


Day 4: "Why the Dog Hates the Cat"


Begin lesson

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	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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	Teaching notes

Anchor Text

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Why the Dog Hates the Cat

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

Teaching notes

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

Student Notes Sheet

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 LearnZillion

Name _____ Date _____

Student notes for: "Why the Dog Hates the Cat"

Day 4

1. What does Ming-li say in response to the challenge of having no food, work, or money?

2. What does Ming-li do in response to the challenge he and his mother face?

3. How is Ming-li's response different than his mother's?

Situation:	Widow Wang's Response:	Ming-li's Response:	How are the responses similar or different?
The Wangs have no food or money at the beginning of the story.			

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

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Getting Started

Teaching notes

Introduction 1 of 3

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Why the Dog Hates the Cat

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

"What we shall eat tomorrow, I haven't the slightest idea!" said Widow 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-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 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

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

Teaching notes

Pacing: ~15 minutes

Notes:

- Remind students that this week, you are rereading the story, "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 all students have a copy of the story and the student notes worksheet.

- Reread the first page of the text aloud or in small groups.
- Students should then reread (in partners or independently) the section after Ming-Li and his mother find that the beetle is missing.

Introduction 2 of 3

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"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, so ill right 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 saved 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 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.

"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

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Why the Dog Hates the Cat

- We will reread two sections of text.
- We are looking to see how Ming-Li responds to the challenges he and his mother face.

- Reread the first page of the text aloud or in small groups.
- Students should then reread (in partners or independently) the section after Ming-Li and his mother find that the beetle is missing.

Teaching notes

Pacing: ~15 minutes

Notes:

- Remind students that this week, you are rereading the story, "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 all students have a copy of the story and the student notes worksheet.

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LearnZillion

Name: _____ Date: _____

Read the story "Why the Dog Hates the Cat."

1. How does Ming-Li respond to the challenge of going to work, or not?

2. What does Ming-Li do to respond to the challenge he and his mother face?

3. How is Ming-Li's response different than his mother's?

4. How did someone else react when Ming-Li was poor?

- 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.

- Reread the first page of the text aloud or in small groups.
- Students should then reread (in partners or independently) the section after Ming-Li and his mother find that the beetle is missing.

Teaching notes

Pacing: ~15 minutes

Notes:

- Remind students that this week, you are rereading the story, "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 all students have a copy of the story and the student notes worksheet.

Exploring the Text

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Exploring the Text

Teaching notes

Supporting Question 1

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What does Ming-Li say in response to the challenge of having no food, work, or money?

Teaching notes

Pacing: ~4 minutes

Standard: RL.5.1

Purpose: This question is designed to get students to recognize that while there is a distinct pattern of ill-treatment of friends, family, and neighbors, there are exceptions. Specifically, in the beginning of the story, Ming-Li responds with hope and reassurance, not complaining or conniving.

Answer:

- Throughout the story Ming-Li responds to challenges in a way that is reassuring, thoughtful, and proactive. In the beginning of the story, even though he is sick and hungry, Ming-Li responds to his mother by telling her the gods will provide, which shows his sense of calm and reassurance. Pitman writes, "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."
- Ming-Li then tells his mother he will go and look for work, even though he has been sick and rejected, which shows his sense of responsibility. Pitman writes, "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..."

- Later in the story, we see that when the beetle is lost, and although he is hungry and frustrated, Ming-Li does not wail and cause a scene, which again shows his sense of responsibility through what he does not say.

Look for students....

- To use specific examples of words and actions of how Ming-Li responds to challenges.
- To reference both sections of the text [i.e. in the beginning, his response is explicit; during the later portion (after the beetle is stolen), students should infer his response]

Guiding questions and prompts:

- Ask, "How does Ming-Li respond to being hungry?"
- Ask, "What does Ming-Li say when his mother cries out?"
- Say, "What kind of person is Ming-Li if this is his response?"

Additional Notes:

- Use this as an opportunity to review Ming-Li's dialogue and response to his mom. Since the first section of the text has already been emphasized, focus on the second section of the text, pushing students to infer Ming-Li's character by what he does not do, rather than what he does do.

Supporting Question 2

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What does Ming-Li do in response to the challenges he and his mother face?

Teaching notes

Pacing: ~4 minutes

Standard: RL.5.1 and RL.5.3

Purpose: This question is designed to have students contrast Ming-Li's action with his mother's inaction to help students understand the contrast between mother (and other characters) and son.

Answer:

- Ming-Li uses his words to reassure his mother.
- Ming-Li goes out to look for work, despite being sick and losing his job (and keeps going out day after day. He continues to go looking until the beetle arrives. His mother is especially excited when the beetle is given to her because she can share it with her son, "Poor boy, how surprised he will be at our fortune—and it's all on account of his goodness to his old mother."
- Ming-Li does not panic when the beetle is stolen (see page 8 for lack of response from Ming-Li).

Look for students....

- To identify Ming-Li's response of action (both words and actual doing) through specific text examples.
- To identify the absence of Ming-Li panicking/doing something unkind or foolish when their fortunes turn again.

Guiding questions and prompts:

- Ask, "What does Ming-Li do in response to being hungry?"
- Ask, "What does Ming-Li do or not do in response to the family's fortunes turning again when the beetle is stolen?"
- Say, "What type of person is Ming-Li? What does he value? What kind of character does he have?"

Additional Notes:

- Use this question as an opportunity to continue to engage students in the conversation of the importance of what Ming-Li does (and does not do) in response to his challenges. As this question is similar to question one, it can be completed independently or in small groups.

Supporting Question 3

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How is Ming-Li's response different than his mother's?

Teaching notes

Pacing: ~ 4 minutes

Standard: RL.5.3

Purpose: This question is designed to further solidify the contrast between Ming-Li and his mother and the other characters in the text.

Answer:

(Students should fill in the graphic organizer on the student notes sheet with any of the following information as applicable)

- Ming-Li is calm.
- Ming-Li is reassuring to his mother ("the gods will provide"), who is extremely alarmed and upset.
- Ming-Li proposes a concrete action (e.g. goes to look for work) while his mother just stays at home complaining.
- Ming-Li actually does something while again his mother stays at home.
- Ming-Li does not wail or yell or steal when the beetle is stolen while his mother wails and cries (or the Chus steal).

Look for students....

- To identify how in words, thought, and action using specific text details Ming-Li responds in a way that is far more calm and dignified than his mother.
- To draw specific contrasts between what Ming-Li does and what the Widow Wang does.

Guiding questions and prompts:

- Ask, "What does the Widow Wang say when they are hungry? What does Ming-Li say? How are these responses similar or different?"
- Ask, "What does the Widow Wang do when they are hungry? What does Ming-Li do? How are these responses similar or different?"

Additional Notes:

Use this question to have students make specific and text-based contrasts between the two characters to further reinforce the difference in response and action between the two characters. This can be done as a stop and jot or a think-pair-share.

Supporting Question 4

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Why did Norman Pitman include Ming-Li's response?

Teaching notes

Pacing: ~4 minutes

Standard: RL.5.6

Purpose: The purpose of this question is to think about the fact that although the author wants us to see that most people behave poorly, not everybody does. This message is key because it reveals Pitman's perspective that there is hope.

Answer:

- Norman Pitman wants us to understand that even though most people behave poorly, not everyone behaves badly when they are faced with a challenging circumstance.
- Including Ming-Li shows there are people who act right.
- This gives hope or optimism to the story by showing that there are people who work hard and don't complain even when things are really difficult.

Look for students....

- To identify that although Norman Pitman shows throughout the story that people act poorly, Ming-Li is an exception, which shows that not everyone does.
- To conclude that Ming-Li is included to show that not everyone is going to respond poorly (gives tone of hope).

Guiding questions and prompts:

- Say, "What does Norman Pitman believe about how most people act when faced with a challenge?"
- Say, "Why would the author include someone different?"

Additional Notes:

- Use this question to solidify student understanding of character contrast and author's purpose heading into tomorrow's culminating task. This may be well addressed as a whole class or small group discussion.
- It may be helpful to give students guidance in identifying this as a two part question, and reminding them to address both parts.
- For struggling readers, sentence starters such as "Ming Li is..., but Widow Wang is..." or asking students to fill in the statement "Norman Pittman believes during hard times, many people behave ___ toward others, while some people behave ___ toward others" may be helpful to facilitate successful completion of today's task and to prepare students for the culminating task.

Focus Question

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Focus Question

Teaching notes

Focus Question

Card 15 of 17

How is Ming-Li different than the other characters in "Why the Dog Hates the Cat?" Why do you

Teaching notes

Pacing: ~15 minutes

Standard: RL.5.3 and RL.5.6

Purpose:

While the rotten response to challenging situations is key to understanding Pitman's overall message, students also need to understand that the author is talking about most people. This lesson is intended

to build a bridge between the understanding of the first three lessons--that characters tend to act pretty poorly in tough situations--and of the final question--which asks students to see that while Pitman is referring to most people--Ming-Li is a hopeful exception.

Answer: In "Why the Dog Hates the Cat," Ming-Li has a much different response to challenges than the other characters. Rather than complain or act rottenly in response to challenges, he offers kind words, saying to his mother, "Oh, the gods will provide. I'll find a few pennies somewhere." When his mother is worried about what they will eat, but unwilling to act, Ming-Li goes out and searches for work even though he is sick and discouraged. Pitman writes, "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." Norman Pitman included Ming-Li in order to show that not all people act poorly when they are in challenging situations. In fact, some people, like Ming-Li, work hard to support those they care about, even if

they are feeling down.

Look for students....

- To contrast Ming-Li's actions to the other characters in the text using specific examples of words, thoughts, and actions.
- To explain that Pitman used this example as an exception to the overall theme of the story (i.e. most people act poorly, but not all).

Guiding questions and prompts:

- Ask, "How is Ming-Li different than the other characters in the text?"
- Ask, "Why does the author Norman Pitman include a character who is so different from the others in the text?"
- Say, "What kind of person is Ming-Li?"

Additional Notes:

- Give students time to go back to the text to gather evidence. Encourage them to reread the days sections, annotating.
- Provide students with time to plan and write independently.
- This response should be in writing so the teacher can assess each student's understanding.
- Beyond expectations modeled in this response, a student may draw other connections and utilize other examples to show the contrast and author's purpose for including it.

After the Lesson

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Teaching notes

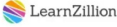
After the
Lesson

Comprehension Skill Video

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<p>Great was the yelling and weeping when, on returning from the fair, hungry for a hot meal, the widow found her treasure missing. She went back to the little box in the cupboard ten times before she could believe it was empty, and the room looked as if a cyclone had struck it, so long and carefully did the mother and son hunt for the lost beetle.</p> <p>Then came days of hunger that were all the harder to bear since the recent time of good food. Oh, if they had only not got used to such delicious food! How hard it was to go back to scraps and scrapings!</p> <p>But if the widow and her son were sad over the loss of their meals, the two pets were even more so. They were real and had to go out every day to the streets in search of food and garbage that decent dogs and cats turned up their noses at.</p> <p>After the beetle is taken by the Chus, the Wangs again have no food and no money.</p>	<p>text, noting what a character does, Thoughts, and Actions:</p> <p>ts show he is uncertain and act by looking for work mother with his words when</p>
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Visit <https://haywood.lzill.co/r/41960>

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.