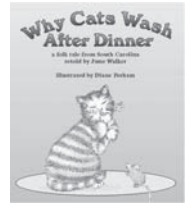


Why Cats Wash After Dinner

a folktale from South Carolina retold by June Walker
illustrated by Diane Perham



Book Summary

In this folktale from South Carolina, a tiny mouse uses its wits to escape from a hungry cat.

Features of the Book

- The classic opening phrase.
- The blends – “sh,” “st,” “cr,” “tr,” and “fr.”
- The letter clusters – “str” and “squ.”
- The graphic by each page number.
- The use of the possessive apostrophe.
- The close picture/text match.
- The use of direct quotes.

Purpose

Why Cats Wash After Dinner can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- S** identifying the plot and characters within the story;
- S** encouraging prediction and developing questioning skills;
- S** recognizing the features of different genres;
- S** developing the ability to write specifically about characters and their feelings within the story.

Introducing the text

Read the title and discuss the cover illustration.

- *Why might a mouse be watching a cat washing?*

Explain that sometimes stories tell you reasons for things being the way they are by using two characters, one clever and one silly. Point out the word “folktale” in the cover text.

- *What is this folktale going to tell us? Do you think it is a true story?*

Reading the text

- S** Identifying the plot and characters within the story.
- S** Encouraging prediction and developing questioning skills.

- S** Recognizing the features of different genres.

Pages 2 and 3 – Look at the illustrations and predict what is happening.

- *What is the cat doing with her tongue?*
- *What do you think is going to happen to the mouse?*
What is she saying?

Pages 4 and 5

- *What do you think the mouse is saying to the cat?*
- *What does the cat's face look like? Do you think she will still eat the mouse?*

Pages 6 and 7

- *What is the cat doing? Why has she let go of the mouse?*
- *What is the mouse doing?*
- *Now can you tell who is clever and who is silly?*

Page 8 – Look at the illustration.

- *Why do you think the cat has big eyes? Why is her tail pointing down?*
- *How do you think the cat is feeling?*

Children now read the book independently.

Revisiting the text

Look at and discuss the apostrophes on pages 3 and 8.


- *What two words does “she’d” stand for? How is “mouse’s” different from this?*

Ask the children to find the two initial letter clusters in the story – “str” and “squ.”

- *Can you think of any other words that begin like this?*

Following Up

- S** Developing the ability to write specifically about characters and their feelings within the story.

 Ask the children to look back at page 2 and write speech bubbles to show what each of the characters is thinking. Write a speech bubble for how the mouse feels on page 7 and how the cat feels on page 8.

- B** Complete the blackline master opposite.