



# The Cat Who Loved Red

By Lynn Salem and Josie Stewart

8 pages/63 words

Available in Spanish



## Synopsis

This lively cat loves all kinds of red things, but most of all she loves the girl with red hair.

## Before the First Page

Generate a list of red things a cat would love.

## Set-Up for Success

Guide students to recognize that this story starts the way many stories do: “**Once there was....**”

*Independent Reading* – Students may need support with **wear**, page 6; **most**, page 8. Discuss the illustration of the cat wearing **a red bell on a red collar**, page 6.

*Guided Reading* – Review the suggestions for *Independent Reading*. Include support for **But most of all**, page 8.

## Learning about Print

- Directionality on multiple lines of text.
- Using pictures as a source of information.
- Return sweep.
- Punctuation marks – period, comma.

## Key Words and Phrases

She loved to                      red

## Learning about Words

*The vocabulary in this book provides opportunities to introduce, practice or enrich the following:*

- Word family – **cat**.

- Using magnetic letters to form new words – **me, we, be, he, she**.
- Action words – **chase, play, eat, wear, sleep**.

## Assessment Opportunities

*The following problem-solving behaviors can be observed and recorded:*

- Using beginning letters and sounds to solve unfamiliar words.
- Reading high frequency words.
- Using pictures as a source of information.
- Reading for meaning.
- Retelling the story maintaining the meaning.
- Using beginning letters and sounds to self-correct errors.

## After the Last Page

- Read and write poetry about colors.
- \* Rewrite the book. Example: *The Dog Who Loved Blue*.
- Make a game board for this book, including some of the events in the book.
- Read a selection of cat stories. Make a comparison chart.
- Share posters of pets.
- Create a list of things that are red and a list of shades of red, i.e., pink, burgundy, crimson. Find examples in magazines.

## Throughout the Day

### Math

- Make a graph of favorite cats.
- Find shapes in the book. Find other items around the room that are the same shape.

### **Problem-Solving**

- How could the girl train the cat to love a new color?
- \* Using the theme of “nine lives,” write story problems showing the number equations within the 9 fact family.

### **Social Studies**

- Discuss responsible pet care in our society.

### **Science**

- Explore the habits of cats.
- \* Conduct color experiments. Record the results.
- Research and compare cats, including tame and wild cats.
- Create a fact list about red birds. Example: redheaded woodpecker, cardinal.
- Stand in a circle. Pass a ball of red yarn from one person to another to create a web. Each child holding the ball of yarn states one fact about cats then passes it on.

### **Art**

- Create clay illustrations of characters for a book the class has authored.
- Use paint chips to arrange reds from the lightest to the darkest shades.

### **The Home Connection**

- Give each family member one piece of red yarn to incorporate into a group picture.
- Encourage children to care for their pets.

### **\* Show What You Know** –a document to keep

Activities marked with an asterisk (\*) are appropriate for assessment.

### **Read on...**

Balian, Lorna. *Amelia's Nine Lives*.

Carle, Eric. *Have You Seen My Cat?*

DePaola, Tomie. *The Kid's Cat Book*.

Gag, Wanda. *Millions of Cats*.

Kellogg, Steven. *A Rose for Pinkerton*.

Lear, Edward. *Owl and the Pussycat*.

Serfozo, Mary. *Who Said Red?*

Ward, Cindy. *Cookie's Week*.

Wheeler, Cindy. *Marmalade's Nap*.

Wildsmith, Brian. *Cat on the Mat*.

