



Cat and Dog

By Else Holmelund Minarik

GRL D

ABOUT THE BOOK:

Dog chases Cat off the bed, off the chair, and off the table. Then Cat leads Dog on a chase outside through the water, through the garden, and over to the trash cans, where they happily find bones to chew on. Their day gets even better when they find out it's dinnertime. At last, they can both settle down and settle in with their own plates of food.

DISCUSSION QUESTIONS:

1. Cat and Dog do many things they're not supposed to do in this story. What does Cat do that causes trouble? What does Dog do that causes trouble? *Common Core State Standards (Reading: Literature):* [RL.K.1.](#), [RL.1.1.](#), [RL.2.1.](#), [RL.3.1.](#)
2. Who is upset in this story? Who is having fun? How do you know? Do the feelings of the characters change from page to page? How do you know? *Common Core State Standards (Reading: Literature):* [RL.K.3.](#), [RL.K.7.](#), [RL.1.4.](#), [RL.1.7.](#), [RL.2.3.](#), [RL.2.7.](#), [RL.3.3.](#), [RL.3.7.](#)
3. How do the illustrations help you understand where this story takes place? How many different places do Cat and Dog go in this story? What clues does each illustration give you in order to help you understand where Cat and Dog are in each picture? *Common Core State Standards (Reading: Literature):* [RL.K.3.](#), [RL.K.7.](#), [RL.1.3.](#), [RL.1.7.](#), [RL.2.7.](#), [RL.3.7.](#)
4. On the last page, there is a question: "Are you happy now?" Who is asking that question? Who is supposed to answer that question? Is that question answered? How do you know? *Common Core State Standards (Reading: Literature):* [RL.K.1.](#), [RL.1.1.](#), [RL.1.6.](#), [RL.2.1.](#), [RL.3.1.](#)

Common Core State Standards (Speaking and Listening) that discussions might also address: [SL.K.1.a.–b.](#), [SL.K.2.](#), [SL.K.6.](#), [SL.1.1.a.–c.](#), [SL.1.2.](#), [SL.1.6.](#), [SL.2.1.a.–c.](#), [SL.2.2.](#), [SL.2.6.](#), [SL.3.1.a.–d.](#), [SL.3.6.](#)

EXTENSION ACTIVITIES:

Learn the Rules Poster: Cat and Dog seem to be breaking some rules, such as *No animals on the table*. What are some other rules Cat and Dog need to learn? Write or draw a poster showing the rules Cat and Dog should follow in order to stay out of trouble. *Common Core State Standards (Writing):* [W.K.2.](#), [W.1.2.](#), [W.2.2.](#), [W.3.2.a.–d.](#)

A Story About a Girl: Who is the girl in this story? We don't learn much about her in the book. Make up a story about who she is, where she lives, and what she does when she's not taking care of Cat and Dog. *Common Core State Standards (Writing):* [W.K.3.](#), [W.1.3.](#), [W.2.3.](#), [W.3.3.a.–d.](#)

Compound Words List: A *catball* seems to be a ball made out of a cat. A *catcoat* appears to be a coat made out of a cat. A *catpie* looks like it's a pie made out of a cat. Oh dear! The author made up some funny new compound words for this story. Make a list of compound words you know, and then list the two words that go together to make up the compound word. If you want to have some fun with words like the author did, make up your own compound words and write or draw their meaning. *Common Core State Standards (Language):* [L.K.4.a.](#), [L.1.4.a.](#), [L.2.4.d.](#), [L.3.4.a.](#)

Who Makes the Most Trouble? Both Cat and Dog get into some trouble in this book. Which one do you think is more naughty? Draw a picture of the animal you think causes the most trouble, and then write or dictate the reasons why you made that choice. *Common Core State Standards (Writing):* [W.K.1.](#), [W.1.1.](#), [W.2.1.](#), [W.3.1.a.–d.](#)

Common Core State Standards (Writing) that writing activities might also address: [W.K.5.](#), [W.K.6.](#), [W.1.5.](#), [W.1.6.](#), [W.2.5.](#), [W.2.6.](#), [W.3.4.](#), [W.3.5.](#), [W.3.6.](#)

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