



Thinksheet

Rising 2nd Grade

Dragon's Fat Cat By Dav Pilkey

Classroom Activities

[Dav Pilkey Activities - Scholastic UK](#)

From Dav Pilkey, creator of the *New York Times* bestselling *Dog Man* and *Captain Underpants* series, comes *Dragon*, the heartwarming hero adored by Dav's youngest readers! When *Dragon* finds a stray cat in his yard, he brings it inside to escape the cold. He likes living with his new feline friend, but *Dragon* soon realizes that he doesn't know how to take care of it. He doesn't know how to train the cat, what to feed the cat, and what to do about all the yellow puddles the cat leaves behind! Using his trademark humor and heart, Dav Pilkey illustrates the highs and lows of having a new pet in this tender story about care and responsibility.

- **Additional Resources and Virtual Links:**
 - **Meet the Author- and Illustrator!** [Dragon's Fat Cat](#)- visit the author's website [Facebook Live Talk with Author Dav Pilkey](#)
 - **Hear and See this Book Read Aloud on YouTube, using voices and expression:** [Dragon's Fat Cat - Kids Read Aloud Audiobook](#)
 - **Dragon Facts for Kids:** [Dragon Facts for Kids](#)
 - **Nat Geo: Domestic Cats:** [Domestic Cat](#)
 - **National Geographic - The Wonderful World of Cats - New Documentary HD 2018**
 - **National Geographic Kids:** [Cool Facts About Cats | Things You Wanna Know](#)
- **Creation Station:**
 - **Learn how to draw like Dav Pilkey** [Dav Pilkey at Home How 2 Draw - Scholastic UK](#)
 - **Visit the Local Library:** Find books about dragons- or cats!
Look for and check out additional books by author and illustrator **Dav Pilkey!**

Reading Pre-Activities

The students will need to know some animal categories before they begin. Teacher (T) will introduce tame and wild animals. The students will need to be aware of the differences between pets and other groups of animals, such as: farm animals, animals that live in the woods, animals that live in jungles, and imaginary animals. Create a chart where students can record characteristics of each.



These resources were prepared by GELF's Educator Advisory Council, a group of 28 Tennessee educators, to encourage engagement with the K-3 Home Library books distributed to students over the summer.

Access more resources at BookersBookClub.org/Activities





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Reading Activities

1. Teacher (T) shows the book to the class and begins to discuss the cover of the book.
2. T ask students to describe what they see in the picture and then think about and discuss what is going to happen in this story.
3. T reads the title and asks students to tell about the characters in the picture. T aids in discussion by asking questions: Who is dragon? Who is fat cat? Are dragons real? Why is dragon holding fat cat? How do you hold your cat/dog? Show me.
4. Turn to title page and discuss picture and title again, making sure to note any differences in the picture and title: Dragon is gently petting... I can tell fat cat likes to be petted because... Why do you think this cat is fat?
5. Turn to table of contents page and read the titles of the five sub-episodes. Discuss the picture: What is fat cat doing? Why is fat cat in the snow storm? What happens to an animal in the snow? Fat cat looks sad because... Will fat cat find a home or find a place to stay in the woods? Discuss the titles of the five sub-episodes and "brainstorm" about what might happen in the storybook.
6. Turn to title page of first sub-episode. Discuss the title and picture: Where is fat cat going? Who do you think lives in the house? Why is the title of this part of the story "Meow!"?
7. Read the first page of the "Meow!" sub-episode. Discuss what is happening in the picture. Ask specific questions about information presented in the text: What did dragon hear? What did it sound like? What kind of day was it?

Journal Center: Discuss what a pet is and can be. Have each student draw a picture of his/her pet or a pet he or she would like to have. Have the students dictate/write 1-3 sentences describing their pet or a pet he or she would like to have.

Science Center: Make "snow" by grating ice cubes into a bowl. Put some "snow" in the student's hands and discuss how it feels. Talk about what happens to snow when the sun comes out. Ask students to pretend their hands are like the sun. What happened to their "snow"? Discuss where snow comes from and how it is made.

Post-Reading Assessment

- Students will be assessed through portfolio reading and writing samples from the classroom (for classroom teachers' assessment), data collection from during class discussion time and center times/therapy sessions and checklists to determine a baseline/current level of language comprehension and functioning, and evaluations done by the Teacher (T)



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- Students will demonstrate comprehension of the story and its theme, PETS, by answering questions correctly guided by the T through the use of scaffolding techniques during repeated readings of the same book.
- Documentation of these correct answers can be done through: checklists for each child at each center, classroom discussion and center based activities and noting on checklists each student's responses, evaluations done by T, reviewing journal entries and artwork done by students.
 - T will ask what a pet is and how do you pick a pet?
 - T will ask students to describe their own pets and discuss what kind of animal can be a good pet, i.e. through binary choice: Is a good pet friendly or scary? Is a good pet big or small? After several repeated readings the students will be able to answer questions requiring higher level language complexity: i.e. Why is a tiger a scary pet? Should a person have a tiger as a pet? Why? Why not?
 - T will ask students where Fat Cat lived when Dragon found her.
 - T will discuss where pets live, i.e. through cloze procedures: Some pets live in the house. Some pets live outside. Cats can live ——. Horses can live outside in a pasture. Sometimes they live in a building called a ——. Goldfish live in a water filled tank or a bowl called a ——. Tigers can live in wide open spaces or in a ——. Higher-level language processing questions could include: Tigers live in wide open spaces because ——. Dragon felt sorry for fat cat and brought her inside because ——.
 - T discusses the sounds animals make and asks students what sound Dragon heard when he was in his house.
 - T and students will make animal sounds and target phonemes being studied in the classroom. Teacher asks what sound a cat makes and then asks what is the first letter sound they hear. Teacher can use phonemic cues to help, i.e. A cat makes a sound like mmmmm—-/mmmmmeee—-/mmmmmeeeeoooww. Teacher asks students what letter makes the mmmmm sound. Teacher asks what sound letter /m/ makes. This procedure can be used at any time to help a student recall an answer. The T/T can target sounds they want emphasized throughout the lesson by using this procedure to ask a question as well.
 - T will discuss the season winter.
 - T will ask students to describe and define snow through semantic cues i.e. What is something that is white and cold that falls to the ground? What do you make when you mix snow, vanilla flavoring, sugar and milk together? What can you throw at someone that is cold, white and round? What can you make when you lie down in the snow and move you legs and arms up/down and in/out?
- Higher level language processing questions might include: What has to happen before it snows? Why is being out in the snow for a long time dangerous?



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