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## **Unit Overview:** *The Kitty Cat Curriculum: Using CATS\* to Explore Our World*

Parents, caregivers and teachers of gifted and talented children are often supplementing, altering and researching materials to support the unique learning styles and needs of their children. Whether a child is accelerated in reading, shows a talent in music or art, or enjoys cognitive experiences in learning math or science, it is clear that affective- emotional and social- development is essential for their overall development.

For many parents of young children, who do not have the advantages of a dedicated gifted program for their children, or who have had to become advocates of their children's talent areas and education, it is helpful to have resources. Parent support groups, counselors and associations, websites and local or national programs, can be a welcomed place to turn. It is also essential to offer children activities and enrichment specifically aimed at the child's needs and interests, especially if their public education is not addressing their cognitive strengths and weaknesses, as well as affective needs and talent areas.

This unit, *The Kitty Cat Curriculum: Using CATS\* to Explore Our World*, was created in response to my own advanced learner's needs. For a 4-year-old who was not yet in a gifted program, we'd been using activities like this for two years or more, with much success in terms of stimulating an interest in learning.

The overall unit incorporates activities that use the same subject or topic, but offers a diverse range of learning opportunities to explore among various disciplines, including literacy and language, math and science, social studies, the arts (visual, and performing-music, dance, drama) and technology. While "cats" are the chosen "object of desire," they are merely an example, and should be substituted with the favorite animal, object of affection (or even obsession) of a child with the same goals anticipated. *Substitutions may include, but not be limited to: dinosaurs, princesses, fairies, horses, superheroes, pirates, unicorns, bugs and more.*

### *UNIT INTENT, GOALS & ASSUMPTIONS*

Intended for parents and caregivers of the high-ability, accelerated learners and gifted children, the unit is also ideal for teachers or counselors of an individual child, groups of gifted children, and as a resource for differentiated instruction needs.

The unit and all lesson plans are focused on gifted pre-k-2nd grade, with activities that would be appropriate for boys and girls, and many with differentiation for minority gifted students as well. The goal of the unit is to supplement and enrich everyday learning opportunities with inter-disciplinary activities to make learning engaging and relevant for the gifted child. In addition to the affective development, activities focus on self-awareness, identity, creativity, unique talent areas, as well as social responsibility. The assumptions include that the child(ren) have been identified as gifted or strong evidence by

parents and teachers suggest advanced ability. Multiple characteristics of giftedness are present for which a gifted program is being considered. Child(ren) may be early readers or have strengths in language, as well as other areas.

### *A Look Inside*

*The Kitty Cat Curriculum* incorporates fiction and non-fiction children's literature, music, poetry, role play activities, hands-on activities, individual and small group discussions, guest speakers, field trips, and much more. For example, after a brief language arts lesson in idioms, the child may choose a differentiated activity that explores idioms through favorite subject matter; for cat lovers, the "cat is out of the bag," or ESL learners may prefer the native tongue activity; critical thinking kids may explore the "Just an Expression" game to further explore the idea of idioms.

As parents of young gifted children, we try to find engaging learning opportunities that support the particular interest of our children. The unit's activities and lessons are similar to schoolwork in that they address curriculum-based standards and goals, but explores subject matter that gifted students are ready to absorb, at an accelerated pace, and through a different lens. It is not about basic concepts and test prep. And because it's centered upon a child's favorite subject matter, it's inherently interest-based and the new concepts are more engaging for a child. It's meant as a guide to be further modified for your own child or group of accelerated learners.

### *The Gifted Child Toolkit*

Each lesson offers opportunities to focus on cognitive and affective development. The unit is not meant for one distinct usage, but is multi-purpose for the needs of parents, coordinators of gifted programs or even playgroups, and even after-school programs. It is valuable to parents of the gifted because few resources are available that explicitly address parents as the primary educator, or "connection facilitator," for their pre-k and k-2 children.

*The Gifted Child Toolkit for Parents* below offers recommendations for the novice parent of the accelerated learner:

- 1- If you child is exhibiting signs of development beyond same age peers, look deeper at the shared characteristics of gifted kids, including: having an extensive vocabulary, being an early reader, having facility with numbers, perfectionistic tendencies, sensitive, intense and prefers older companions. Another important area to address is the social and emotional developmental issues that can include: underachievement, perfectionism, overexcitability, a desire to fit in and therefore peer pressure, social justice and emotional sensitivities.
- 2- If you are considering programs outside of a public school arena, consider having the child tested, but consider what that information is for and how you would use it. Might it help inform your choice of schools, or allow you

to consider socio-emotional issues that may arise, as is typical for this population.

- 3- Structure your child's space differently. Consider setting up a learning center at home, where engaging reading materials and activities are woven into the fabric of their daily life.
- 4- Ask better questions of your child to stimulate critical thinking, such as: Memory & Cognition-based questions, (Who did what, what took place); Convergent questions (how?, why?); Divergent questions that are open-ended, (What are all the ways... What if); and Evaluative questions (which is better or best, and probe further with a convergent: why?)
- 5- Consider interventions you can engage in with your child, including bibliotherapy (reading books that focus on key issues to draw out through discussion or writing, the feelings, ideas and emotions the child has.); Videotherapy (using video/movies to do the same), art therapy, using art approaches, whether visual, musical, dramatic or otherwise to address key issues. And even simply journaling or other writing activities.
- 6- Educate yourself on affective development – the social and emotional needs of your child and common issues, personality traits and behaviors common among them.
- 7- Learn about emotional intelligence and engage children in activities that attempt to perceive, understand and regulate emotions through role-play, bibliotherapy, videotherapy and art therapy, counseling, among other approaches.
- 8- Explore the role of career and gifted counselors for the gifted.
- 9- Multiple Intelligence checklist. Consider using Gardner's multiple intelligence checklist to consider the strengths and talents of your child, including, basically speaking: being word smart, number smart, picture smart, body smart, music smart, people smart, self-smart or nature smart.
- 10- Stay current and connected with gifted programs, issues and education.

## Brainstorm Web

## **LESSON PLAN 1: Cat\* and Other Idioms**

From the **Exemplar Unit: Using CATS \* to Explore our World**

(\*substitute child's *Special Interest* here)

**Time Commitment:** One to two, 60-minute sessions depending on level and number of children involved. Potentially longer for differentiated instruction activities.

**Brief Overview:** A lesson with many differentiated instruction opportunities to teach figurative language, focusing on idioms in a fun way to accelerated and gifted k-2nd grade children.

**Lesson Objectives:** To introduce common expressions which make little sense to kids without an understanding of figurative language. To be able to identify idioms in spoken language, as well as in writing and apply it in their own language. To identify and understand figurative language in readings and see reading and writing as fun. To understand that language can change over time.

**Focus Question:** What is figurative language and what are idioms?

### **Student Objectives:**

- demonstrate an understanding of idioms
- Be able to identify an idiom in readings or verbal usage
- explore the use of figurative language in readings, and the difference in phrases versus sentences
- research the meanings and origins, with the help of a parent or teacher, if needed
- illustrate a literal translation of an idiom
- discuss connections between idioms and personal experience
- share the idiom with another person, the group, a friend or parent

**NYS Standards/Connections:** (literacy and language, technology, arts)

**Subject:** English/Language Arts **Grade(s):** 2 - 4 **Standard:** Reading: Core Performance-Indicators: Recognize the difference between phrases and sentences

**Subject:** English/Language Arts **Grade(s):** 4 **Standard:** 2- Writing: Grade-Specific Performance Indicators: Students will read, write, listen, and speak for literary response and expression. Use resources such as personal experiences and themes from the text and performances to stimulate own writing

**Subject:** Arts **Grade(s):** Elementary (k-3) **Standard** 2: Art- Knowing and Using Arts Materials and Resources. Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

**Subject:** Arts **Grade(s):** Elementary (k-3) **Standard** 3: Art- Responding to and Analyzing Works of Art. Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

**NAGC Gifted Standards:** **S4: S2,S3; S5: S1, S2, S3, S4; S7: K3, S1; S8: S4; S8: S4**

The NAGC standards should be adhered to, with attention to student identification, professional development, socio-emotional guidance and counseling, program evaluation, program design, program administration and

management, curriculum and instruction. This unit focuses on the social emotional and curriculum and instruction areas specifically.

[http://www.nagc.org/uploadedFiles/PDF/Standards\\_PDFs/k12%20GT%20standards%20brochure.pdf](http://www.nagc.org/uploadedFiles/PDF/Standards_PDFs/k12%20GT%20standards%20brochure.pdf)

**Materials:**

- Book, *There's a Frog in My Throat! Raining Cats and Dogs, More Parts*, or any of the Amelia Bedelia book series, by Peggy Parish
- drawing paper and crayons, colored pencils or markers

**Vocabulary and Words to Consider:**

Figurative language

idioms

expressions

figures of speech

**Lesson Plan-**

- 1- Begin with an engaging activity to get child(ren) excited. Hand out a slip of paper with a sentence that contains an idiom.

\* For a group, hand out slips of paper to each person and have them read their idiom aloud. If possible, create a story in advance so each slip reads as part of a story.

Ask each student to circle the word or group of words that do not make sense or seem silly. Does anyone want to guess what that means?

- 2- Discuss with your child or students what idioms are

Idiom:

- an expression whose meaning does not come from the meaning of the words that make up its parts.
- sayings that have hidden meanings or do not mean exactly what the individual words mean.
- Discuss literal (words in their basic or exact meaning) instead of a figurative meaning (not what the actual words would mean on their own), as well as the idiom's origin if it is easily understood and relevant to the child.

- 3- Expose them to idioms in children's literature, read books aloud: such as *There's a Frog in My Throat! Raining Cats and Dogs, More Parts*, or any of the Amelia Bedelia books.
- 4- Talk about **common idioms** they may already know. Where did they hear or see these used? What do they think they mean?
- 5- Focus on Idioms as they relate to the **child's favorite subject, cats\*** (see below).
- 6- Find **3 idioms** that relates to that topic by reading books, searching reference materials or conducting an assisted website\* search (if available).



\* If using the *Internet*, have them research at least 3-5 idioms to understand the meaning of the phrase. If relevant and appropriate, discuss the origin of the particular idiom. **(technology)**

\*useful web source for cat idioms:

<http://www.xmission.com/~emailbox/phrases.htm>

**7- Final Project: Kitty\* Idioms Art Project- (art, language arts, technology)**

- Using an idiom from a reading of the books available or information researched on the Internet,
- have child(ren) create a drawing of their favorite idiom.
- Have them write the idiom on the back of the picture, as well as its intended (researched) meaning.
- Show 3-5 examples in advance. For examples, go to Idiomsbykids.com for examples or for more fun. (see Appendix 1B)  
[http://www.idiomsbykids.com/taylor/mrtaylor/class20022003/idioms/idioms2003/idioms2/slideshow/a\\_barrel\\_of\\_laugh.htm](http://www.idiomsbykids.com/taylor/mrtaylor/class20022003/idioms/idioms2003/idioms2/slideshow/a_barrel_of_laugh.htm)
- As a group exercise, have the child present *the drawings* explaining what they did, and if possible, share the pictures with a class or different group and see if others can guess what idiom is represented. Post projects for display, if possible. **(language arts)**

**8- If possible, create a book of idioms with drawings from your group. Share it with other k-3 classes. (language arts)**

**IDIOMS to consider:**

*Cat nap*: sleeping for a short period of time

*Origin*: Reference to the ability of a cat to sleep frequently and lightly  
*There's more than one way to skin a cat*- there is more than one way to accomplish a task.

*Origin*: The reference is to preparing a catfish (named as such because of its long whiskers) for cooking, which must be skinned because the skin is tough.

Other "cat" idioms:

*The cat is out of the bag*

***It's raining cats and dogs***

*Cat's got your tongue*

*Look what the cat dragged in*

*When the cat is away, the mice will play*

*Scaredy cat*

*Fraidy cat*

*Cat's meow*

*Curiosity killed the cat*

*Copycat*

*Fight like cats & dogs*

*Like a Cat on a hot tin roof*

*look what the cat dragged in*

*playing cat & mouse*

Differentiated Instruction Options: Based upon the individual learning styles and level of the child, give a child choices of the following differentiated activities. As a reminder, my focus with this unit was for the parent-child/ homeschooler or gifted counselor with a handful of children in a pull-out scenario. However, the differentiated options could also be in-class, outside of school, or as an alternate assignment for their language arts classwork.

Choose books at the appropriate level for the child. For more accelerated learners, have them use reference books on idioms in addition to children's literature that includes them.

- **Differentiated activity: My Favorite Subject Idioms.** Have child(ren) find 5-10 idioms that *relate to their favorite subject matter* and use them in a story. Have them create a series of pictures to literally illustrate the idiom within the context of the story. For older or tech-inclined children, have them create an Ebook, or other method of presentation beyond a paper copy. **(technology)**

- **Differentiated activity: Idiomatic expressions in my "native tongue"**-  
[For English and ESL speakers] Have children make a list of idioms they hear around the house, at school or anywhere in their community, places they go during the course of the week, in their native language when possible. Have them try to get the meaning of the idiom when they hear it spoken. Present/Discuss your new idioms with your teacher, parent, counselor, or class group. **(language art and foreign language skills)**

Consider other "funny expressions" or idioms in their own language. Research common idioms with family members and discuss with your group. If possible, research at least one foreign idiom and draw a picture to illustrate its literal meaning.

- **Differentiated activity: The "It's Just an Expression" Game.**

*(See Appendix 1A) A game for more advanced, critical thinkers]*

Locate the game in the appendix for reference. Find images of each as illustrated. (It could be presented as small cards or a paper image at a time.)

Ask the child the question. Discuss the answers. Find three or more of the following images: Butterfly, caterpillar, a clock, a rocket and an airplane. To the child(ren), pose the question:

**WHICH ONE FLIES?** Talk about how there is no simple answer, as a caterpillar becomes a butterfly and then can fly. A clock, while it doesn't fly, has an idiomatic phrase "time flies," and so on. Discuss language and words and their multiple meanings as well as how questions can be simple, or looking for deeper understanding. **(language arts, science)**

- **Differentiated activity- Finding Figurative language.**

*[best for: early/advanced readers and language enthusiasts]*

Create a worksheet that splits the page into 8 squares. In the first, leave space for the name of a book or chapter. In each of the others, write the following

words (below in bold), their descriptions/definition and one example (see below). With a child or small group, talk about the different types of figurative language and read a few passages in a book\* pointing out examples. Have the child read a book at home with a parent or alone, and do the same activity. Books with accompanying CD may be used while they read along for children who are not yet reading on their own. **(language arts)**

**Alliteration:** Words that start with the same letters or sound

Example: "Jade jumped just as Junior jumped into his jeans."-Courtesy Jade

**Onomatopoeia, Simile, Metaphor, Hyperbole, Idiom, Personification**

• **Differentiated activity- Perform an Idiomatic Expression.** Individually or within groups of 2-3 kids, draw an idiomatic expression from out of a hat. Determine the meaning of the idiom. Assign roles for each person and turn the phrase into a performance—it could be a song, a tragic play, a comedic musical, a poetry reading, a rap concert; you decide with your group. Then perform it for the group or younger grade school kids. **(language arts, arts/musical & social skills)**

**Student Reflection/Assessment:** Ask your child or students about the meanings as you read a book together. Can they identify the idioms, are they understanding the meaning as well as identifying the phrase? Have children share their various (differentiated instruction) projects with family or peers in the class and discuss what they've learned and include time for question and answer. (See Rubric attached for Assessment details.)

**Resources: \*Books & Website References:**

Arnold, Ted. *More Parts*.

Arnold, Ted. *Even More Parts*.

Gwyne, Fred. *The King Who Rained*. 1988.

Leedy, Loreen. *There's a Frog in My Throat*.

Makkai, Adam. *A Dictionary of American Idioms*.

Moses, Will. *Raining Cats and Dogs: A Collection of Irresistible Idioms and Illustrations to Tickle the Funny Bones of Young People*, 2008.

Parish, Peggy. *Amelia Bedelia*. HarperTrophy Books, 1992.

Terban, Marvin. *Scholastic Dictionary of Idioms*.

Terban, Marvin. *In a Pickle and Other Funny Idioms*.

Terban, Marvin. *Punching the Clock: Funny Action Idioms*

Terban, Marvin. *It Figures. Fun Figures of Speech*.

Terban, Marvin. *Mad as a Wet Hen! and other Funny Idioms*.

<http://www.idiomsite.com>

<http://www.idiomsbykids.com>

### Project Rubric: Kitty\* Idioms Project Assessment

Criteria	3	2	1
Creativity	Student has put much thought into the phrase and transformed it into a creative work of art where her voice and personality come through	Student has focused more on the language and not as heavily on the artistic component, though an attempt was made	Student has either not understand the assignment or made very little attempt to complete it according to instructions.
Accuracy of Information	The drawing includes all 3 required elements: <ul style="list-style-type: none"> <li>• drawing of phrase</li> <li>• the phrase on opposite side</li> <li>• the meaning of the phrase</li> </ul>	2-3 elements were present and included an understanding of the phrase	Little or none of the required elements were present
Understanding of Information	Student demonstrated an understanding of the term idiom	Student possessed some knowledge, but not a cohesive understanding	Little or no comprehension of idioms was exhibited
Reading comprehension	Student was able to read, listen, write and speak the idiom	Student did some, but not all of the reading comprehension exercise	Student did not sufficiently engage in reading, writing or comprehension activities
Art Material Usage	Student should show strong interest and attempt to master the art materials for assignment	Student should show some mastery of the art materials	Student showed little or no interest, not engagement with art materials
Elements. Is Image representative of Idiomatic Expression?	The image accurately depicts the phrase; and the phrase, meaning and art components are cohesive	While the art element is well done, the phrase was not understood well enough for a cohesive project	One or more elements are missing and the goal of the assignment was not achieved
Research Skills	The student displayed knowledge gained from her research in books, or online media.	The student displayed some knowledge from other sources beyond initial class discussion.	The student lacked sufficient research to support her project
Presentation	The student was confident and presented her project well.	The student was uncomfortable and did not present to the best of her ability	The student chose not to present or presented very weakly.

## **LESSON PLAN 2- How to Train Your... Kitty Cat, A Lesson in Responsibility**

**Time Commitment:** Six or more, 45- 60-minute sessions depending on level and number of children involved. Potentially longer for differentiated instruction activities.

**Brief Overview:** A multi-part, tiered interdisciplinary assignment in which children learn about responsibility through pet "ownership." Similar to a Flat-Stanley project, children will select their "ideal" pet, research, create and document their "pet" to learn about its needs and necessary care; its likes and dislikes and the responsibility inherent in owning a pet. It's also a good introduction for children who are driving their parents crazy constantly asking for a pet! Plus, it will provide them with either a defense for why they should have one, or proof for why they should not. And for those kids who have "dropped the ball" in caring for their own current pet, it will also help re-emphasize the importance of their role as caregiver and provider.

**Lesson Objectives:** To introduce and explore the concept of responsibility; To distinguish between needs and wants. To consider the basic needs of pets, (food, water, shelter, care) and people; To introduce the concept of empathy; To research information about their pet; To engage in reading and understand the difference between fiction and non-fiction books; To make connections between the readings and their pets or own lives; To create a story with a beginning, middle and ending; To use written and spoken language to tell stories.

**Focus Question:** What does it mean to be responsible?

### **Student Objectives:**

- demonstrate an understanding of the terms: care, responsibility and empathy.
- grasp the meaning of responsibility by demonstrating what measures were taken to care for the pet: it's daily needs and care, etc.
- present knowledge of their chosen pet's origin, habitat, breed (or other classification)
- demonstrate research skills through relevant books, interviews and Internet-based research
- label parts of the pet; or chart its history with country of origin
- discuss differences between a wild (lion or tiger) versus a domesticated animal (cat)
- compare and contrast daily schedule of pet and self; peer and self
- use the information researched to apply to their own pet
- discover through research the likes and dislikes of their pet
- examine how those likes and dislikes correlate to their own
- chart daily activities, by time and type to make inferences
- compare and contrast pet and self, in terms of basic needs

**NYS Standards/ Connections:** language arts **Standard 1:** Language for Information and Understanding **Standard 2:** Language for Literary Response and Expression **Standard 3:** Language for Critical Analysis and Evaluation **Standard 4:** Language for Social Interaction **social studies** (history, family history, empathy, care, responsibility) **Standard 2:** World History **languages Other Than English, Standard 1:** Communication Skills **Standard 2:** Cultural Understanding **math, science & technology- math** (counting, addition, multiplication concepts) **Standard 1:** Analysis, Inquiry, and Design **Standard 3:** Mathematics (Revised 2005) **science** (identifying breeds, health, comparisons among animals) **Standard 2:** Information Systems **Standard 4:** Science **technology** (research) **Standard 5:** Technology **art** (visual, musical, performance) **Standard 1:** Creating, Performing, and Participating in the Arts **Standard 2:** Knowing and Using Arts Materials and Resources **Standard 3:** Responding to and Analyzing Works of Art; **Career Development, Standard 1:** Career Development **Standard 2:** Integrated Learning

**Gifted Standards: NAGC Gifted Standards: S4: S2,S3; S5: S1, S2, S3, S4; S7: K3, S1; S8: S4; S8: S4** The NAGC standards should be adhered to, with attention to student identification, professional development, socio-emotional guidance and counseling, program evaluation, program design, program administration and management, curriculum and instruction. This unit focuses on the social emotional and curriculum and instruction areas specifically.

[http://www.nagc.org/uploadedFiles/PDF/Standards\\_PDFs/k12%20GT%20standards%20brochure.pdf](http://www.nagc.org/uploadedFiles/PDF/Standards_PDFs/k12%20GT%20standards%20brochure.pdf)

#### **Materials:**

- fiction and non-fiction books about pets, animals and books for other likely project interests will be useful.
- art supplies for making the pet, including but not limited to markers, colored pencils or paints and cardboard or a heavy weight paper. Scissors and glue for putting paper onto cardboard for strength. Optionally, child could have a fabric version with felt or heavy fabric and fabric markers to decorate or button and trimmings for details that you can stuff and sew (advanced version with parent's help)

<http://www.wikihow.com/Make-a-Stuffed-Animal>

- 1 foot ruler
- Questionnaire from Appendix
- paper and stapler for story books

<b>Vocabulary and Words to Consider:</b> responsibility empathy breed habitat wild versus domesticated	facts compare- pet shelter, pound, pet store adoption as relevant- abandoned, euthanized, overpopulation fiction versus non-fiction
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#### **Lesson:**

**Day 1-** *Distinguish between fiction & non-fiction.* Read 2 books about the same topic, one fiction and one non-fiction. For example: *Bad Kitty* by Nick Gruel and *Kittens* by Christopher Nicholas. Discuss differences and similarities between the two books read. Talk about pets. Who has one at home? Are pets a lot of responsibility? What does that mean? How are they a lot of responsibility? Let

children have time to peruse the books to explore the differences of fact and fiction. If time, read aloud a couple of selections. **(language arts)**

Have students start thinking about what pet they will want and bring one or two books about that pet to class to include in the research phase. Ideally bring one fact and one fiction.

**Day 2- Research animals.** Using the cat\* as the example, explore research concepts together aloud. What do we need to know to care for and take responsibility for a pet? Make a list together.

Using the books from the learning center, library or other resources, including Internet materials, have child(ren) find a picture or diagram of the pet, and consider its physical make-up. How is its body similar to your own? Learn body parts of your pet. Find 3-5 facts about your pet, including examples, if relevant, of wild versus domesticated pets and what the differences are. What characteristics are typical of the breed or type of pet chosen, and why?

**(language arts; technology, science)**

Where possible, include bibliotherapy & videotherapy to enhance the materials and research. A booklist on potential pets for this assignment is in the *Resources* section. A good video about cats\* is: the DK Eyewitness DVD series on the Cat, 1994. Other cat-related movies include: *The Aristocats*, *The Cat Returns*, *Milo and Otis*, etc.

If multiples days are available to address research, consider supplementing with pet-related games, such as animal charades, pin the body part on the cat\*, etc.

Confirm what pet each child(ren) will have.

**Day 3- Questionnaire and Discussion:** (See Appendix 2A) Help the child write the answers, if needed.

- What is your pet? What is its breed?
- What do you know about your pet already?
- How does your pet "talk" or communicate to you?
- What are your pet's BASIC needs? What does it need to live and survive?
- What is its typical habitat and what are features or things your cat\* is used to in its "home" environment?
- List 3-5 facts you've learned about your pet.
- What does your pet like? What happens if you do these things to your pet?
- What does your pet not like, or "dislike?" What happens if you do these things to your pet? Make a list of each. Keep these rules in mind when taking care of your pet. Consider its likes and dislikes in terms of safety and care, but also things it likes to be happy.

**Day 4- Make the pet.** From home, bring books with pictures of your pet for reference, or use what is available as you create your favorite animal.\* Make your pet cat\* so that it is firm, out of recycled materials (the side of a used cardboard box or thick construction paper, recycled paper, and markers,

colored pencils or paints. Either use markers or paints to create the pet onto the cardboard, or color onto the paper and trace the design onto cardboard. Then glue the paper to the same shaped cardboard for strength. **(arts)**

Instructions should include to make the pet *1 foot tall by 1 foot wide*, (a ruler will help) –so if a taller (dino) or wider (hippo/croc) animal is chosen, still use a 1 x 1 ft square material (paper or cardboard) and create the animal to fit within that space. *Ask the child questions, if we wanted the pet to be “twice” as big, how big would that be? And half as big, how big would that be. Demonstrate.* **(math)**

**Day 5-** Create a **Responsibility Chart** (Appendix 2B) for taking care of your pet for each day of the week. Use the daily responsibility chart to record:

- daily activities, • feedings, • playtime, • bedtime, • wake time, and any other events in the course of the day.

Note any important events that occurred during the day: trouble sleeping, didn't eat any food, was afraid of something. *Document it.* Keep up with your pet and the chart for 5 days. Consider drawing pictures of activities you did with your pet or taking photographs to document your pet's day\*for more advanced kids, have them convert the chart into a 3-column table with time, activity and brief note about significant observation . **(science, arts, language arts)**

**Day 6-** One week later, read a few examples of animal stories that focus on a particular event, or overall experience, or diaristic account.

**Story Project:** Based on the Chart of Responsibility, have child(ren) write a story (with a beginning, middle and end) and illustrate it with pictures they draw or already drew, or photographs taken. Show us what the day looked like: at the very least, a feeding, bedtime and storytime, playtime, training time. Your storybook may take many forms. You get to choose what form and final format:

- You can approach this like an adventure story that focuses on many exciting things that happened, like “*The Adventures of Gmocchi*,” You can simply document each day, with the date, day and time, and what main events happened each day;
- You can record events like a diary\*: “*The Diary of Gmocchi*,” or,
- You can focus the story on a very major event, good or bad...” *Gmocchi's Very Bad Day.*”

The final format may be a simple paper book, made of 3 sheets of paper folded over and stapled for a 6 page book- 5 days of documentation and a cover. Or the child(ren) may create an Ebook using the computer (with help if needed.)

\*A great example of a cat diary is: a few pages from: *The Secret Diary of Adrian Cat* by Stuart and Linda Macfarlane.

see: <http://www.amazon.com/Secret-Diary-Adrian-Cat/dp/1933255234>

Or - *Diary of a Spider* by Doreen Cronin (also *Diary of a Worm*, etc)

[http://www.amazon.com/Diary-Spider-Doreen-Cronin/dp/0060001534/ref=pd\\_bxgy\\_b\\_img\\_b](http://www.amazon.com/Diary-Spider-Doreen-Cronin/dp/0060001534/ref=pd_bxgy_b_img_b)



**Student Reflection/Assessment:** Ask the child or students about the meanings of the terms discussed. Have them reflect on their day-to-day entries and discuss how the format of the story project incorporated all elements of the exercises. (See Rubric attached for Assessment details.)

• **Differential instruction – The Storyteller**

*[a great opportunity for Native American, Asian American or African American children to share a familiar cultural tradition of storytelling to another child]*

Using the Story Project assignment above, communicate the story verbally as a storyteller. Tell a story about your pet that talks about the details of a day or adventures of the pet, to a small group or just one other student, whichever is preferred. Use 3 props, or items from the pet's day to engage the listener. Invoke participation from the listener with at least one action item, for example, whenever I point to you, you have to say, "Meow." Have your listener ask you at least one question afterward about your story.

For ESL students, have them create a story in a typical format or in their native language. For example, it could be a Japanese text that may be read in columns from right to left, and that starts at what we would generally consider to be the back of the book, ending at the front.

• **Differential instruction – Likes & Dislikes**

[for all kids] Think about what your own pet likes and dislikes... How can you be more sensitive and caring towards its feelings to make it feel happy and safe? Think about what makes you happy or sad.

Create a list of your likes and dislikes and do one of the following, depending on the learning style of your child:

- 1- discuss as a small group,
- 2- write the thing you like best on a page, draw a picture of how that makes you feel. Now write something you don't like and draw how that makes you feel. Talk about ways that it could be better, or that you could improve the situation.
- 3- Have children partner with another child and share their likes and dislikes together. Have a facilitator, teacher, parent create a Venn diagram using 2 hoola hoops with each child's likes in one circle, and their shared likes in the middle intersection. Do the same with dislikes. What do you share and what don't you. Compare and contrast the outcomes. **(empathy, social studies, interpersonal relationships)**

• **Differential instruction – Feeling warm & fuzzy.**

*[For the pet owner with real pet at home; especially if boundaries and behaviors toward pet are at issue]*

Think about what your *REAL* pet and her likes and dislikes? How can you be more sensitive and caring towards *its* feelings to make it feel happy and safe? Create a list of "likes" and "dislikes" with the help of your family and share with the class. Then spend a week charting the things you did that your cat liked or disliked. What was the response? What was the benefit to doing things that made her or him feel safe and happy? What was the result of doing things that made her or

him NOT feel safe or happy? What was the effect to you? And how did that make you feel? (**emotional development, science- human & animal behaviors**)

- **Differential instruction – Invent a new breed of your pet.**

Using a drawing, diagram or storytelling method to explain your new breed to classmates or others. Predict its long-term viability. Can it survive in the wild? Why or why not; As evidence and support of your reasoning, research and critique an animal that is a newer breed such as a zorse, or a cat of mixed breed. What issues or problems are inherent, and why? (**science**)

- **Differential instruction – Sum it up!** What items must you have in place when your cat\* arrives? Have the child(ren) consider the must-have items, what might they be. Discuss and make a list together. Have them comparison shop online, with a family member or as a group field trip to a local pet store, to determine how much it all costs to get started. Be sure to consider: food, a water and food bowl, a litter box, scoopers, vet services, etc. Explore ways to help pay for these expenses each month. Could they walk dogs for a neighbor, have a lemonade stand or do chores around the house for allowance? (**math**)

- **Differential instruction – Animal Talk**

Have a pretend conversation with your pet. Tell your pet a little bit about you. What is your family like? Where are they from? What are your basic needs? How do you best communicate or talk to others? What is your favorite habitat? What are your habits, likes and dislikes? How are these things similar or different than your pets? (**arts-drama**)

- **Differential instruction – Please, May I Have A Pet? It's Debatable!**

Make a list of reasons you should get a pet. What proof supports that you'll make a good pet owner? How will you care for it? Make a list of reasons for not having a pet- or reasons you think your parents will have. What proof is there that you would *not* make a good pet owner? Which case is stronger and why?

Invite a friend to role play and debate the issue. Present proof for your side. Have other children or a "judge" make the decision. What is the outcome? Why? How could you change that outcome?

- **Extensions: Careers:** invite guest speakers to discuss their jobs. If possible, have children prepare questions in advance to ask the guest. Encourage children to ask their question directly to the guest speaker. Consider veterinarians, pet trainers, wildlife conservationists, zoologists, etc.

- **Field Trip & Activity. Visit an Animal Rescue Center.** Tour the facility then choose one animal that you have a connection with. Draw a picture (or take a photograph of it.) Write its name on the picture. Observe your animal. What does it do? What does it not do? How do you think it feels? How does that make you feel? Later, discuss in a group why so many animals were there. Role play your animal with another peer; move as your animal moved, then move as you think your animal would want to move if it was not in a cage. How is your body

different? How does it make your body feel? \*Alternately visit pet shelters online  
**(arts, emotions: empathy, physical ed)**

• **Other Field Trips:** visit a vet office, pet or animal trainer (who handles special animals- seeing eye dogs, search & rescue, etc.)

**Resources: \*Books & Website References:**

Duel, Debra . *William's Story*. 1992, Storytellers Ink, Seattle, WA  
 Hoose, Phillip and Hannah. *Hey, Little. Ant* 1998, Tricycle Press, 1998  
 Meggs, Libby Phillips. *Go Home! The True Story of James the Cat*. 2000, Albert Whitman and Co.  
 Brinkloe, Julie. *Fireflies!* 1995, Aladdin Books, Macmillan Publishing, NY, NY  
 Alliki, Tabby. 1995, HarperCollins Publishers, NY, NY  
 Vincent, Gabrielle. *A Day, A Dog*. 1999, Front Street, Asheville, NC

**Lesson Rubric:**

Criteria	3	2	1
Did the child distinguish between fact and fiction and understand key terms?	Student was engaged with readings and showed an understanding for all	Student was engaged at times, but not completely clear on some terms	Little or no terms were understood or retained
Creativity of pet creation project	Student shown careful attention to detail and instruction and created a visually interesting replica of her pet	Student created an original work, but more attention could have been paid to form or detail	Student has either not understand the assignment or made very little attempt to complete it make the pet as directed.
Accuracy of Information	The story project incorporates the chart of responsibility and is presented uniquely	Some elements were included, but not all were carried out	Little or none of the required elements were present
Are the items on the Responsibility Chart complete	Student completed each field with details and observations	Student completed most of the required details and some observations	Little or no details of the pet's dat were documented on the chart
Reading comprehension	Student was able to read, listen, write and discuss the books used for pet research	Student did some, but not all of the reading for research	Student did not sufficiently engage in reading, writing or research activities
Art Material Usage	Student showed strong interest and attempt to master the art materials for assignment	Student should some mastery of the art materials for her pet	Student showed little or no interest, not engagement with art materials
Research Skills	The student displayed knowledge gained from her research in books, or online media.	The student displayed some knowledge from other sources beyond initial class discussion.	The student lacked sufficient research to support her project

### **LESSON PLAN 3- The Multi-CAT-ural Experience.** **(affective, social studies, math)**

**Time Commitment:** *One to two, 60-minute sessions depending on level and number of children involved.*

**Brief Overview:** Lesson Plan 3 is a continuation of Lesson 2, which utilizes the flat or stuffed cat\* and the Responsibility chart. This lesson explores how pets- like people- are similar and different. It's ideal for a class of accelerated and gifted k-3rd grade students from different cultures, or a small group of children of different familial backgrounds.

**Lesson Objectives:** To introduce the concept of race, gender and different cultures to young children. *This lesson assumes at least 2 or more children are involved in the lesson.*

**Focus Question:** How are we the same, how are we different?

#### **Student Objectives:**

- demonstrate an understanding of terms like race, culture, ethnicity, gender
- Be able to identify similarities among pets and among people
- Be able to identify similarities among people and among people
- describe or label the origin of your family on a world map
- research the
- illustrate how your family spends a typical week, through your pets experiences.
- compare and contrast with the class or a partner, how the "twin" cat\* had a similar or different week with you, and why?
- calculate how much more food and materials would be necessary for a pet twice as large as its sibling.
- explain how the twin has different feelings than its sibling.
- determine which pet had a better time, and evaluate and explain why you (came to that conclusion) think that is true.

**NYS Standards/Connections:** (language arts, math, technology, arts)

**Language Arts, Standard 1:** Language for Information and Understanding

**Standard 2:** Language for Literary Response and Expression

**Arts, Standard 1:** Creating, Performing, and Participating in the Arts **Social**

**Studies, Standard 2:** World History **Standard 3:** Geography

**Languages other than English-Standard 2:** Cultural Understanding **Standard 3:**

Language for Critical Analysis and Evaluation

**Mathematics, science, technology: Standard 1:** Analysis, Inquiry, and Design

**Standard 3:** Mathematics (Revised 2005)

**Gifted Standards: NAGC Gifted Standards: S4: S2,S3; S5: S1, S2, S3, S4; S7: K3, S1; S8: S4; S8: S4** The NAGC standards should be adhered to, with attention to student identification, professional development, socio-emotional guidance and counseling, program evaluation, program design, program administration and

management, curriculum and instruction. This unit focuses on the social emotional and curriculum and instruction areas specifically.

[http://www.nagc.org/uploadedFiles/PDF/Standards\\_PDFs/k12%20GT%20standards%20brochure.pdf](http://www.nagc.org/uploadedFiles/PDF/Standards_PDFs/k12%20GT%20standards%20brochure.pdf)

### **Materials:**

- A world map
- Pets from Lesson 2
- Photocopies of pets that were made, twice as big, half as big\*
- Hoola hoops for Venn diagram, or equivalent
- Chart of Responsibility for all children (appendix)

### **Vocabulary and Words to Consider:**

race	traits
gender	origin
ethnicity	imaginary versus real
culture	potentially - fraternal versus identical
sharing	twins
similar, different	

### **Lesson Plan-**

Talk about the different types of pets in the room. Discuss how are they alike and different. What similarities they have in terms of needs, likes and dislikes overall. Compare traits: how are they physically similar? How are they physically different? Describe another persons' pet.

Now do the same for one another. Talk about the different races of children in the room, the different locations their families are from, Africa, India, Eastern Europe, Asia, Latin America, South America, Australia, etc. Have any child who wants to, point on a map where they believe their family is from originally. Pose the question: how are you alike and different? What similarities do you have in terms of needs, likes and dislikes overall? Compare traits: how are you physically similar? How are they physically different? Describe one another. **(ss-geography)**

Getting back to your pets, discuss real and imaginary. If it was a real pet, how might it change over time? How would its needs change? How might a child change over time? How might their needs change? Compare and contrast.

**Sharing, Caring & Sharing Again PROJECT** - Now, a big LEAP! The teacher or parent will make a "twin" cat\* that is twice as big- twice as tall and twice as wide. Each child will lend their twin cat\* to another student in the class, (preferably of different gender, race, culture or socioeconomic background.)

As a group, talk about sharing. What things do we share and not share? What helps us feel better or safe when we share something? What makes us not feel good or unsafe?

The teacher will now distribute the “twin” and the two children will partner. With your partner, discuss important needs your cat\* has, specific care required, daily eating schedule, food quantity and what it eats, activities the cat\* enjoys, the child's perceived likes and dislikes of the pet. Express a sequence of events to help them understand how to best care for your pet. For example, in the morning, my pet likes to eat at 8. The she likes to go to the park. She should take a nap after lunchtime, and so forth. They make want to share their own Chart of Responsibility log to explain.

Talk to your partner about things that will make you feel safe about sharing your twin pet. Exchange the twin pet.

**Twin Project:** Have the child and the twin spend the weekend together. Using a Chart of Responsibility (Appendix 2B), have the children *document* what they do each day for 5 days with the twin.

What is *typical* for your family? Places you go including religious places of worship, restaurants, a family members home, things they saw, types of food they ate, pictures of the animals in their home or neighborhood or with friends. Draw pictures, take photographs and bring back evidence of your time together.

After the weekend, have the 2 children partner again. Share the new experiences by having the owner and the friend discuss the week and share information, and images. Later, in a small group, use 2 hoola hoops, etc- as a Venn diagram to have the class or groups of kids determine what things they did that were distinctly different or shared experiences. Compare how this relates to bigger picture ideas of culture, race and gender related issues. Pose the question: How are kids similar or different and what makes them so? What other issues came up: jealousy, worry about care, etc.

**Student Reflection/Assessment:** Ask your child or students about the terms discussed, do they offer concrete explanations? Ask them how race, and differing cultures brings us together as people or pushes us apart. Why do they think that is so? How are all animals similar, how are they different? Create a list with your class or group, and list these similarities and differences for both people and pets. Now, how are people and pets similar and different? Anyone dare to touch on evolution! : ) (See Rubric attached for Assessment details.)

**Differential instruction – Double\* the fun.** Return the twin to its owner. Take it home for the weekend, and document how it is similar or different to care for two pets. What must be considered? How were the time and activities managed? How much food did they eat this time? Was it twice as much or less? Did you find that things took more time or less, did they share a bath or take 2 back-to-back?

**(math)**

*\*For kids with siblings on the way, consider reducing the original pet in HALF, and have them consider how the responsibility changes. Is it half as much work, or double? What are the findings? Discuss.*

**Differential instruction – Kitty Cat\* in Poetry or Music.** Write a poem from the perspective of your pet. Express how it felt to be with a human for a week. What was it like? Describe a moment or a day or a feeling. As if the pet is talking. Or have the child create an original lyric or musical score. Have the child perform the work if interested. **(language arts, arts- music, performance)**

Share examples of poems, as in the *Random House Book of Poetry for Children*, selected by Jack Prelutsky – see: *The Cats of Cats, Cats, Cat, Cat's Menu*. (see Appendix #3A) Or Shel Silverstein's *Runny Babbit, Calley At's Kittle Litten*

Original Lyric example: By Jade Ledoux, age 4

Kitty cat, kitty cat	3X
Come and play, come and play	meow, meow,
Kitty cat, kitty cat	meow, meow,
Have a great day, have a great day	meow, meow,
Kitty cat, kitty cat	meow, meow,
Come and play, come and play	meow, meow,
Kitty cat, kitty cat	meow, meow,
Have a great day, have a great day	meow, meow,
	meow
Kitty cat, kitty cat	
Kitty cat!	

### Lesson 3 & Project Assessment Rubric-

Criteria	3	2	1
Comprehension of Key terms	Child exhibited an understanding of responsibility and other key terms	Child understands some terms, but not all	Child showed little understanding of key terms discussed
Is the information in the Venn diagram accurate and was it shared verbally?	All information reflects the similarities or differences discussed by the child	Some of the information is in the diagram but not all was shared or vice versa	Little or no information was shared, verbally or on the venn diagram
Is the Responsibility Chart complete	Student completed each field with details and observations and images	Student completed most of the required details and some observations but not everything	Little or no details of the pet's day were documented on the chart
Did the child cooperate with her partner	Children shared information. Experiences & data and worked together well	Children have difficulty working together but some discussion was had	Information was not shared because of issues between the partners

## STANDARDS:

NAGC-Gifted Standards\_(new version tbr September 2010)

[http://www.nagc.org/uploadedFiles/PDF/Standards\\_PDFs/k12%20GT%20standards%20brochure.pdf](http://www.nagc.org/uploadedFiles/PDF/Standards_PDFs/k12%20GT%20standards%20brochure.pdf)

NYC/NYS- K-12 Standard Learning Standards

Learning Standards of NY State: k-12

<http://www.emsc.nysed.gov/ciai/standards.html>

### **Health, Physical Education, and Family and Consumer Sciences**

#### **Standard 1:** Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

#### **Standard 2:** A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

#### **Standard 3:** Resource Management

Students will understand and be able to manage their personal and community resources.

### **Mathematics, Science, and Technology**

#### **Standard 1:** Analysis, Inquiry, and Design

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

#### **Standard 2:** Information Systems

Students will access, generate, process, and transfer information using appropriate technologies.

#### **Standard 3:** Mathematics (*Approved 1996*)

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

#### **Standard 3:** Mathematics (*Revised 2005*)

Students will understand the concepts of and become proficient with the skills of mathematics; communicate and reason mathematically; become problem solvers by using appropriate tools and strategies; through the integrated study of number sense and operations, algebra, geometry, measurement, and statistics and probability.

#### **Standard 4:** Science



Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

**Standard 5: Technology**

Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

**Standard 6: Interconnectedness: Common Themes**

Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

**Standard 7: Interdisciplinary Problem Solving**

Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

**English Language Arts**

**Standard 1: Language for Information and Understanding**

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

**Standard 2: Language for Literary Response and Expression**

Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

**Standard 3: Language for Critical Analysis and Evaluation**

Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

**Standard 4: Language for Social Interaction**

Students will listen, speak, read, and write for social

interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

### **The Arts**

**Standard 1:** Creating, Performing, and Participating in the Arts  
Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

**Standard 2:** Knowing and Using Arts Materials and Resources  
Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

**Standard 3:** Responding to and Analyzing Works of Art  
Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

**Standard 4:** Understanding the Cultural Contributions of the Arts  
Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

### **Career Development and Occupational Studies**

**Standard 1:** Career Development  
Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

**Standard 2:** Integrated Learning  
Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

**Standard 3a:** Universal Foundation Skills  
Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

**Standard 3b:** Career Majors  
Students who choose a career major will acquire the careerspecific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

### **Languages Other Than English**

**Standard 1:** Communication Skills  
Students will be able to use a language other than English for communication.

**Standard 2:** Cultural Understanding  
Students will develop cross-cultural skills and understandings

## **Social Studies**

### **Standard 1:** History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

### **Standard 2:** World History

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

### **Standard 3:** Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.

### **Standard 4:** Economics

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

### **Standard 5:** Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

## **ARTS-**

### **Blueprint for Teaching & Learning in the Arts- k-12**

#### **Dance:**

<http://schools.nyc.gov/offices/teachlearn/arts/Blueprints/dancebp2007.pdf>

#### **Music:**

<http://schools.nyc.gov/offices/teachlearn/arts/Blueprints/MusicBP08.pdf>

#### **Theater:**

<http://schools.nyc.gov/offices/teachlearn/arts/Blueprints/Theaterbp2007.pdf>

Visual Arts:

<http://schools.nyc.gov/offices/teachlearn/arts/Blueprints/VAbp2007.pdf>

Moving Image:

<http://schools.nyc.gov/offices/teachlearn/arts/Blueprints/MovingImageBP.pdf>

**PREK-K:** Each such school operating a pre-kindergarten or kindergarten program shall establish and provide an educational program based on and adapted to the ages, interests, and needs of the children. Learning activities in such programs shall include dramatic play, creative art, and music activities.

**GRADES 1-3:** In grades 1 through 3, all students shall receive instruction that is designed to facilitate their attainment of the State elementary learning standards in the arts, including dance, music, theater, and visual arts. Twenty percent of the weekly time spent in school should be allocated to dance, music, theatre, and visual arts. In New York City, this is the equivalent of approximately 186 hours throughout the entire school year equally allocated between dance, music, theater, and visual arts.

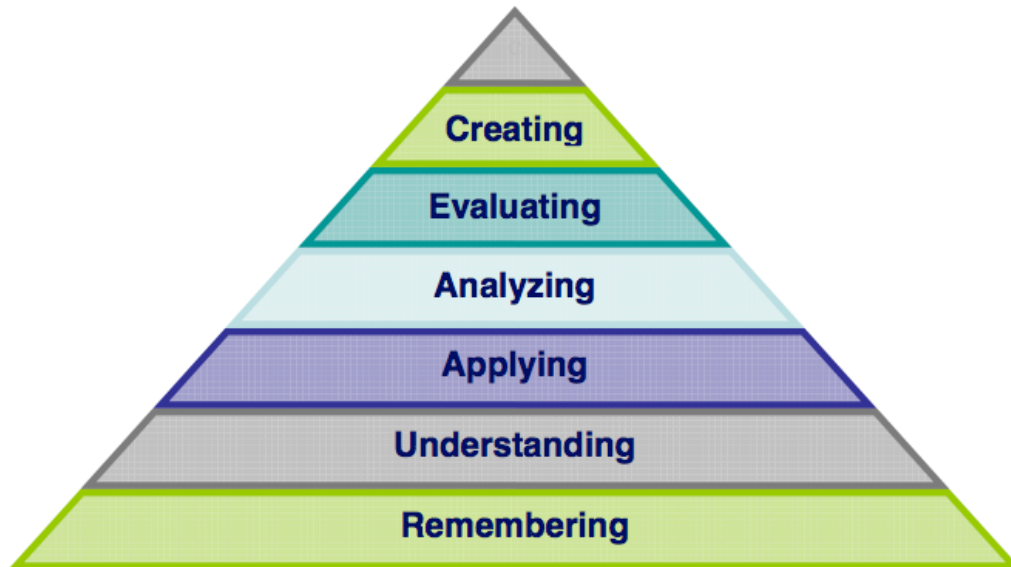
[http://schools.nyc.gov/Documents/TeachandLearn/GE/NYC\\_parent-guides\\_K.pdf](http://schools.nyc.gov/Documents/TeachandLearn/GE/NYC_parent-guides_K.pdf)

Great Expectations Learning Guides for Parents, NYC-

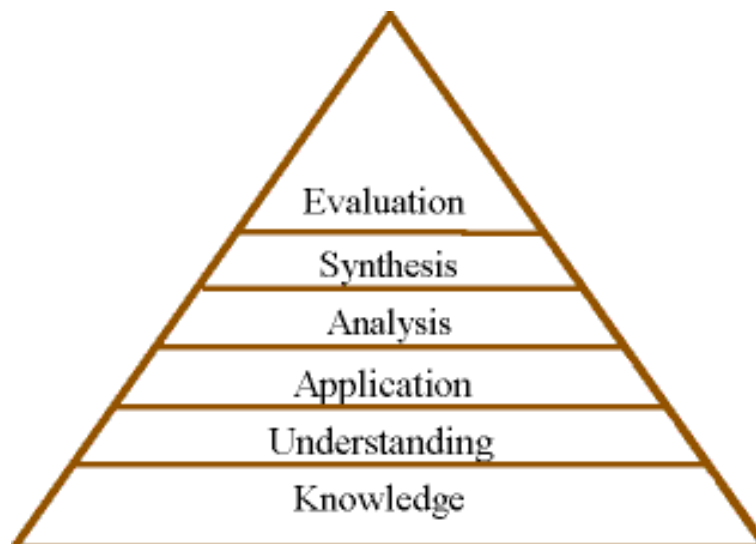
<http://schools.nyc.gov/Academics/default.htm>

## Bloom's Taxonomy

### Bloom's Revised Taxonomy



Bloom for Gifted Kids- where the focus is more on Application, Analysis, Synthesis and Evaluation.



## RESOURCES:

### Websites:

- **NYC DOE website-**  
<http://schools.nyc.gov/Academics/GiftedandTalented/ProgramsServices/default.htm>
- **NAGC- National Association for Gifted Children and Standards**  
<http://www.nagc.org/>  
[http://www.nagc.org/uploadedFiles/PDF/Standards\\_PDFs/k12%20GT%20standards%20brochure.pdf](http://www.nagc.org/uploadedFiles/PDF/Standards_PDFs/k12%20GT%20standards%20brochure.pdf)
- **Gifted Education Professional Development Package**  
[http://www.dest.gov.au/sectors/school\\_education/publications\\_resources/profiles/gifted\\_education\\_professional\\_development\\_package.htm](http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/gifted_education_professional_development_package.htm)
- **NYPL Resource of Online Ebooks**  
<http://kids.nypl.org/reading/Childrensebooks.cfm>

### Professional Books:

- **Education of the Gifted Child, 6<sup>th</sup> Edition.** Davis, Rimm, Siegle. 2011
- **Social & Emotional Curriculum.** Van Tassel-Baska, Cross, Olenchak.
- **Some of My Best Friends Are Books.** Halsted. 2009.

### Children's Literature:

- ***The Gift of Nothing* by Patrick McDonnell. 2005. Hachette.**

author website:

<http://www.hachettebookgroup.com/features/patrickmcdonnell/questions-and-answers.html>

In my book, this is one of the best children's stories of all time. A story of friendship and love between an unlikely couple, a cat named Mooch and his best dog friend Earl. Simple illustrations and text make this story by Patrick McDonnell, author of the Mutts comic strip, a classic. Mooch treks all over to find the perfect gift for his friend, and what he finds is the best present of all.  
(Picture Book; friendship, giving)

- ***Kitten's First Full Moon* by Kevin Henkes. 2004. Harper Collins Publishers. New York. NY**

author website: <http://www.kevinhenkes.com>

A simply illustrated picture book about a little kitten who mistakes the full moon for milk... "still there was a little bowl of milk, just waiting." A story of persistence, *Kitten's First Full Moon* epitomizes my daughter's favorite- and only quote, "Mommy, if you don't get it the first time, keep trying." The book is a

2005 Caldecott Medal winner by Kevin Henkes, author of *Chrysanthemum* and *Lilly's Purple Plastic Purse*. (Picture Book; persistence)

- **My Cat Copies Me by Yoon-Duck Kwon. 2005. Kane Miller Book Publishers.**

A colorfully illustrated picture book about a young girl whose cat copies her every move. A visual depiction of the closeness of a child and her pet, through the eyes of a Korean illustrator who gives us glimpses of her culture as the story unfolds. "When I get scared, I hide under my blanket, and my cat hides with me. She snuggles in, and purrs. My friend, my cat, copies me. But from now on, I will copy my cat." And she becomes adventurous, following the cues of her feline friend. (Picture Book; Korean culture, pet ownership, overcoming shyness & fears)

- **Papa Piccolo by Carol Talley. 1992. Marsh Media. Shawnee Mission, Kansas.**

Piccolo the Venetian stray alley cat is all about adventures, but when he finds two baby kittens who are without their mother, he considers being their parent. Breaking from traditional stereotypes of mothers and women as nurturers, the author challenges the idea that only mommies are capable of being great caregivers. Through Piccolo's journey of self-discovery, the illustrator takes us on a beautiful tour of Venice, Italy. (Picture Book; gender roles, same sex couple-related issues, stray cat populations, travel/Italy)

- **Wabi Sabi by Mark Reibstein. 2008. Little, Brown and Company. New York, New York.**

author interview: <http://www.youtube.com/watch?v=ca2Ly4Vpb5Y>

A little cat named Wabi Sabi is determined to discover the meaning of her name. Along the way, WOW! Vertically oriented illustrative collages and the writer's combination of words are mixed with haiku, Japanese characters with more than one "lesson" at the end. An unexpected treat, and a great way to explore Japanese haiku, a short traditional Japanese poem in which meaning is usually expressed through details of the senses and of nature, with a seasonal reference and a transition of some kind. Its form takes writing the first line of five syllables, a second of seven, and a third of five again, as in: Meigetsu ya ike o megurite yo mo sugara: "the full moon—going around the pond, all night long. (Picture Book, language arts, poetry, haiku, Chinese and Japanese culture)

- **Comet's Nine Lives by Jan Brett. 1996. The Putnam & Grosset Group. New York. New York.**

author website: <http://www.janbrett.com>

A cat with nine lives? 'Splain that to little Ricky... but Comet the cat of Nantucket Island goes through eight of his lives pretty quickly, with a ghost-like image that fades with every new feat gone bad in this beautifully illustrated picture book. It's an odd conversation starter about death, but a great way to explore the issues of stray cat populations, pet ownership and myths—just don't have your kid explore the myth online without vetting sources first. It's a

mixed bag! *(Picture Book, fitting in, death, 9-lives myth, travel, adventure/Nantucket)*

- ***Big Cat, Small Cat* by Amy Rubinger. 2008. Abbeville Publishing Group. New York, NY.**

"This cat is down low, this cat is up high... this cat is wet, this cat is ... " Your child will delight in knowing the rhyming endings of each page. Opposites and simple, cute kitty cat illustrations abound. Just a fun little book in the spirit of Dr. Seuss. *(Picture Book, language arts/opposites & rhyming)*

- ***Bad Kitty* by Nick Bruel. 2005. Roaring Brook Press. New York, NY.**

author interview: <http://www2.scholastic.com/browse/media.jsp?id=672>

For the verbally voracious... an ABC picture book with a twist on fruits and veggies, animals and opposite concepts. "She Ate my homework, Bit grandma, Clawed the curtains, and more." You're in for a ride – four times- around the alphabet with each time focused on a different topic kids will enjoy. *(Picture Book, language arts/ABC style book with food, verbs and animals)*

- ***The Fire Cat* by Esther Averill. 1960. Barnes & Noble Publishing with Harper Collins. New York, NY.**

Pickles the cat is a troublemaker with some behavioral issues, until he discovers his passion in life: being a fire cat. "Pickles is a cat who wishes to do big things. And someday he will do them." With that little encouragement and faith from his friend Mrs. Goodkind, Pickles finds his way in life in this simply illustrated beginner chapter book. *(Picture/Chapter Book; careers, strengths, personality)*

- ***The Case of the Cat's Meow* by Crosby Bonsall. 1965. Harper Collins. New York, NY.**

If the little rascals formed a private detective agency and had a whiny little brother with a pregnant cat, that would be this book. A cute story of sleuthing and mystery, that touches on my childhood dream of being a private "eye." If you can get past the "Tubby" and "Skinny" stereotypical nicknames and a few examples of name calling, it's redeeming quality is the message of friendship in the end *(Picture/Chapter Book; careers, responsibility, friendships)*

- ***Three Stories You Can Read to your Cat* by Sara Swan Miller. 1999. Sandpiper.**

Three-stories-in-one with a unique perspective: a read aloud from child to cat. "Would you like to sit on my lap? One day YOU woke up early, you were ready for fun." An enjoyable set of stories to encourage young kids to read aloud to their pet (or a stuffed animal), and it's filled with illustrations that keep kids engaged. I'm already envisioning learning extensions--a first person diaristic account of your cat's day based closely on the book- with journal entries or drawings or a performance about things your cat thinks about. *(Picture/Chapter Book; pet perspectives)*



- ***The Cat on the Mat is Flat* by Andy Griffiths. 2006. Holtzbrinck Publishers.**

author website: <http://andygriffiths.com.au/about>

The crook who wrote this book stole it off my nook. Not really, but I should have written this book. Literally the night before I found it, my daughter and I were playing a bedtime game of turning three rhyming phrases into a sentence, and viola! I kid you not, this book appeared. A great easy read for your avid young reader. (*Picture/Chapter Book; language arts, rhyming words*)

- ***Raining Cats and Dogs: A Collection of Irresistible Idioms and Illustrations to Tickle the Funny Bone* by Will Moses. 2008. Philomel.**

While I would have preferred larger full-page illustrations of each idiom, the idea of this book is great. The illustrated idioms for children are a good example for extending the activity into a classroom setting, but the book needed more background and detail about idioms as a part of speech and in connection to their origin. Nonetheless, a cute visual reference for introducing a young child to idioms. (*Picture book; language arts, English-language idioms*)

- ***The Kitten's Tale* by Darrel & Sally Odgers. 2010. Kane Miller, EDC Publishing. Tulsa, OK.**

A fictional chapter book, with few illustrations, about a homeless kitten who hangs out at a vet clinic, and her dog friend's determination to help her get over her fears and find a home. (*Chapter Book, friendships, fears, careers/vet*)

- ***Bad Kitty Gets a Bath* by Nick Bruel. 2008. Square Fish, McMillan Books. New York, NY.**

Somewhere between a graphic novel, picture book and chapter book, this heavily illustrated chapter book is a great foray into the world of chapter books. The glossary at the back is also a great way to introduce kids to vocabulary without the trek to the dictionary. For a cat lover, it offers truthful and sound advice for bathing your kitty cat. So much in fact, that I was encouraged to follow the book's methodology and bathe our cat after reading it. *Bad Kitty Gets a Bath* also includes a Q&A with the author at the end. I wish more books had the elements of this great little gem for animal lovers. (*Picture/Chapter Book; pet ownership; humor*)

- ***Happy Birthday Bad Kitty* by Nick Bruel. 2009. Square Fish, McMillan Books. New York, NY.**

A combination of graphic novel, picture book and chapter book, this heavily illustrated chapter book is the follow-up to *Bad Kitty Takes a Bath* (see above), with a similar format. The glossary is substituted with an equally useful appendix that details the brief history of the different cat breeds mentioned in the book. (*Picture/Chapter Book; pet ownership; cat breeds, humor*)

- ***Mr. Putter and Tabby Walk the Dog* by Cynthia Rylant. 1994. Harcourt Children's Books.**

author interview:

[http://www.harcourtbooks.com/authorinterviews/bookinterview\\_rylant.asp](http://www.harcourtbooks.com/authorinterviews/bookinterview_rylant.asp)

We stumbled upon the *Mr. Putter and Tabby* series while at the library recently, and what a find. These heavily illustrated chapter books are separated into simple chapters: *The Lollypup*, *The Nightmare* and *The Dream Dog*, for example. An easy read for an early reader, with humor, friendships, examples of figurative language and engaging stories for anytime. (*Picture/Chapter Book; series, humor, language arts- figurative language, relationships*)

- **All About My Cat by Philipp Keel. 2003. Broadway. New York, NY.**

Let your child be the biographer with kitty cat checklists and fill-in-the-blanks for describing your friendly or ferocious feline. Memorable to say the least... as in this example... "Why do you have a cat? (Ok, Kleenex time) "because I really wanted a cat because my other cats died," Spoken like a true 4-year-old. While not all of the keepsake book is at level for a 4-6 year-old, it is something you can come back to as your child- and cat, get bigger. (*A Biography of sorts*)

- **What if My Cat...? by Claire Arrowsmith and Francesca Riccomini. 2008. Interpet Publishing.**

A great quick reference guide to understanding your cat, his development, his habits and annoying problems, like #50: What if my cat is determined to lick plastic objects? Apparently our kookie cat's mannerisms are "rawther" common. Presented in an easy to read format that has short passages and accompanying photographs or illustrations of cats, it's easy enough to follow for a young child, but not all in one sitting. Of course it doesn't hurt that my daughter's breed of cat is pictured multiple times throughout the book. (*Reference*)

- **The Complete Cat Book by Paddy Cutts. 1992. Smithmark.**

Everything you needed to know about felines but were a "fraidy cat" to ask. This compendium of the cat includes detailed information about care, breeds and topics related to health of cats and kittens. It's a must have for anyone considering a cat or like mine- any child obsessed with cats. (*Reference with great photographs*)

Other cat-related books to consider:

- **Cat Heaven by Cynthia Rylant. 1997. Blue Sky Press.** (*Picture book; pet death*)
- **Hemingway's Cats: An Illustrated Biography by Carlene Brennen.** (*biography*)
- **The Dog Who Rescues Cats by Philip Gonzalez.** (*non-fiction*)
- **Skippyjon Jones and the Big Bones by Judy Schachner** (*picture book*)
- **Dancing with Cats by Burton Silver.** (*dance*)
- **Impressionist, Cats & Dogs: Pets in the Painting of Modern Life by James Rubin.** (*art*)
- **A Curious Collection of Cats by Betsy Franco.** (*poetry*)

- **Warriors: Cats of the Clans by Erin Hunter.** (fantasy/fiction chapter books)
- **The Abandoned by Paul Gallico.** (novel/ fantasy)

Dinosaur-related books to consider:

<http://dinosaurfarm.com/books.html> (mainly fiction picture books)  
<http://www.dinodatabase.com/dinoapnd.asp> (mostly non-fiction)  
<http://www.amazon.com/Books-on-Dinosaurs/lm/2RDL3VXEYXYVG> (a good mix, fiction and non-fiction)  
<http://www.acpl.lib.in.us/children/dinosaurs.html> (an extensive list of picture, chapter and related websites on dinos)

Superheroes-related books to consider:

[http://parentsblog.scholastic.com/librarian\\_mom/2008/04/the-case-of-the.html](http://parentsblog.scholastic.com/librarian_mom/2008/04/the-case-of-the.html)  
 (picture and chapter books)  
[http://www.cherylrainfield.com/picture-books\\_super-heroes.html](http://www.cherylrainfield.com/picture-books_super-heroes.html) (picture books)

Princess-related books to consider: (The Princess Bride comes to mind)

<http://ourlittletongginator.blogspot.com/2010/07/great-childrens-books-about-princesses.html>  
<http://library.loganutah.org/books/children/Princess.cfm>  
<http://www.acpl.lib.in.us/children/princess.html>  
<http://www.pragmaticmom.com/?p=7354>

Emotions & Risk Taking issues:

[http://www.cherylrainfield.com/picture-books\\_feeling-better-emotions.html#working-with-emotion](http://www.cherylrainfield.com/picture-books_feeling-better-emotions.html#working-with-emotion) (emotions and risk taking)  
[http://www.CherylRainfield.com/picture-books\\_bedtime-soothers.html#bedtime-soothers](http://www.CherylRainfield.com/picture-books_bedtime-soothers.html#bedtime-soothers) (fear, anxiety, bedtime issues)  
[http://www.CherylRainfield.com/picture-books\\_finding-friends.html#finding-friends](http://www.CherylRainfield.com/picture-books_finding-friends.html#finding-friends) (Sense of Belonging)  
[http://www.hoagiesgifted.org/featuring\\_gifted.htm](http://www.hoagiesgifted.org/featuring_gifted.htm) (general books for gifted kids, mixed ages)

Field Trips:

- veterinarian's office
- exhibit about animals
- Natural history museums
- zoos

## APPENDIX

### #Lesson 2A: **Pet Questionnaire**

YOUR NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

PET'S NAME: \_\_\_\_\_ PET'S AGE: \_\_\_\_\_

WHAT IS YOUR PET? \_\_\_\_\_

What IS YOUR PET'S BREED: \_\_\_\_\_

WHERE DID YOU GET YOUR PET? \_\_\_\_\_

\_\_\_\_\_

WHERE ARE THEY ORIGINALLY FROM? \_\_\_\_\_

\_\_\_\_\_

HOW DOES YOUR PET COMMUNICATE or TALK TO YOU? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

NAME 3-5 THINGS YOUR PET MUST HAVE TO SURVIVE OR LIVE? "BASIC NEEDS"

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

WHAT IS ITS TYPICAL HABITAT or USUAL ENVIRONMENT?

\_\_\_\_\_

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List 3-5 facts you've learned about your pet.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

WHAT DOES YOUR PET LIKE? "LIKES"

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

WHAT DOES IT DO IF YOU DO THOSE THINGS?

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WHAT DOES YOUR PET NOT LIKE? "DISLIKES"

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

WHAT DOES IT DO IF YOU DO THOSE THINGS?

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**#2B: RESPONSIBILITY CHART:**

NAME OF PET: \_\_\_\_\_ OWNER: \_\_\_\_\_

DAY OF WEEK: \_\_\_\_\_ DATE: \_\_\_\_\_

THINGS MY PET DID TODAY:

TIME: \_\_\_\_\_ ACTIVITY: \_\_\_\_\_

COMMENTS/NOTES:

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TIME: \_\_\_\_\_ ACTIVITY: \_\_\_\_\_

COMMENTS/NOTES:

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TIME: \_\_\_\_\_ ACTIVITY: \_\_\_\_\_

COMMENTS/NOTES:

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TIME: \_\_\_\_\_ ACTIVITY: \_\_\_\_\_

COMMENTS/NOTES:

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TIME: \_\_\_\_\_ ACTIVITY: \_\_\_\_\_

COMMENTS/NOTES:

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TIME: \_\_\_\_\_ ACTIVITY: \_\_\_\_\_

COMMENTS/NOTES:

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TIME: \_\_\_\_\_ ACTIVITY: \_\_\_\_\_

COMMENTS/NOTES:

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TIME: \_\_\_\_\_ ACTIVITY: \_\_\_\_\_

COMMENTS/NOTES:

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TIME: \_\_\_\_\_ ACTIVITY: \_\_\_\_\_

COMMENTS/NOTES:

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TIME: \_\_\_\_\_ ACTIVITY: \_\_\_\_\_

COMMENTS/NOTES:

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#1A: *It's Just An Expression! Game®* Courtesy Jade's Toybox  
 \*copyrighted material available for personal use and teacher use in classrooms, but not for reprint.

### WHICH ONE FLIES?

				
Butterfly	Caterpillar	Clock	Rocket	Airplane

**Answer:** In some way, all, depending on how you think about. Butterflies do fly; caterpillar's generally we'd say don't, but a bright child may say, "A caterpillar turns into a butterfly, and then it can fly. A clock doesn't either, but there is an idiomatic phrase that "time flies," and of course, rockets and planes can fly.

### WHAT CAN YOU "CATCH?"

				
Ball	Cold	Frisbee	Fish	Firefly

**Answer:** Again, all... obviously a ball, Frisbee and firefly could be caught, and even a fish too, but 2 idiomatic phrases are: "catch a cold" and "catch of the day." Some might even say a boy or girl is a "catch" but that's for older kids.



### WHAT CAN YOU “PICK?”

- 1) A flower
- 2) **Brains (idiom: picture of kid poking their brain- “pick your brain”)**
- 3) Nose—but you shouldn't!!!
- 4) A teammate for a game

### WHICH OF THESE IS “BLUE?”

- 1) a crayon
- 2) the sky
- 3) **a person- (idiom: picture of a blue sad kid - that girl is “blue”)**
- 4) ball
- 5) blue kite

### WHAT CAN BE “ZIPPED?”

- 1) a jacket
- 2) pants
- 3) **a mouth/lips (idiom: zip it- picture of kid with zipper for a mouth)**
- 4) a shirt
- 5) sneakers?

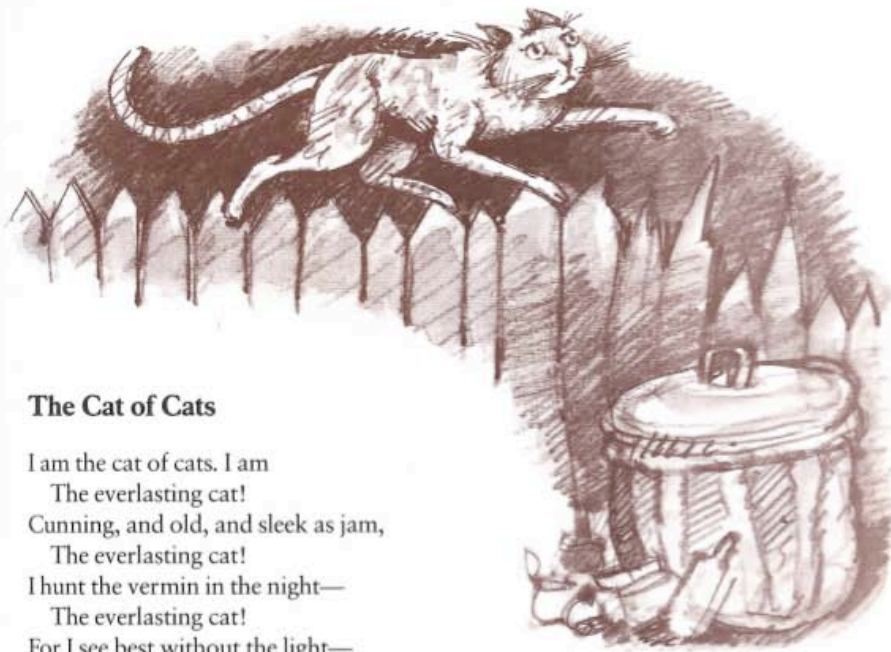
### WHICH OF THESE CAN WE WALK ON?

- 1) a pedestrian bridge
- 2) a sidewalk
- 3) **egg shells (idiom: walking on eggs shells; picture of kid walking on eggshells)**
- 4) **ice – “walking on thin ice”**

### WHAT CAN BE “WOUND UP?”

- 1) a clock
- 2) A watch
- 3) **A person (idiom: he’s all wound up; kid wrapped in string like a yo-yo)**
- 4) A music box
- 5) A musical toy

#3A: CAT POEMS (copyrighted material, not for reprint) Sources:  
*Runny Babbit* by Shel Silverstein  
*The Random House Book of Poetry for Children*, selections by Jack Prelutsky

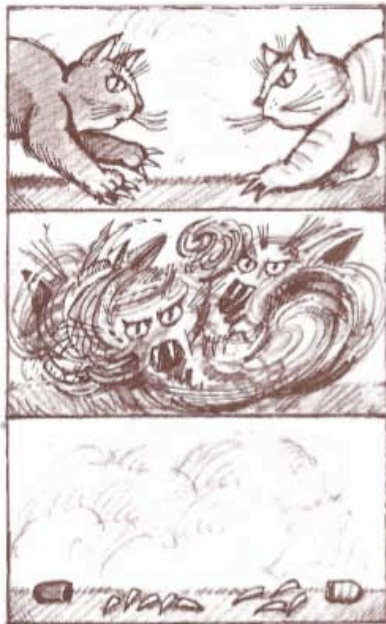


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### The Cat of Cats

I am the cat of cats. I am  
 The everlasting cat!  
 Cunning, and old, and sleek as jam,  
 The everlasting cat!  
 I hunt the vermin in the night—  
 The everlasting cat!  
 For I see best without the light—  
 The everlasting cat!

*William Brighty Rands*



### The Cats of Kilkenny

There were once two cats of Kilkenny,  
 Each thought there was one cat too many;  
 So they fought and they fit,  
 And they scratched and they bit,  
 Till, excepting their nails  
 And the tips of their tails,  
 Instead of two cats, there weren't any.

*Anonymous*

### A Cat in Despondency

A cat in despondency sighed  
 And resolved to commit suicide.  
 She passed under the wheels  
 Of eight automobiles,  
 And under the ninth one she died.

*Anonymous*



### Country Barnyard

Cats and kittens, kittens and cats  
under the barn and under the shed;  
a face by the steps, a tail by the ramp  
and off they go, if they hear a tread!

Sleep in the sun with one eye on guard,  
doze in the grass with a listening ear,  
run for the darkness under the barn  
as soon as a human being draws near!

Not quite wild and not quite tame,  
thin and limber, with hungry eye:  
the house cat sits at the kitchen door  
disdainfully watching her kin go by.

*Elizabeth Coatsworth*

### Cats



Cats sleep  
Anywhere,  
Any table,  
Any chair,  
Top of piano,  
Window-ledge,  
In the middle,  
On the edge,  
Open drawer,  
Empty shoe,  
Anybody's  
Lap will do,  
Fitted in a  
Cardboard box,  
In the cupboard  
With your frocks—  
Anywhere!  
They don't care!  
Cats sleep  
Anywhere.

*Eleanor Farjeon*

### Cat

The black cat yawns,  
Opens her jaws,  
Stretches her legs,  
And shows her claws.

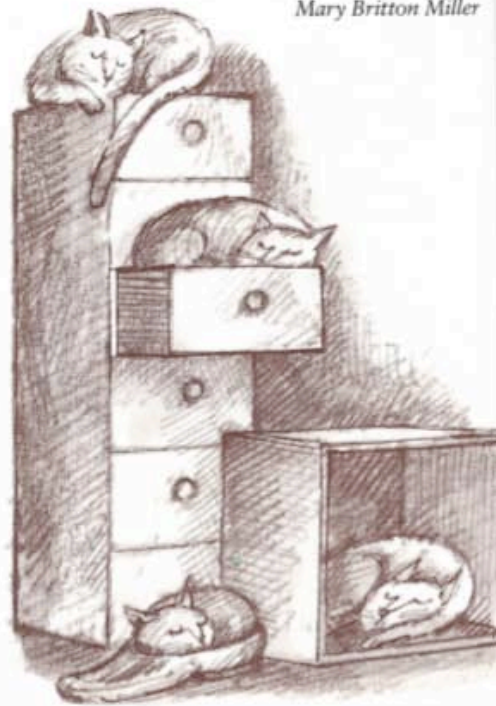
Then she gets up  
And stands on four  
Long stiff legs  
And yawns some more.

She shows her sharp teeth,  
She stretches her lip,  
Her slice of a tongue  
Turns up at the tip.

Lifting herself  
On her delicate toes,  
She arches her back  
As high as it goes.

She lets herself down  
With particular care,  
And pads away  
With her tail in the air.

*Mary Britton Miller*



### Little Things

Little things, that run, and quail,  
And die, in silence and despair!

Little things, that fight, and fail,  
And fall, on sea, and earth, and air!

All trapped and frightened little things,  
The mouse, the coney, hear our prayer!

As we forgive those done to us,  
—The lamb, the linnet, and the hare—

Forgive us all our trespasses,  
Little creatures, everywhere!

*James Stephens*



### Cat's Menu

I eat what I wish—  
It's a matter of taste.  
Whether liver or fish,  
I eat what I wish.  
Putting scraps in my dish  
Is a terrible waste.  
I eat what I wish—  
It's a matter of taste.

*Richard Shaw*



### Feather or Fur

When you watch for  
Feather or fur  
Feather or fur  
Do not stir  
Do not stir.

Feather or fur  
Come crawling  
Creeping  
Some come peeping  
Some by night  
And some by day.  
Most come gently  
All come softly  
Do not scare  
A friend away.

When you watch for  
Feather or fur  
Feather or fur  
Do not stir  
Do not stir.

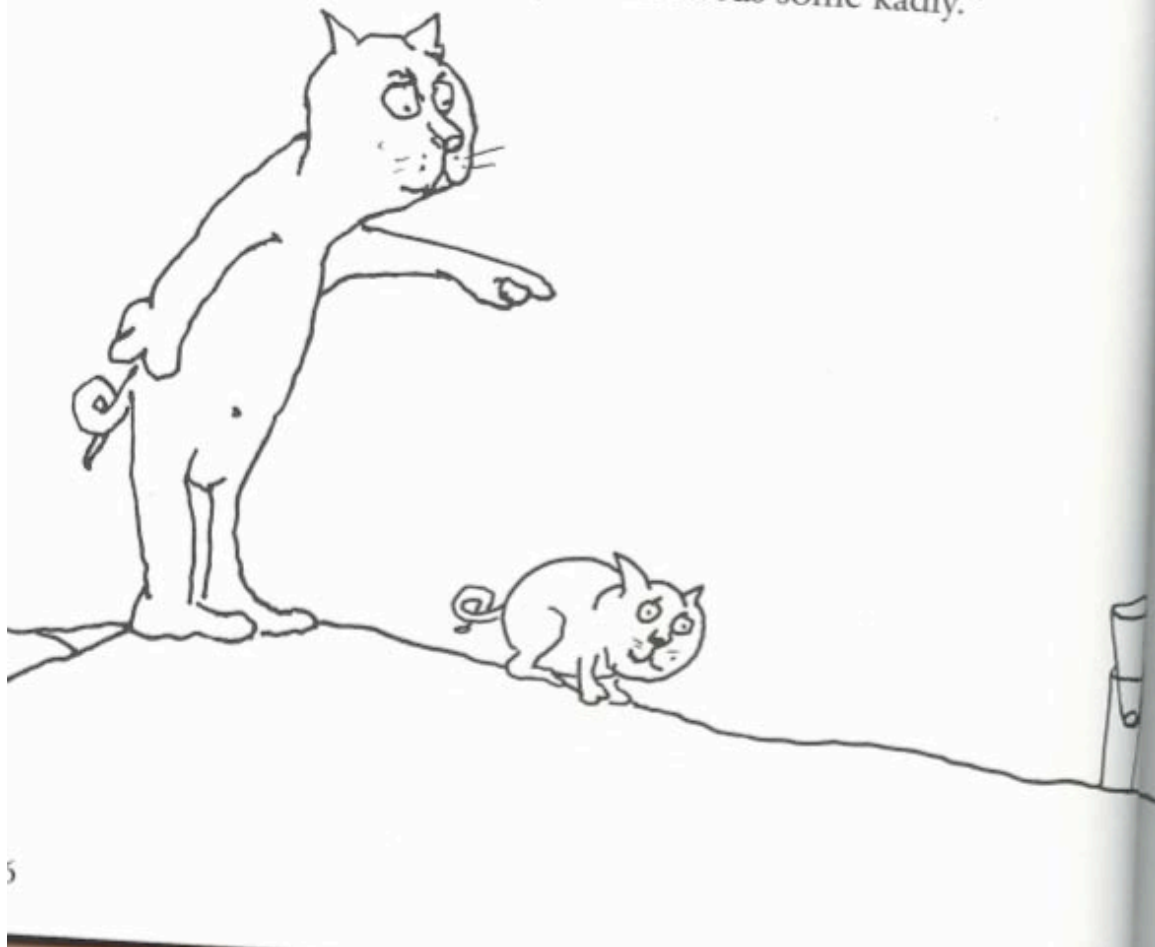
*John Becker*





## CALLEY AT'S KITTLE LITTEN

One mornin' Runny Babbit was  
Out on his pront forch sittin',  
When here comes ol' Miz Calley At  
With her hungry Kittle Litten.  
"Oh Runny, do you mave some hilk?  
My bitten needs some kadly."





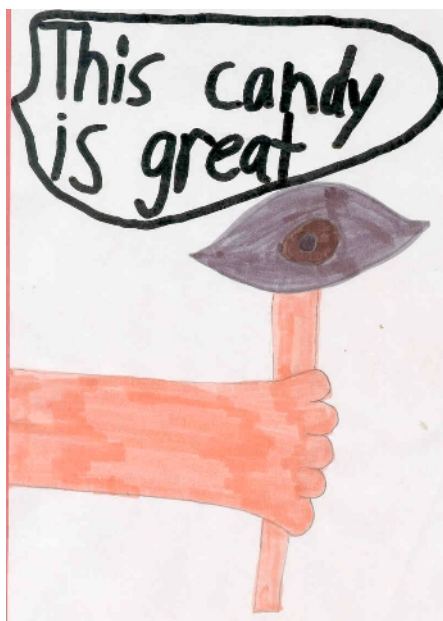
Blow Me Away



Dog Eat Dog



Pick Your Brain



Eye Candy