



Are Cats Really Like That?

① Broad areas of learning

- | | | | |
|--------------------------------|-------------------------------------|--------------------------------------|--------------------------|
| ➤ health and well-being | <input type="checkbox"/> | ➤ environmental awareness and | <input type="checkbox"/> |
| ➤ personal and career planning | <input type="checkbox"/> | consumer rights and responsibilities | |
| ➤ media literacy | <input checked="" type="checkbox"/> | ➤ citizenship and community life | <input type="checkbox"/> |

Focus of development: Understanding of the way the media portray reality

② Cross-curricular competencies

INTELLECTUAL	METHODOLOGICAL	PERSONAL AND SOCIAL	COMMUNICATION-RELATED
➤ To use information <input type="checkbox"/> ➤ To solve problems <input type="checkbox"/> ➤ To exercise critical judgment <input checked="" type="checkbox"/> ➤ To use creativity <input type="checkbox"/>	➤ To adopt effective work methods <input type="checkbox"/> ➤ To use information and communication technologies <input type="checkbox"/>	➤ To construct his/her identity <input type="checkbox"/> ➤ To cooperate with others <input type="checkbox"/>	➤ To communicate appropriately <input type="checkbox"/>

③ ESL Competencies

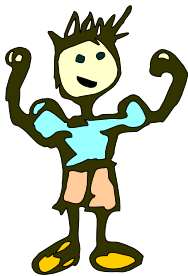
To interact orally in English	To reinvest understanding of oral and written texts	To write texts
➤ The student reacts to messages using strategies <input checked="" type="checkbox"/> ➤ The student takes the initiative to transmit oral messages using strategies <input checked="" type="checkbox"/> ➤ The student maintains oral interaction using strategies <input checked="" type="checkbox"/>	➤ The student prepares to listen to and read texts using strategies <input checked="" type="checkbox"/> ➤ The student demonstrates understanding of oral and written texts using strategies <input checked="" type="checkbox"/> ➤ The student carries out meaningful tasks using strategies <input checked="" type="checkbox"/>	➤ The student prepares to write texts using strategies <input checked="" type="checkbox"/> ➤ The student composes texts using strategies <input checked="" type="checkbox"/> ➤ The student revises his/her texts using strategies <input checked="" type="checkbox"/>

This learning/evaluation situation makes use of the researching and working with information process in geography and history and the scientific method or procedure in science and technology.

- ④ **Description:** Students will compare the traits of cats used as characters in various medias (storybooks, songs, comic strips) with reality. In doing so, they will develop their critical judgment and thus maintain contact with reality.

Cycle : second half of Elementary 5

Duration : 7-9 periods

⑥	Cross-curricular competencies	ESL competencies
Evaluation criteria 	<ul style="list-style-type: none"> ➤ Consistency between the judgment and the criteria on which it is based ➤ Well-reasoned justification of the judgment 	<p>Competency 1: To interact orally in English</p> <ul style="list-style-type: none"> ➤ Use of functional language ➤ Participation in exchanges ➤ Use of strategies (for regulation only) <p>Competency 2: To reinvest understanding of oral and written texts</p> <ul style="list-style-type: none"> ➤ Evidence of understanding of texts ➤ Use of knowledge from texts in a reinvestment task ➤ Use of strategies (for regulation only) <p>Competency 3 : To write texts</p> <ul style="list-style-type: none"> ➤ Application of targeted language conventions ➤ Characteristics of the written text ➤ Use of strategies (for regulation only)
Evaluation means	<ul style="list-style-type: none"> ➤ Traces of strategy use in the cat analyst's journal ➤ Step 3, #2, B-1 in the cat analyst's journal on the characteristics of the cat in their story (C2 – evidence of understanding of key elements) ➤ Step 3, #2, D in the cat analyst's journal - Comparing-contrasting chart (C2 – evidence of understanding of key elements) ➤ Step 4, short sentences and presentation (C2 – evidence of understanding of key elements) ➤ Hypothesis, short sentences in step 4 and conclusions in step 5 (C3) ➤ Step 5, conclusions (C2 – Use of knowledge from texts in a reinvestment task) ➤ Observation grids ➤ Self-evaluation and peer evaluation 	

<p>⑤</p> <p>Materials needed</p>	<ul style="list-style-type: none"> ➤ Pictures of the pug and the dalmatians from Men in Black and 101 Dalmatians (see bibliography) ➤ Oral Interaction Posters #14, 16, 29, 20, 21, 22, 25, 30, 40 ➤ Storybooks, songs, comic strips, videos with cats as characters (see bibliography) ➤ Information-based texts on cats (see bibliography) ➤ Handout 1: cat analyst's journal ➤ Teacher Tools 1-2: Characteristics of the CAT in the HAT, answer sheet and transparency (or chart paper) ➤ Teacher Tools 3-4: Comparing-Contrasting Chart – Modeling, answer sheet and transparency (or chart paper) ➤ Slips of paper ➤ “I Listen to Texts”, “I Read Texts” and “I Write Texts” checklists
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Essential Knowledge (The symbols¹ used below refer to the Progression of Learning document and show for each element of learning what is expected at the end of elementary 5).

	Elementary	5
Functional language	Useful expressions	
	<ul style="list-style-type: none"> • Delay speaking 	<input type="checkbox"/>
	<ul style="list-style-type: none"> • Asking for help or clarification 	<input type="checkbox"/>
	<ul style="list-style-type: none"> • Capabilities (States other's capabilities) 	→
	<ul style="list-style-type: none"> • Requests for information 	→
	<ul style="list-style-type: none"> • Agreement, disagreement (Expresses agreement/disagreement) 	<input type="checkbox"/>
	<ul style="list-style-type: none"> • Opinions 	→
	<ul style="list-style-type: none"> • Expressions to make rejoinders 	→
	<ul style="list-style-type: none"> • Expressions promoting harmonious exchanges and teamwork (Contributes in creating harmonious exchanges) 	<input type="checkbox"/>
	Vocabulary	
	<ul style="list-style-type: none"> • Theme-related vocabulary 	→
	<ul style="list-style-type: none"> • Colours (frequently encountered in class) 	<input type="checkbox"/>
	<ul style="list-style-type: none"> • Prepositions and location words 	→
	<ul style="list-style-type: none"> • Question words 	→
	Compensatory Strategies	
	<ul style="list-style-type: none"> • Delay speaking 	<input type="checkbox"/>
	<ul style="list-style-type: none"> • Asking for help or clarification 	<input type="checkbox"/>
	Learning Strategies	
	<ul style="list-style-type: none"> • Self-monitoring 	→
	<ul style="list-style-type: none"> • Self-evaluation 	→
	<ul style="list-style-type: none"> • Planning 	→
	<ul style="list-style-type: none"> • Attention (Decides to concentrate on the right things) 	*
	<ul style="list-style-type: none"> • Use of prior knowledge 	→

¹ → Student constructs knowledge with teacher guidance

* Student applies knowledge by the end of the school year

☐ Student reinvest knowledge

	<ul style="list-style-type: none"> • Predicting → • Resourcing * • Note-taking * • Skimming → • Scanning → • Cooperation → • Risk taking <p>(Dares to use functional language to speak only English) <input type="checkbox"/></p> <p>(Experiments with known language) →</p>
Language conventions	Grammar <ul style="list-style-type: none"> • Word order <input type="checkbox"/> (Uses knowledge of word order in simple sentences to construct meaning) • (Forms simple sentences) <input type="checkbox"/>
	<ul style="list-style-type: none"> • Verb tenses (uses verb tenses targeted for tasks) →
	Phonology <ul style="list-style-type: none"> • Intonation and pronunciation for the functional language frequently used in class <input type="checkbox"/>
	Punctuation <ul style="list-style-type: none"> • Punctuation (Writes a sentence with a capital letter at the beginning and a period or question mark at the end) <input type="checkbox"/>
	Spelling <ul style="list-style-type: none"> • Spelling (in open-ended models and available resources) →
Text components	<ul style="list-style-type: none"> • Contextual cues (Uses contextual cues to construct meaning) → • Overall meaning (Identifies general ideas stated explicitly) <input type="checkbox"/> • Key elements <input type="checkbox"/> (Identifies and briefly describes characters, people, animals, objects, place and setting) • (Identifies facts) →
Cultural product	<ul style="list-style-type: none"> • Text, media →

⑤ CLASSROOM ACTIVITY



Step 1: Preparing the task

Role of the students	Role of the teacher
<div data-bbox="714 430 901 525" data-label="Text"> <p>1st period Activity 1</p> </div> <div data-bbox="69 514 162 636" data-label="Image"> </div> <div data-bbox="225 514 318 636" data-label="Image"> </div> <div data-bbox="380 514 472 636" data-label="Image"> </div> <div data-bbox="534 514 626 636" data-label="Image"> </div> <div data-bbox="77 672 264 831" data-label="Image"> </div> <div data-bbox="279 669 737 745" data-label="Text"> <p>(developing the verbal/linguistic intelligence)</p> </div> <ul style="list-style-type: none"> 👤 Identify the dogs on the pictures. 👤 Participate in the discussion. 👤 Listen to the teacher. 👤 Give their opinion. 	<ul style="list-style-type: none"> 👤 Presents the pictures from the <i>101 Dalmatians</i> and <i>Men in Black</i> and asks students if they know these dogs. 👤 Asks the students if they know anyone who has a pug or a Dalmatian. Did they buy these animals before or after the movies? What kind of animals are they? Cute? Quiet? Playful? 👤 Tells students that often what they see in a film or read in a storybook does not reflect reality, e.g. Batman, Hulk. In the two movies, <i>101 Dalmatians</i> and <i>Men in Black</i>, the dogs are seen as irresistible, cute, cuddly animals. Many children have asked and begged their parents to buy a Dalmatian or a pug. After a while, it turned out that the dog was not so irresistible, cute and cuddly. Many dogs were abandoned or sent to the SPCA. (See bibliography for more information on the problem). 👤 Asks students if they think the problem is the same with cats in movies or books and real cats.

Activity 2

- Write their name on the journal and then listen to the teacher's explanations.

- Distributes Handout 1, the "Cat analyst's journal" and uses it to present the learning situation.
- Tells the students what the following pictograms mean:



Class activity



individual work



Work in groups of four

- Interact with the teacher. Take notes in their booklet.

- Tells students that to do this learning / evaluation situation, they will use the scientific method. Asks students the steps used in the scientific method. Writes these steps on the blackboard and asks students to write them in their booklet under each numbered step. (Step 1: What is the question and what do I know about it?; Step 2: My hypothesis; Step 3: What material do I need and what is the procedure?; Step 4: What are the results?; Step 5: What is my conclusion?)

- Interact with the teacher. Take notes in their booklet.

- Tells the students that they are now going to start step 1. Asks students to name famous cats and where these cats can be seen, e.g. Sylvester, on television or on videos. Writes this information on the graphic organizer.
- Asks students what they know about the other items on the graphic organizer and writes them.
- Asks students what else they know about cats and uses the bottom part of the graphic organizer to categorize this information.
- Explains that scientists ask questions about things they want to know more about. Reads the top of page 2 in the booklet to present the question in this situation.



(developing the naturalist intelligence)

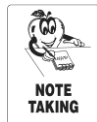
- Follow in the booklet.

Step 2: Carrying out the task

Role of the students	Role of the teacher
<div data-bbox="699 247 907 338" data-label="Section-Header"> <p>2nd period Activity 3</p> </div> <p>👤 Listen to the teacher. Participate.</p> <div data-bbox="134 432 228 552" data-label="Image"> </div> <div data-bbox="285 432 378 552" data-label="Image"> </div> <div data-bbox="435 432 527 552" data-label="Image"> </div> <div data-bbox="578 432 670 552" data-label="Image"> </div> <div data-bbox="105 613 297 772" data-label="Image"> </div> <p>(developing the logical/mathematical intelligence)</p> <p>👤 Participate in the modeling and ask questions if needed.</p> <div data-bbox="94 919 279 1077" data-label="Image"> </div> <p>(developing the verbal/linguistic intelligence as well as the logical/mathematical intelligence)</p> <p>👤 Individually, write a hypothesis and use the checklist in their booklet.</p> <div data-bbox="99 1213 285 1367" data-label="Image"> </div> <p>(developing the intrapersonal intelligence as well as the verbal/linguistic and the logical/mathematical intelligences)</p>	<p>👤 Explains step 2 of the scientific method. Tells students that a hypothesis is a guess about what might happen. May use an example such as <i>Why do leaves change color in fall?</i> to illustrate what a hypothesis is. Students will probably come up with temperature change, days getting shorter, etc.</p> <p>👤 Models how to write a hypothesis using resources and the writing checklist, e.g., <i>I think that cats in media are like real cats because both are adorable.</i></p> <p>👤 Asks students, individually, to write a hypothesis.</p>
<div data-bbox="699 1476 894 1545" data-label="Section-Header"> <p>Activity 4</p> </div> <p>👤 Follow in their booklet.</p> <p>(developing the verbal/linguistic intelligence)</p> <div data-bbox="58 1703 241 1856" data-label="Image"> </div>	<p>👤 Reads the introduction to step 3 in the booklet and presents the different stories available.</p>



(developing the musical/rhythmic intelligence)



- Participate in the modeling.



(developing the verbal/linguistic intelligence)



(developing the visual/spatial intelligence)

3rd period
Activity 5

- Participate in the modeling.



(developing the logical/mathematical intelligence as well as the verbal/linguistic intelligence)

4th period
Activity 6

- Follow the instructions in their journal. Refer to the modeling and the “I Read Stories” checklist to work on their story.

- Models what the students will have to do with the story “The CAT in the HAT” by Dr. Seuss.
- Reviews the pre-listening and listening sections of the “I Listen to Texts” checklist. Asks students to look at the title and illustrations and mentally predict what will happen in the story
- Shows the students the story using the cd-rom or reads the story. Asks students to note the characteristics of the cat in their booklet as they are listening to the story. If this is too difficult, has students take notes after the story. Reminds students that they can use their resources such as the graphic organizer in step 1, for example, to complete their notes.

- Reviews the after listening section of the listening checklist. Brainstorms with the students the characteristics of the Cat in the Hat (Teacher Tools 1-2).
- Presents the information-based texts the students can use to find the characteristics of real cats.
- Models how to complete the comparing-contrasting chart (Teacher Tools 3-4). Shows how to select the appropriate information-based resource by skimming through it and then find specific information by scanning.

- Tells the students that it is now their turn to choose a story, to read it and complete the different charts. Refers them to their journal and to the “I Read Stories” checklist.

<div data-bbox="92 71 181 193" data-label="Image"></div> <div data-bbox="198 71 289 193" data-label="Image"></div> <div data-bbox="81 287 271 457" data-label="Image"></div> <p>(developing the interpersonal intelligence as well as the verbal/linguistic and logical/mathematical intelligences)</p> <ul style="list-style-type: none"> Ask for help or clarification if needed. Speak English. <div data-bbox="521 516 613 634" data-label="Image"></div>	<ul style="list-style-type: none"> Helps and guides groups that have problems. Observes the use of oral interaction.
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Step 3: Assimilation-transfer on learning

Role of the students	Role of the teacher
<div data-bbox="125 821 217 942" data-label="Image"></div> <div data-bbox="261 821 354 942" data-label="Image"></div> <div data-bbox="394 821 487 942" data-label="Image"></div> <div data-bbox="527 821 620 942" data-label="Image"></div> <div data-bbox="711 821 844 898" data-label="Text"> <p>5th period Activity 7</p> </div> <ul style="list-style-type: none"> Use their booklet to plan how the group will present the results of their analysis. <div data-bbox="95 1060 284 1230" data-label="Image"></div> <p>(developing the interpersonal intelligence)</p> <ul style="list-style-type: none"> Participate in the modeling. <div data-bbox="89 1512 274 1669" data-label="Image"></div> <p>(developing the verbal/linguistic intelligence)</p> <ul style="list-style-type: none"> Prepare for the presentation. Write their sentences on slips of paper. Ask peers or teacher for help if needed. 	<ul style="list-style-type: none"> Presents step 4 of the scientific method: communicating the results using the booklet. Tells students that they will now plan their presentation. Distributes 9 slips of paper to each group so that they can write the name of the story, song, comic or other that they have analyzed and short sentences about each item they will present. Models the kind of sentences the students could write by using the comparing-contrasting chart used for “The CAT in the HAT” (Teacher Tools 3- 4), resources and the writing checklist. Example: <i>The Cat in the Hat stands on two feet. Real cats have four legs.</i> Asks students to help find other sentences as examples and writes them on the board. Tells students when the presentations will take place. Offers help and support when needed.



(developing the intrapersonal intelligence as well as the interpersonal and the verbal/linguistic intelligences)

6th period Activity 7

- Present the result of their analysis. Place the slip with the name of the story, song, comic or other on the board. Place the other slips under the name slip as they are presenting. Ask peers or teacher for help if needed.

- Listens to the presentations. Observes evidence of understanding of the story. Offers help and support when needed.

7th period Activity 8

Transfer of learning in similar context



- Reread their initial hypothesis, reread the slips of paper on the board and check in their booklets whether they still agree with their hypothesis or not.



(developing the intrapersonal intelligence as well as the logical/mathematical intelligence)

- Use their resources and the writing checklist to write conclusions about the analysis presented by the class.
(developing also the verbal linguistic intelligence)

- Share their conclusions with the class.



(developing the verbal/linguistic intelligence)

- Presents step 5 of the scientific method: conclusions. Asks students, individually, to reread their initial hypothesis, to come up to the board and reread the slips of paper if needed and to check in their booklets if they still agree with their hypothesis or not.

- Asks students to use their resources and the writing checklist to write conclusions about the analysis presented by the class.

- Asks students to share their conclusions with the whole class.

Activity 9

- ✎ Fill in their self-evaluation and the peer evaluation on the last page of the booklet.



(developing the intrapersonal intelligence)

- ✎ Asks students to fill in their self-evaluation and the peer evaluation on the last page of the booklet.

Transfer of learning in different contexts

Ask students if they think the messages conveyed in other medias, commercials for example, give an exact picture of reality. Why? Can they think of examples where medias do portray reality.

Analysis of what took place (Please write your notes here: questions, solutions, modifications, and links with next pedagogical planning...)



Template by Marilyn Lassire, Commission scolaire des Affluents and Anne Millette, Commission scolaire de Sorel-Tracy

Bibliography

This suggested bibliography takes into account the differing needs and reading levels of students.

Storybooks

- Barkan, Joanne (1992). *That Fat Hat*. Hello Reader!: Level 3. New York: Scholastic.
- Calhoun, Mary (1979). *Cross-Country Cat*. U.S.A.: Harper Collins Publishers.
- Dodd, Lynley (2001). *Scarface Claw*. England: Puffin Books.
- Dr. Seuss (1985). *The CAT in the HAT*. Toronto: Random House.
- Kerr, Judith (1988). *Mog and Bunny*. Great Britain: Collins.
- Kerr, Judith (2000). *Mog the Forgetful Cat*. Great Britain: Collins.
- Krensky, Stephen (1993). *Fraidy Cats*. Hello Reader!: Level 2. New York: Scholastic.
- Masurel, Claire and Bob Kolar (2001). *A Cat and a Dog*. New York: A Cheshire Studio Book.
- Monks, Lydia (2002). *My Cat's Weird*. Great Britain: Egmont Books Limited.
- Moore, Inga (1991). *Six-Dinner Sid*. New York: Simon and Schuster Books for Young Readers.
- Poulin, Stéphane (2003). *Where's the Cat?* New York: Tundra Books.
- Puss-in-Boots* retold by Marie Crook (2000). Penguin Young Readers: Level 2. England: Pearson Education Limited.
- Schade, Susan and Jon Buller (1999). *Cat on the Mat*. Road to Reading: Mile 2. New York: Golden Books Publishing Company, Inc.
- Schade, Susan and Jon Buller (2001). *Cat on Ice*. Road to Reading: Mile 2. New York: Golden Books Publishing Company, Inc.

Fable

- Lobel Arnold (1980). "The Cat and His Visions." *Fables*. New York: Scholastic.

Comic books

- Davis, Jim (1996). *Garfield bigger and better*. New York: Ballantine Books.

Songs

- "Three Little Kittens" on the audio CD *Favorite Animal Songs* OR MP3 Music OR YouTube

Cd-rom

Dr. Seuss (1998). *The CAT in the HAT*. Cambridge, MA: The Learning Company.

Reference books

Crisp, Marty (2003). *Everything Cats: What Kids Really Want to Know About Cats*. Minnesota: NorthWord Press.

Gibbons, Gail (1996). *Cats*. New York : Holiday House.

Lauber, Patricia (1998). *The True-or-False Book of Cats*. Washington, D.C.:National Geographic Society.

Loxton, Howard (2001). *Spotter's Guides to Cats*. London, England: Usborne Publishing Ltd.

Kagan, Dr. Spencer and Miquel Kagan (1998). *Multiple Intelligences: The Complete MI Book*. CA: Kagan Cooperative Learning.

Internet sites

On *Men in Black* and *101 Dalmatians*:

http://en.wikipedia.org/wiki/Frank_the_Pug

<http://www.coloringweb.com/101-dalmatians/>

Lyrics:

<http://www.smart-central.com/Kittens.htm>


On cats:

<http://www.cats.org.uk/cats-for-kids/home/>

http://www.battersea.org.uk/help_advice/publications/for_children/


<http://www.sciencekids.co.nz/sciencefacts/animals/cat.html>

CHECKLIST




To reinvest understanding
of oral and written texts.

I Read Stories




1. Pre-Reading

- I ask myself: What do I have to do?
- I read the title and subtitles.
- I look at the illustrations.
- I think of what I know about the subject.
- I predict what will happen.




2. Reading

- I read the story.
- To help me understand the story:
 - I look for key elements: people, place, objects . . .
 - I notice the words I know.
 - I guess the meaning of words I don't know:
 - I look at the illustrations.
 - I look at the words that come before and after.




3. After reading

- I check to see if my predictions were correct.
- I show my understanding by doing the task.




CHECKLIST




To write texts

I Write Texts




1. I prepare to write.

- I think of the instructions.
- I take out the resources I need (my books, my dictionary, my bank of expressions . . .)
- I look at the model.
- I write down ideas in English.
- I put them in order.




2. I write a draft.

- I look at the model again.
- I follow the instructions.
- I use my ideas.
- I write short sentences in English. (Subject / Verb / Object)
- I use the vocabulary and expressions I know.
- If I have a problem:
 - I ask for help, I use my bank of words . . .




3. I revise my text.

- Did I follow the instructions?
- Did I follow the model?
- Are my ideas original?
- I check the spelling, the word order and punctuation with the resources I have.
- I ask a friend to revise my text.
- I correct my text.




4. I write my final text.

- Is it OK?
- Is it neat?
- Is it easy to read?




CHECKLIST



LET'S SPEAK ENGLISH!


To interact orally


I Interact Orally in English



Listening

- I look at and listen to the person talking.
- I try to guess the message:
 - I notice words and expressions I know.
 - I use visual clues (gestures, facial expressions . . .)
- I show that I understand.
 - I act.
 - I react.






Speaking


- I start talking.
- I react to the message.
 - I use vocabulary and expressions I know.
 - I ask for words and expressions I don't know.
 - I ask questions.
- I continue talking.

CHECKLIST




To reinvest understanding
of oral and written texts.

I Listen to Texts




1. Pre-Listening

- I ask myself: What do I have to do?
- I look at the title.
- I look at the illustrations, the visuals . . .
- I think of what I know about the subject.
- I predict what will happen.



2. Listening

- I listen to the text.
- I don't panic.
- I concentrate.
- To help me understand the text:
 - I listen to the intonation.
 - I listen for key elements: people, place, objects . . .
 - I notice words I know.



3. After listening

- I check to see if my predictions were correct.
- I show my understanding by doing the task.

