

Ginger Finds A Home

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RedRover Readers Program Objective 2: Lesson 2A

Goals and Objectives: In the context of a narrative, analyze and understand similarities and differences between how people and animals respond to environmental cues.

Time: 35 minutes (15 reading and discussion, 20 T-chart activity)

Materials: Anchor text (“Ginger Finds a Home”)

1. Before Reading: As a class, discuss the following topics:

- What is “trust”? What does “patience” mean?
- What role does trust play in a friendship?

2. During Reading: Read the book to the class. Pause on different pages and discuss the story.

- On the page where the cat sees a plate of food waiting for him, ask, “How do you think he feels? Would you feel similar or different if you were hungry and you were given a plate of food? Why?”
- On the page that says, “She tried to stroke his fur, but he was frightened and ran to hide...” Ask, “Why do you think Ginger was frightened? Have you ever been somewhere new and been frightened? What about the first day of school walking into your new classroom? Did you feel the same way Ginger did?”
- After reading this text, “She couldn’t see him anywhere, “Ginger!” she called. But Ginger didn’t come,” ask, “How do you think the girl feels? How would you feel if you were looking forward to seeing someone and they didn’t show up? Why do you think the cat didn’t come?”

3. After Reading: Review the story’s illustrations with students and ask to reinforce and extend their understanding of the text:

- How does the cat react to the girl at first? Why? How does the girl show that she respects the cat?
- What does patience look like between a cat and a girl? What role does time play in developing a relationship with a cat (or any relationship)?
- When Ginger first came inside the house how did the girl’s and Ginger’s reactions differ? (Girl was happy, Ginger was nervous/ scared)
- What can help a cat feel safe and cared for? What can help a person feel safe and cared for? What is similar about what cats need and what people need to feel safe and cared for?

4. Create a T-chart. List various situations such as , being in a new place, meeting a new person, or starting a new routine. On one side of the chart, list how students think cats would react to each situation. On the other side of the chart, list ways they think people would likely react in those same situations. Circle the reactions that are the same. Make a box around any that are



different. Ask: in what ways might cats and people react similarly when experiencing something new? In what ways to cats and people tend to react differently from one another to new situations? Why do you think that cats and people may not always react the same way?

6. At the End of the Lesson: Ask students to reflect on these questions. Try this with the whole group, in a sharing circle or ask students to fill out index cards.

- How did you feel about today's book and discussion?
- Did today's book and discussion change how you think about anything in your life?
- What did you learn from today's book and discussion that you didn't know before?

7. Report about your reading: Please share your students' response in your online report by going to RedRover.org/teach, and click on the link near top of the page that reads [\[Report about your reading\]](#)

