

Lesson Topic/Book Title: *Have You Seen My Cat?* By Eric Carle

Grade Level: Kindergarten

Estimated Time: 30 Minutes

Lesson Objectives and Correlation to Reading Standards or ACCRS/CCS (1-3):

- “With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.” (K.RL.6)
- “With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g, what person, place, thing, or idea in the text an illustration depicts).” (R.RI.7)

Book Information: *Have You Seen My Cat?* Written and Illustrated by Eric Carle

Supplies, Materials, Etc: The book, paper, pencils and crayons.

Pre-reading: “Set-up” and Prediction, Motivation, Engagement (Key Vocabulary)

- Display the first set of illustrations(8 different cats) and ask the students if they can identify who drew these cats?
- Explain this is a book by Eric Carle who also illustrated the book using paper. Ask what other Eric Carle books are there?
- Talk about the difference between a wild cat and a domestic cat, have a few students share what types of cats they know there are.

Comprehension Questions (3-4)

- Stop after page 7 and ask, “What is going on in the story so far?”
- Stop after page 11 and point out the palm trees, sand, and camel. Ask, “It looks like this boy is going around the whole world looking for his cat, where do you think he is now” (desert)
- Stop at page 18 and ask “Now we have a bench with birds and a squirrel, where could you find a bench? (at the park!) so he must be at his neighborhood again, will he finally find his cat?”

Discussion Questions (3-4)

- What different types of cats did we find in this book?
- In the story, the boy is going all around the world to find these different types of cats, where else could you find a cat?
- Which one of these cats would you want to have as a pet?

Reader Response Activity (“Students will...”)

Students will do a writing journal entry. The students may be still trying to identify different ways a sentence can be made. Give the prompt “Have you seen my cat?” which they will need to write on their own entry. Then the students will draw a picture of their favorite cat discussed in the story. Finally, have the students write the name of the cat under their illustration.

Lesson Steps

1. Gather the students to the read-aloud carpet and wait for them to settle.
2. I will show the students the first set of cat illustrations and give them 30 seconds to look.
3. I will ask, “Who do you think wrote this story?” Take about 2-3 responses.
4. Introduce Eric Carle, “Well students, this is a story by Eric Carle. I remember you all telling me how much you enjoy Eric Carle, and I myself find his stories really fun to read several times! What other Eric Carle books have you read?” Take about 2-3 responses.
5. Continue discussion, “Lets look at these cats on the page, these all seem to be wild cats but which one looks like a house cat?” (Persian Cat on a rug). “My cat at my apartment, do you think she is

a wild cat or a house cat?”(wait for response) “Alright class, lets read this story together and find out if this young boy ever finds his cat!”

6. Read aloud through page 7 and ask, “What is going on in the story so far?” (allow for 2-3 responses)
7. Continue to read-aloud and stop after page 11 and point out the palm trees, sand, and camel. Ask, “It looks like this boy is going around the whole world looking for his cat, where do you think he is now” (allow for 2-3 responses, looking for the desert)
8. Continue to read-aloud and stop at page 18 and ask, “ “Now we have a bench with birds and a squirrel, where could you find a bench? (at the park!) so he must be at his neighborhood again, will he finally find his cat?”
9. Continue the read-aloud and complete the story. Ask, “What different types of cats did we find in this book?” (Allow for 2-3 responses).
10. Ask, “In the story, the boy is going all around the world to find these different types of cats, where else could you find a cat?” (Allow for 2-3 responses)
11. Ask, “Which one of these cats would you want to have as a pet if it was safe to own a wild cat?” (Allow 2-3 responses)
12. Describe the activity, “Now students, I want you to keep thinking about your favorite cat in this story. When you get to your seats, write this question on your paper, 'Have you seen my cat?' and illustrate it with your favorite cat. At the bottom of your illustration, write the name of the cat you chose. The cats in this story will be displayed on the overhead projector so you have the correct spelling of the cats” I will pass out the paper and send the students back to their tables to start working.
13. I will continue to walk around the room to ensure all students are engaged with their stories. I would leave the discussion portion open to the students, typically they enjoy sharing their drawings but sometimes prefer to work alone. Once all the students complete their entry, I will give the paper a star in front of them and collect it for my own reflection.