

Day 1: "Why the Dog Hates the Cat"

Begin lesson

Card 1 of 16

Begin lesson

Teaching notes

Click the "Begin lesson" button to view this lesson.
Teaching notes for each slide will appear in this box.

Before the Lesson

Card 2 of 16

Before the
Lesson

Teaching notes

"Why the Dog Hates the Cat"

Card 3 of 16

Why the Dog Hates the Cat

From *A Chinese Wonderbook*
By Norman Blackick Pitman
Illustrated by Li Chi Tung

"What we shall eat tomorrow, I haven't the slightest idea!" said Widow Wang to her eldest son, as he started out one morning in search of work.

"Oh, the gods will provide. I'll find a few pennies somewhere," replied the boy, trying to speak cheerfully, although in his heart he also had no idea in which direction to turn.


The winter had been a hard one: extreme cold, deep snow, and violent winds. The Wang house had suffered greatly. The roof had fallen in, weighed down by heavy snow. Then a hurricane had blown a wall over, and Ming-li, the son, up all night and exposed to a bitter cold wind, had caught pneumonia. Long days of illness followed, with the spending of extra money for medicine. All their scant savings had soon melted away, and at the shop where Ming-li had once worked his place was filled by another. When at last he arose from his sick-bed he was too weak for hard labor and there seemed to be no work in the neighborhood willing for him to do. Night after night he came

Teaching notes

Download and print copies of the anchor text for each student.

Student Notes Sheet Day 1

Card 4 of 16



Name: _____ Date: _____

Student notes for "Why the Dog Hates the Cat"

Step 1

1. Who is the narrator in "Why the Dog Hates the Cat"?

2. Why is the Widow Wang upset? What does she do about her concerns?

3. What does Ming-li say in response to his mother's concerns? What does he do in response to her concerns?

Teaching notes

- This guided notes sheet provides students with the text-dependent questions associated with this lesson and relevant graphic organizers. You may modify these sheets as needed.
- During class, students can use these sheets to record their responses, notes, or ideas. Use the back to record responses to the focus question.
- Following class, collect student notes to use as a formative assessment.

Getting Started

Card 5 of 16

Teaching notes

Getting Started

Introduction 1 of 2

Card 6 of 16

Teaching notes

Why the Dog Hates the Cat

From A Chinese Wanderer
By Norman Hinsdale Pitman
Illustrated by Lu Cho-Tung

"What we shall eat tomorrow, I haven't the slightest idea!" said Widow Wang to her eldest son, as he started out one morning in search of work.

"Oh, the gods will provide. I'll find a few pennies somewhere," replied the boy, trying to speak cheerfully, although in his heart he also had no idea in which direction to turn.

The winter had been a hard one: extreme cold, deep snow, and violent winds. The Wang house had suffered greatly. The roof had fallen in, weighed down by heavy snow. Then a hurricane had blown a wall over, and Ming-li, the son, up all night and exposed to a bitter cold wind, had caught pneumonia. Long days of illness followed, with the spending of extra money for medicine. All their scant savings had soon melted away, and at the shop where Ming-li had once worked his place was filled by another. When at last he came from his sick-bed he was too weak for hard labor and there seemed to be no work in the neighboring villages for him to do. Night after night he came home, trying not to be discouraged, but in his heart feeling the deep pang of sorrow at the sight of his mother suffering for food and clothing.

"Bless his good heart!" said the poor widow after he had gone. "No mother ever had a better boy. I hope he is right in saying the gods will provide. It has been getting so much worse than just few weeks

- "Why the Dog Hates the Cat"
- By: Norman Hinsdale Pitman

Pacing: ~20 Minutes

Notes:

- Remind students that this week, you are reading the fable "Why the Dog Hates the Cat" closely. This means going back and rereading the article, answering questions based on evidence in the text.
 - Make sure that students have their copy of the story and the student notes worksheet.
- Read the text aloud fluently. Remind students to track along and annotate as you read aloud.
 - Tell students that today you will focus just on the first two pages of the text while Ming-Li and the Widow Wang are at home. Have students reread this section independently.

Introduction 2 of 2

Card 7 of 16

Teaching notes

Pacing: ~20 Minutes

Notes:

- Remind students that this week, you are reading the fable "Why the Dog Hates the Cat" closely. This means going back and rereading the article, answering questions based on evidence in the text.
- Make sure that students have their copy of the story and the student notes worksheet.

- Read the text aloud fluently. Remind students to track along and annotate as you read aloud.
- Tell students that today you will focus just on the first two pages of the text while Ming-Li and the Widow Wang are at home. Have students reread this section independently.

Exploring the Text

Card 8 of 16

Teaching notes

Exploring the Text

Supporting Question 1

Card 9 of 16

Teaching notes

Who is the narrator in "Why the Dog Hates the Cat?"

Pacing: ~2 minutes

Standard: RL.5.6

Purpose: Students need to understand that the dialogue and context are communicated through an omniscient narrator and as such, gives us really solid insight into who the characters are.

Answer:

- "Why the Dog Hates the Cat" is told by a third person, omniscient narrator.

- I know that it is a third person narrator because characters are referred to by the narrator by name or as "he," "she," "it," or "them," but never as "I" or "we" (which are first person), or "you" (second person). We know the narrator is omniscient because he sees the perspective of multiple characters.
- I know this because the narrator tells the story from the perspective of all the main characters throughout the text. For example, in the beginning the narrator explores Ming-Li's perspective: "Oh, the gods will provide. I'll find a few pennies somewhere," replied the boy, trying to speak cheerfully, although in his heart he also had no idea in which direction to turn." Next, we see the perspective of the Widow Wang, "'Bless his good heart!' said the poor widow after he had gone. 'No mother ever had a better boy. I hope he is right in saying the gods will provide. It has been getting so much worse these past few weeks that it seems now as if my stomach were as empty as a the ocean. Why, even the rats have deserted our cottage, and there's nothing left for poor Tabby Cat, while old Blackfoot the Dog is nearly dead from starvation.'"
- As the story continues, the perspective from which the narrator tells the story continues to shift among multiple main characters; this indicates that the narrator for this particular text is a third-party omniscient one.

Look for students....

- To identify the text as being told in third person, and to identify that the narrator is omniscient or all knowing.
- To describe that this means we, as readers, understand what all of the characters are thinking and feeling, which shapes how we experience and understand the text.

Guiding questions and prompts:

- Is the person telling the story inside the story as part of the action or outside of the story looking in?
- What type of knowledge does this narrator have?

Additional Notes:

- Use this as an opportunity to both review point of view, but to also emphasize for students that this story is being told in such a way that we, as readers, have a ton of insight as to what different

characters are thinking, feeling, saying, and doing.

- This is a great opportunity to have students stop and jot right on the top of their text as a reminder to themselves throughout the week that the story is told by an all-knowing narrator.

Supporting Question 2

Card 10 of 16

Why is the Widow Wang upset? What does she do about her concerns?

Teaching notes

Pacing: ~4 minutes

Standard: RL.5.3.

Purpose: This question is designed to get students thinking about what the Widow Wang's words reveal about her character and her relationship with her son.

Answer:

- The Widow says, "'What we shall eat tomorrow, I haven't the slightest idea!' said Widow Wang to her eldest son, as he started out one morning in search of work."
- The Widow Wang is upset because she and her son are hungry and have no money to buy food.
- She responds by crying and complaining to her son.

Look for students....

- To use direct evidence from the text to tell you what the Widow is saying and how she is saying it.
- To explain how the Widow does and does not respond (i.e. she does turn to her son, she does not offer to actually do anything).

Guiding questions and prompts:

- What does the Widow Wang first say? What does this show us about her?
- Who is the Widow Wang talking to?
- What does she do other than talk?

Additional Notes:

- This is an opportunity for students to begin to understand one of the many characters in this text, emphasize the dramatic words, and the corresponding lack of action.
- This question is a good opportunity to answer as a whole group to set up a model for the third question as a think-pair-share.

Supporting Question 3

Card 11 of 16

What does Ming-Li say in response to his mother's concerns? What does Ming-Li do in response

Teaching notes

Pacing: ~4 minutes

Standard: RL.5.3

Purpose: This question is designed to get students thinking about what Ming-Li's words reveal about his character and his relationship with his mom.

Answer:

- He says "Oh, the gods will provide," and "I'll find a

few pennies somewhere."

- He tries to speak cheerfully, even though he wasn't sure what to do
- He goes out and looks for work, even though he is/has been really sick and there are no jobs. In the text it says, "When at last he arose from his sick-bed he was too weak for hard labor and there seemed to be no work in the neighboring villages for him to do. Night after night he came home, trying not to be discouraged, but in his heart feeling the deep pangs of sorrow at the sight of his mother suffering for food and clothing."

Look for students....

- To identify Ming-Li's words and actions using specific text-based details.
- To zoom in on dialogue between mother and son.

Guiding questions and prompts:

- What does Ming-Li say to his mother?
- Why does Ming-Li think to himself?
- How is Ming-Li's response different from his mom's?

Additional Notes:

- Use this as an opportunity for students to begin making the contrast between mother and son, placing emphasis (like the focus question) on the words that Ming-Li speaks.
- This is a great opportunity for a Think-Pair-Share as students got an at-bat with a very similar idea in Question 2.

Supporting Question 4

Card 12 of 16

How are the Widow Wang and Ming-Li's responses to the challenging situation different?

Teaching notes

Pacing: ~4 minutes

Standard: RL.5.2

Purpose: This question is designed to get students to think about how the different spoken responses reveal the role that the mother and son play in each other's lives, and ultimately the dynamic in their relationship.

Answer:

- The Widow complains and worries about her circumstance, but doesn't actually do anything but talk. The author writes, "'What we shall eat tomorrow, I haven't the slightest idea!'" said Widow Wang to her eldest son, as he started out one morning in search of work." Notice that she is talking, and he is leaving to look for a job.
- Ming-Li is worried as well, but he responds hopefully to his mother, tries to comfort her, and goes out and actually looks for work day after day, even though he has been really sick and gotten rejected many times. He says, "Oh, the gods will provide. I'll find a few pennies somewhere," and in the next paragraph we see he goes out everyday looking for work.

Look for students....

- To identify how each character responds to the challenges the family faces.
- To compare and contrast how both characters respond to the challenges the family is facing.

Guiding questions and prompts:

- Ask, "What does the Widow say? What does she do?"
- Ask, "What does Ming-Li say? What does he do?"
- Say, "How are their words, thoughts, or actions different?"
- Say, "How are their words, thought, and actions similar?"

Additional Notes:

- Use this question to build a bridge for students to think about the relationship as a whole between the two characters. For struggling readers, encourage re-reading of the first two paragraphs of the text, which offer a great deal of insight.
- This question can be addressed in small groups or as a shared writing time.

Focus Question

Card 13 of 16

Focus Question

Teaching notes

Focus Question

Card 14 of 16

What can you infer about the relationship between Ming-Li and the Widow Wang as revealed through their

Teaching notes

Pacing: ~10 minutes

Standard: RL.5.1

Purpose: Pitman's message is that, in general, people (and animals) tend to treat each other pretty rottenly, especially during difficult times. As a key foundation for students to understand the relationship between the Widow Wang and Ming-Li,

which is the primary relationship throughout the majority of the text. Without understanding the relationship between the mother and son, students lack the foundation to ultimately get to our big understanding that selfishness often takes over during difficult times.

Answer:

Dialogue Between Ming-Li and the Widow Wang	What this reveals about their relationship
"What shall we eat tomorrow, I haven't the slightest idea!" said the Widow Wang to her eldest son, as he started out one morning in search of work.	The Widow Wang is really dependent on her son to solve their problems, she talks about their problems, but expects Ming-Li to solve them. This is rather selfish, given that he has been so sick.
"Oh, the gods will provide. I'll find a few pennies somewhere."	Ming-Li is both the encourager and the provider in their family at the beginning of the story. He comforts his mother by saying "the gods will provide" and then takes action by going out to look for work and find pennies.
"Bless his good heart!" said the poor widow after he had gone. "No mother ever had a better boy..."	While this reveals that the Widow cares about her son on some level, this also shows that she selfishly relies on her son to solve the difficult situation they are in, instead of taking initiative or action to help them out with their situation.

Look for students....

- To use direct evidence from the text (e.g. specific examples or quotes).
- To make inferences based on this evidence.

Guiding questions and prompts:

- What does the Widow say? What does this reveal about her?
- What does Ming-Li say? What does this reveal about him?
- How are their responses different?
- What do these different responses reveal about their relationship?

Additional Notes:

- Give students time to return to the text to gather evidence. Encourage them to reread the section and annotate while doing so.
- Provide students with time to complete the organizer independently.
- The response should be in writing so the teacher can assess each student's understanding.
- Beyond the expectation modeled in this response, a student may draw further connections through other dialogue and interactions in the text.
- For struggling readers or ELL students, it may be appropriate to ask students to complete two rather than three of the boxes to analyze the relationship in the text.

After the Lesson

Card 15 of 16

After the Lesson

Teaching notes

Comprehension Skill Video

Card 16 of 16

Teaching notes

Core Lesson

Reread the text looking for character interactions.

How do they interact?

The winter had been a hard one: extreme cold, desolate winds. The Wang house had suffered greatly. The roof weighed down by heavy snow. Then a hurricane hit, blowing and Ming-li, the son, up all night and exposed to the bitter cold winds. He had caught pneumonia. Long days of illness followed with the spending of extra money for medicine. At last, the snow melted away, and at the shop where Mr. Wang sold goods, a new was filled by another. When at last he was able to work, he was too weak for hard labor and there were no jobs in the neighboring villages for him to do. He tried to be discouraged, but in his sorrow at the sight of his mother suffering, he found a new strength.

"Bless his good heart!" said the poor widow. "He is gone. My mother ever had a better boy. I hope he is right in saying the gods provide. It has been getting so much worse these past few weeks that it seems now as if my stomach were as empty as an ocean. Why, even

- Ming-Li looks for work every day, even though sick and discouraged.
- Widow Wang talks about how proud she is, ("Bless his good heart"), but is still complaining ("I hope he is right ...")

LearnZillion

Visit <https://haywood.lzill.co/r/39390>

Use this video as an intervention tool for students who struggle to answer the focus question. The video uses a metacognitive approach to model the targeted reading comprehension skills.