



The Fat Cat Sat on the Mat

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GRL G

ABOUT THE BOOK:

Wilma the witch has a crazy collection of pets, including a cat, a rat, a bat, and a fish. When the cat boldly sleeps on the rat's mat, the rat does everything he can to make the cat get off, but the cat will not move—until *she* is ready to do so. Finally, the cat makes a decision, and when she does, the rat, the bat, and the fish find themselves up in the air and falling!

DISCUSSION QUESTIONS:

1. With whom do the cat and the rat live? What does she think about the cat sleeping on rat's mat?
2. How do the rat, the bat, and the hat attempt to get the cat off of the mat? Why do their attempts fail to get the cat off the mat?
3. What is strange about the framed picture of the owl on the wall?
4. When she returns home, what is Wilma's reaction to seeing the cat on the mat? Why is she concerned about the fish being out of his dish?

The above questions correlate to Common Core State Standards (Reading): RL.1.1, RL.2.1, and RL.3.1; (Speaking & Listening): SL.1.1, SL.2.1, and SL.3.1; SL.1.3, SL.2.3 and SL.3.3.

EXTENSION ACTIVITIES:

This Book: At the top of a sheet of manila or white paper, ask students to write the name of the book, the author, and the illustrator of the book. Then have students divide the page into two halves: on one half, have students state their opinion of the story by writing or drawing what they liked, and on the second half, have students write or draw what they didn't like or would change about the book. Ask students to supply the reasons that support their opinions on both halves. Then have students share their ideas with the class. *This activity correlates to Common Core State Standards (Reading Literature): RL.1.2, RL.2.2, and RL.3.2; (Writing): W.1.1, W.2.1, and W.3.1; (Language): L.1.1, L.2.1, and L.3.1; L.1.2, L.2.2, and L.3.2.*

Write a Rhyme: Review with students rhyming words and point out that multiple words end with “-at” in the book. Ask them to read the book a second time and to make a list of all the words they find that end with “-at.” As a class, brainstorm other words that end in “-at” and select a topic for a collaborative poem. Then have each student write one line for the poem that ends with one of the rhyming words. Working in small groups (or one whole group), have students put their lines together to create a collaborative poem. Have students practice and present their poems. *This activity correlates to Common Core State Standards (Writing): W.1.3, W.2.3, and W.3.3; (Language): L.1.1, L.2.1, and L.3.1; L.1.2, L.2.2, and L.3.2.*

Emotions Explode: The illustrations show the readers the emotions the characters feel as they deal with the cat's refusal to get off the mat. Ask students to select the cat or the rat and to write the emotion the character feels at one of the events in the story based on the illustrations. Working with a partner, ask students to select their favorite event and emotion. Have each group role-play the part of the character and the emotion for the class. *This activity correlates to Common Core State Standards (Reading Literature): RL.1.7, RL.2.7, and RL.3.7; (Writing): W.1.1, W.2.1, and W.3.1; (Language): L.1.1, L.2.1, and L.3.1; L.1.2, L.2.2, and L.3.2.*

In Your Own Words: After reading the book, place students with a partner and have them list the events that occurred in the story in the order in which they happened. After they make their list, ask students to write a one-sentence lesson they can learn from the story. Have students share and discuss their lesson sentence in small groups. Ask each group to share one of the student lessons or a new group idea or insight. *This activity correlates to Common Core Standards (Reading Literature): RL.1.6, RL.2.6, and RL.3.6; (Writing): W.1.3, W.2.3, and W.3.3; (Language): L.1.1, L.2.1, and L.3.1; L.1.2, L.2.2, and L.3.2.*

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