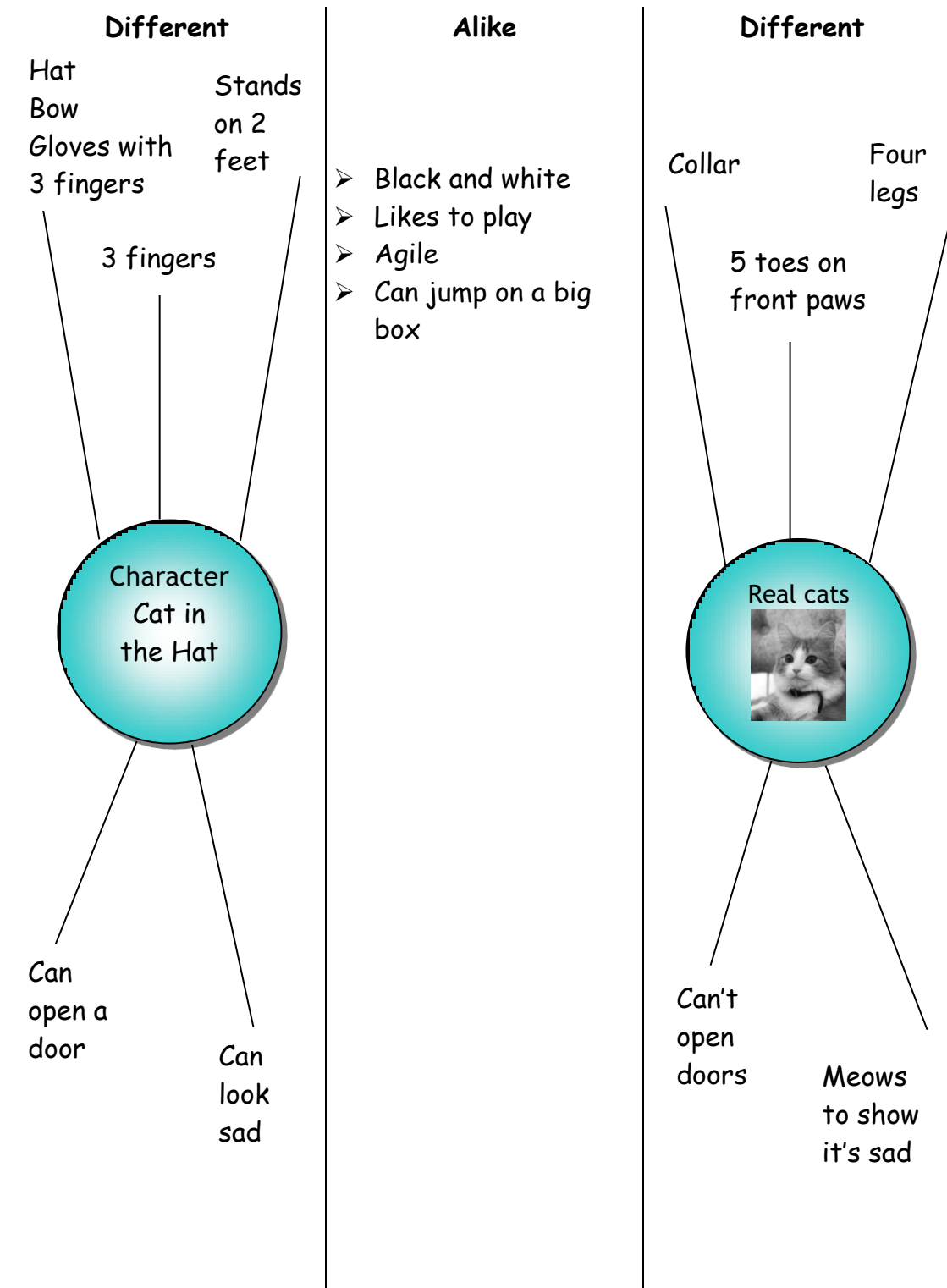


Photo: Emilie Lassire-Lagrange



## Observation Grid – Oral Interaction

group: \_\_\_\_\_

| <b>Progress:</b><br><b>G</b> Guided by the teacher<br><b>S</b> Supported by the teacher<br><b>A</b> Autonomously |  | Use of functional language  |   | Participation in exchanges                  |                           | Use of strategies (for regulation) |                |          |
|--|--|---|---|---|---------------------------|------------------------------------|----------------|----------|
| Class list   |  | Use of targeted useful expressions and vocabulary and pronunciation | Combination of useful expressions and vocabulary to express personal messages | Initiation and maintenance of oral messages | Reaction to oral messages | Resourcing                         | Delay speaking | Planning |
| 1.   |  |   |   |   |                           |                                    |                |          |
| 2.   |  |   |   |   |                           |                                    |                |          |
| 3.   |  |   |   |   |                           |                                    |                |          |
| 4.   |  |   |   |   |                           |                                    |                |          |
| 5.   |  |   |   |   |                           |                                    |                |          |
| 6.   |  |   |   |   |                           |                                    |                |          |
| 7.   |  |   |   |   |                           |                                    |                |          |
| 8.   |  |   |   |   |                           |                                    |                |          |
| 9.   |  |   |   |   |                           |                                    |                |          |
| 10.  |  |   |   |   |                           |                                    |                |          |
| 11.  |  |   |   |   |                           |                                    |                |          |
| 12.  |  |   |   |   |                           |                                    |                |          |
| 13.  |  |   |   |   |                           |                                    |                |          |
| 14.  |  |   |   |   |                           |                                    |                |          |
| 15.  |  |   |   |   |                           |                                    |                |          |





## Observation Grid – Oral Interaction

group : \_\_\_\_\_

| <b>Progress:</b><br><b>G</b> Guided by the teacher<br><b>S</b> Supported by the teacher<br><b>A</b> Autonomously |  | Use of functional language  |   | Participation in exchanges                  |                           | Use of strategies (for regulation) |                |          |
|--|--|---|---|---|---------------------------|------------------------------------|----------------|----------|
| Class list   |  | Use of targeted useful expressions and vocabulary and pronunciation | Combination of useful expressions and vocabulary to express personal messages | Initiation and maintenance of oral messages | Reaction to oral messages | Resourcing                         | Delay speaking | Planning |
| 16.  |  |   |   |   |                           |                                    |                |          |
| 17.  |  |   |   |   |                           |                                    |                |          |
| 18.  |  |   |   |   |                           |                                    |                |          |
| 19.  |  |   |   |   |                           |                                    |                |          |
| 20.  |  |   |   |   |                           |                                    |                |          |
| 21.  |  |   |   |   |                           |                                    |                |          |
| 22.  |  |   |   |   |                           |                                    |                |          |
| 23.  |  |   |   |   |                           |                                    |                |          |
| 24.  |  |   |   |   |                           |                                    |                |          |
| 25.  |  |   |   |   |                           |                                    |                |          |
| 26.  |  |   |   |   |                           |                                    |                |          |
| 27.  |  |   |   |   |                           |                                    |                |          |
| 28.  |  |   |   |   |                           |                                    |                |          |
| 29.  |  |   |   |   |                           |                                    |                |          |
| 30.  |  |   |   |   |                           |                                    |                |          |

[illegible]



[illegible]

Hypothesis, short sentences in step 4 and conclusions in step 5