

Nobody's Cats: How One Little Black Kitty Came in From the Cold

Written by Valerie Ingram & Alistair Schroff



RedRover Readers Program Objective 2: Lesson 2C

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

Time: 35 minutes (25 reading and discussion, 20 writing activity)

Materials: Anchor text (“Nobody’s Cats”), whiteboard or chart paper to make a Venn diagram

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

- What is a feral cat? Describe the cat on the cover. Where is the cat? What is in the background?
- What is the weather like? How would you feel if you were standing on the snow with your bare feet? How do we protect ourselves from cold weather?
- What do you think this story will be about?

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

- On the page where the kids are throwing rocks at the cats, ask, “Why do you think the kids are throwing rocks?” “What does the boy do when he sees the kids throwing rocks at the cats?” “Why do you think the boy is shouting at them to stop?” “What do you think you would have done in that situation?”
- What is different about the way the boy treats the cats and the way the other kids were treating them?
- On the page where the boy is talking to the two adults ask, “How are the two neighbors’ reactions different?”
- When the little black kitty is in the cage ask, “How do you think the little cat feels in this picture?” “How can you tell?”

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

- What does the little black kitty learn about people and how some people respond differently to him?
- What does the boy decide to do at the end of the story? Why do you think he made this decision?

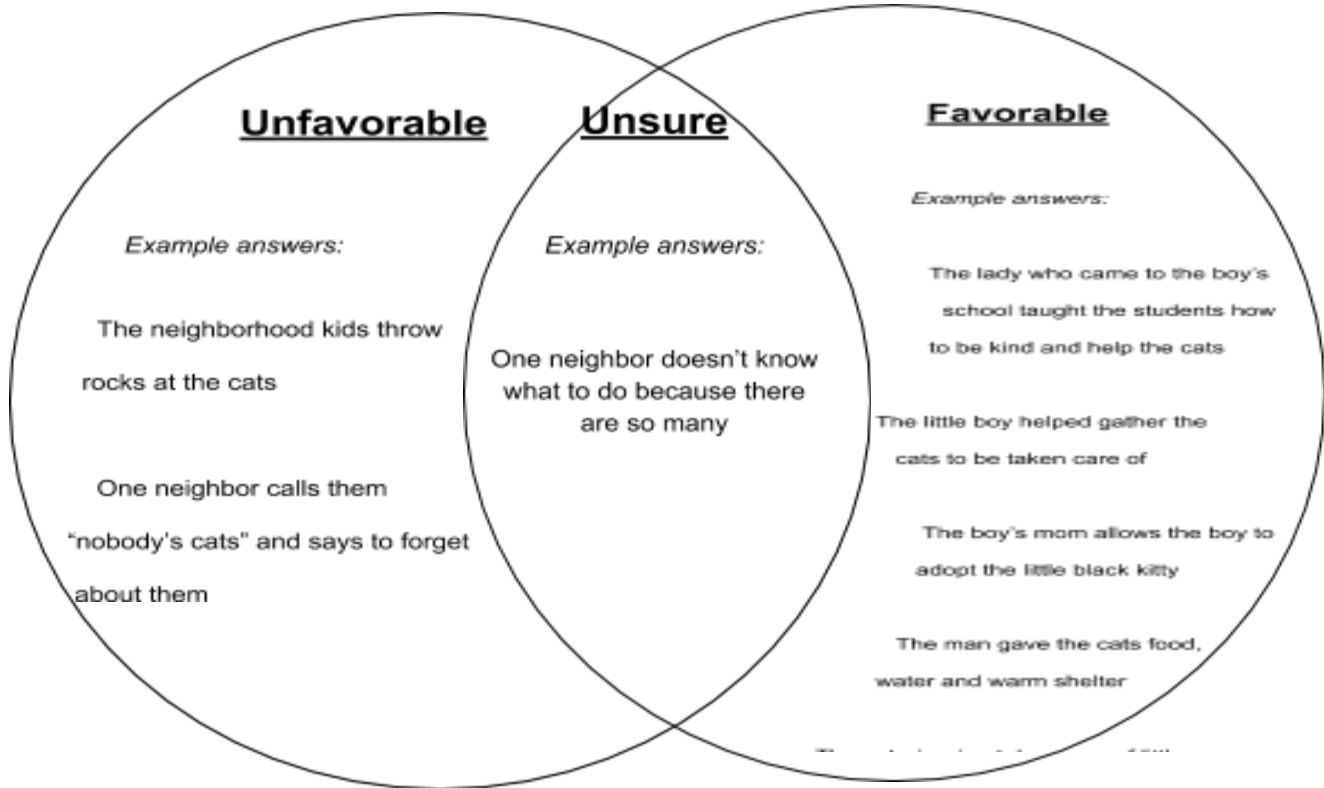
4. Venn diagram activity: Compare and contrast the characters’ reactions to the cats in the story. Create a Venn diagram with the headings “Unfavorable,” “Unsure,” “Favorable” like in the example below. Ask the following questions:

- What did the character do in the story?
- How did they react to “nobody’s cats”?
- Where do you think that reaction best fits in the Venn diagram?



Then complete the Venn diagram using the answers the students have given (the answers provided in the diagram below are examples). You may use the illustrations in the story to help the students identify the characters and their reactions.

The Characters' Reactions to Nobody's Cats



5. 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?

6. 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 [\[Report about your reading\]](#)

