

Day 2: "Why the Dog Hates the Cat"

Begin lesson

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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

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Before the
Lesson

Teaching notes

Anchor Text

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Teaching notes

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

Student Notes Sheet

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Teaching notes

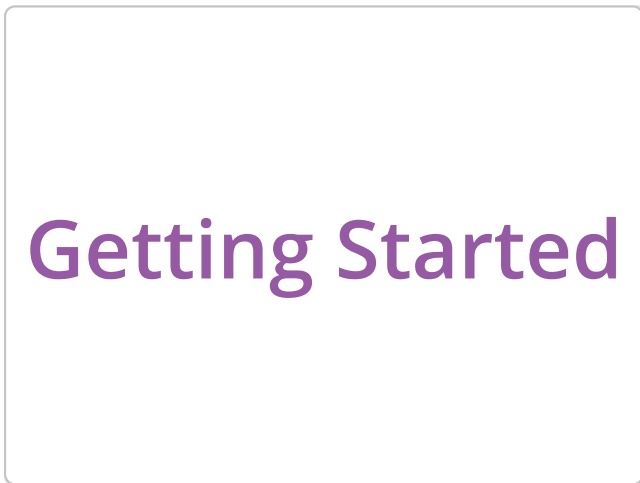
- This guided notes sheet provides students with a list of the text-dependent questions to be explored in the lesson along with supporting graphic organizers, as necessary. During class, students may use the sheets as directed by you to record their responses, notes, or ideas. These sheets may be modified to meet the needs of each learner.
- Space is also provided on the back for recording

responses to the focus question.

- Following class, collect student notes and use as a formative assessment.

Getting Started

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Teaching notes

Introduction 1 of 3

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Why the Dog Hates the Cat

From A Chinese Wonderbook
By Norman Hinsdale Pitman
Illustrated by Li Cho-Tung

"What we shall eat tomorrow, I haven't the slightest idea!" said Waiwo Wang to her oldest 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's, 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 usual savings had soon melted away, and at the shop where Ming's 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 these past few weeks."

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

Teaching notes

Pacing: ~15 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 story, answering questions based on evidence in the text.
- Make sure that all students have their copy of the

article and the student notes worksheet.

- Read pages 9-10 of the text aloud fluently. Remind students to track along with the text as you read aloud.
- Tell students you are going to focus on the remainder of the text, then have them do a dramatic read aloud or partner reading for pages 11-12.

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"Just wait till I return," purred Tabby in Blackfoot's ear.

With a mighty spring she reached the top of the mud wall, and then jumped down to the inside court. Once inside, Tabby made straight for the kitchen. Slinking along the wall in a shadow, she scanned for any glint of gold. There! A crack between two bricks glowed oddly. Tabby pushed on the loose brick, it clattered noisily to the floor and she froze. Silence. Peering into the space where the brick had been, Tabby caught sight of the golden beetle.

Two minutes later, she was back on the other side of the wall, beside Blackfoot, the golden beetle in her mouth.

The two adventurers reached the river just as the sun was rising above the eastern hills. When they reached the cottage the door was shut, the Widow Wang and Mingli still sleeping a fitful, hungry sleep.

- We will reread the end of the story when Blackfoot and Tabby go to the Chus and return with the golden beetle.

Teaching notes

Pacing: ~15 minutes

Notes:

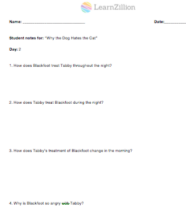
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As we explore the text we will be asking and answering questions.

We will find and keep track of evidence from the text to support our ideas about each question.

Teaching notes

Pacing: ~15 minutes

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Exploring the Text

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Exploring the Text

Teaching notes

Supporting Question 1

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How does Blackfoot treat Tabby throughout the night?

Teaching notes

Pacing: ~3 minutes

Standard: RL.5.3

Purpose: In order to fully understand why Blackfoot's hatred for Tabby is so intense, students need to understand that throughout the night, Blackfoot is totally loyal to Tabby, helping him to fully realize his plan to help the family.

Answer:

- Blackfoot is helpful, loyal, and unwavering in his support of Tabby's pursuit and in listening to Tabby's directions (e.g. Tabby crosses river on his back, Blackfoot waits patiently at the Chus and the Wangs when Tabby goes in, Blackfoot listens to Tabby's ideas about how to do this and trusts her to let him back inside at the Chus).
- Pitman writes, "No sooner arranged than done. The companions set out that very night on their adventure. They crossed the river as the cat had suggested, and Blackfoot really enjoyed the swim, for, as he said, it took him back to his puppyhood, while the cat did not get a single drop of water on her face. It was midnight when they reached the Chu house." This shows that Blackfoot was really loyal to Tabby, ensuring everything Tabby suggested was done, even keeping her face dry.

Look for students....

- To note specific examples of the interactions between Tabby and Blackfoot, including the dialogue and interactions.
- To recognize that Blackfoot's interactions and actions are consistent.

Guiding questions and prompts:

- Ask, "Does Blackfoot listen to Tabby?"
- Ask, "How does Blackfoot respond when Tabby asks him to do something?"
- Ask, "Does Blackfoot mind that Tabby keeps asking him to wait?"
- Ask, "Does Blackfoot trust Tabby? How do you know?"

Additional Notes:

- Use this first question as a chance to model going directly back into the text. Work as a class to find examples of actions and dialogue that show how the character treated his counterpart. Emphasize that even though it is easy to jump to why the dog hates the cat, we want to dive deep into the details of everything that happened.

Supporting Question 2

Card 11 of 17

How does Tabby treat Blackfoot during the night?

Teaching notes

Pacing: ~3 minutes

Standard: RL.5.3

Purpose: As with question one, this question seeks to have students begin to see how Tabby is much more interested in serving his own purposes than in being a friend to Blackfoot. Throughout the night, she calls on Blackfoot to help her out with the things she cannot do herself, but is quick to seek the

spotlight and to be the hero, showing disregard for the one she claims is a friend.

Answer:

- Throughout the night, Tabby gets Blackfoot to assist her and to follow her directions (e.g. she tells Blackfoot she has a plan, rides on Blackfoot's back both ways, tells Blackfoot when and where to wait, etc).
- Pitman writes, "We will go together," continued the cat. "I will ride on your back when we are fording the river, and you can protect me from strange animals. When we get to the Chu house, I will climb over the wall and manage the rest of the business myself. Only you must wait outside to help me to get home with the prize."
- Despite being bossy, Tabby continues to speak and act as if she and Blackfoot are "in this together."

Look for students....

- To use specific text-based actions and dialogue to describe how Tabby treats Blackfoot during the night.
- To identify how the interactions between the two characters are developing unequally.

Guiding questions and prompts:

- Ask, "Who is 'calling the shots?'"
- Ask, "What does Tabby do during the night? What does Blackfoot do?"
- Ask, "Do you think Tabby is using Blackfoot?"

Additional Notes:

- Given that this question has parallel structure to question one, this is a great example to incorporate a think-pair-share in which students look for and share out evidence in their response.

Supporting Question 3

Card 12 of 17

How does Tabby's treatment of Blackfoot change in the morning?

Teaching notes

Pacing: ~4 minutes

Standard: RL.5.3

Purpose: After establishing that Blackfoot is a much better friend to Tabby than Tabby is to Blackfoot, this question helps students further stretch their connection that Tabby is a pretty terrible "friend" to Blackfoot, abandoning him in the morning and claiming all the glory for himself.

Answer:

- In the morning, Tabby goes from sneaky-selfish, fake friend to enemy.
- She leaves Blackfoot outside when they get home and takes all of the credit and all of the breakfast for herself.
- In the end, Tabby actually taunts Blackfoot, "'Oh, my dear Blackfoot,'" she began laughingly, "you should have been inside to see what a feast they gave me! The widow was so delighted at my bringing back her treasure that she could not give me enough to eat, nor say enough kind things about me. Too bad, old fellow, that you are hungry. You'd better run out into the street and hunt up a bone."

Look for students....

- To contrast how Tabby's treatment of Blackfoot changes in the morning (i.e. she is not longer even trying to be friends, she simply leaves him out).
- To use specific details and dialogue from the text to show the shift in interaction between the characters once the beetle is returned.

Guiding questions and prompts:

- Ask, "How does Tabby's treatment of Blackfoot change in the morning?"
- Ask, "Why does Tabby leave Blackfoot outside?"

Additional Notes:

- Use this as an opportunity to show the contrast in the character interactions. This question can be tackled collectively or through a stop and jot.

Supporting Question 4

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Why is Blackfoot so angry with Tabby?

Teaching notes

Pacing: ~4 minutes

Standard: RL.5.1

Purpose: This question, while on the surface is an obvious one, is essential to students understanding the level of hatred that Blackfoot develops and, as such, is essential to student understanding. It is critical that students recognize that not only does Blackfoot lose out on breakfast, but he also is left

outside and loses someone he thought was a friend and whom he had helped to achieve the feat that the others were celebrating without him.

Answer:

- Blackfoot is angry because after he helped Tabby out all night, thinking they were in this together, Tabby leaves him outside.
- Blackfoot gets no credit, no breakfast, and Tabby goes so far as to tell him, "Too bad old fellow, that you are hungry. You'd better run out into the street and hunt up a bone."

Look for students....

- To use direct evidence and quotes from the text to explain why Blackfoot hates Tabby.
- To make inferences regarding why Blackfoot comes to hate Tabby so deeply and so quickly.

Guiding questions and prompts:

- Ask, "What does Tabby do to Blackfoot in the morning?"
- Ask, "What does Tabby say to Blackfoot in the morning?"

Additional Notes:

- Use this as an opportunity to set students up for success on the focus question. While it is essential that students understand the deeper pieces of the relationship prior to the morning, this ensures that students are also able to focus in on the exact moment in which Blackfoot comes to hate Tabby.
- This can be done as a whole class share out, think-pair-share, or stop and jot.

Focus Question

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Focus Question

Teaching notes

Focus Question

Card 15 of 17

Consider the last three pages of the text. Which details help us determine why the dog hates the cat?

Teaching notes

Pacing: ~15 minutes

Standard: RL.5.3

Purpose: This question builds off of the previous question, asking students to examine another relationship within the text. This question takes the students beyond analyzing the quality of the relationship as they did on day one to a place of comparing and contrasting the characters' actions,

which ultimately enable them to understand why the dog hates the cat.

Answer: In "Why the Dog Hates the Cat," the dog, Blackfoot, comes to hate the cat, Tabby. After Blackfoot works with Tabby to help to save the family by retrieving the golden beetle, he is left outside the house by Tabby, getting neither breakfast nor credit for his hard work. At the beginning of this scene, Tabby says to Blackfoot "We will go together...only you must wait outside to help me to get home to the prize." During the entire night, Tabby pretends that they are doing this as a team and will return the beetle to the Wangs together. However, when they arrive home, Tabby leaves Blackfoot locked outside and takes all of the credit herself. Tabby turns on Blackfoot, not even giving him breakfast after all of their work. When Tabby betrays Blackfoot in this way, Blackfoot comes to hate Tabby. When Blackfoot shares this betrayal with his dog friends, they take his side, and now all dogs hate cats, just like Blackfoot hated Tabby.

Look for students....

- To use specific details from the text, including dialogue.
- To reference and quote events from the last three pages of the text.
- To compare and contrast how the characters treat each other and interact.

Guiding questions and prompts:

- Ask, "Why does Blackfoot become so angry with Tabby?"
- Ask, "Why do all dogs now hate cats?"

Additional Notes:

- Students should complete this task independently so that it can be collected as a formative assessment.
- Give students time to return to the text to gather evidence. Encourage them to reread the section, annotating.
- 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 dialogue and interactions in the text.

After the Lesson

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Teaching notes


After the
Lesson

Comprehension Skill Video

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Core Lesson
Reread the text to identify character interactions.

Interaction:	What Happens:	How do the characters treat each other?
At the house, after the Chus take the beetle	Tabby recruits Blackfoot to help get the beetle back, saying they will work as a team. Blackfoot agrees to help.	At last, when breakfast was over, slipping away from the others, Tabby jumped out through the window. "Blackfoot," she began laughingly, "you should have seen what a feast they gave me! The widow was so grateful for getting back her treasure that she could not give me any more kind things about me. Too bad, old man, you're so hungry. You'd better run out into the street and get some food."
At the chus house, during the middle of the night	Tabby and Blackfoot sneak through the night and giving clear instructions.	Trick of his companion, the enraged dog sprang up and barked like lightning, laughing down the alley.
In the morning, when they return to the Wangs house		



Visit <https://haywood.lzill.co/r/43215>

Teaching notes

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.