



Splat the Cat: Blow, Snow, Blow

By Rob Scotton

GRL H

ABOUT THE BOOK:

Splat wants snow, and nothing will satisfy him until it snows enough for him to make the biggest and best snow cat ever! With no snow falling, Splat grows tired of waiting and decides to grow his own snow, but he only manages to make a mess instead. Disappointed, Splat sits on his sled and waits for the snow. Finally, snowflakes begin to fall slowly, but it is still not enough snow to build a snow cat. Later that night, the wind begins to blow and snow starts blanketing the ground. And first thing the next morning, Splat finally builds his snow cat!

DISCUSSION QUESTIONS:

1. Why is Splat the Cat so impatient? Why does he want it to snow?
2. When Splat attempts to grow his own snow, what happens? How does Splat clean up his mess?
3. What does Splat's sister do to the small snow cat Splat makes? What else do Splat and his sister attempt to do with the snow?
4. What do Splat and his family do while it is snowing outside?

The above questions correlate to Common Core State Standards (Reading): RL.1.1, RL.2.1, and RL.3.1; (Speaking & Listening): SL.1.1, SL.2.1, and SL.3.1; SL.1.3, SL.2.3 and SL.3.3.

EXTENSION ACTIVITIES:

Rhyme Time with Splat the Cat: Review with students the long “O” sound and ask them to read the book a second time and to make a list of all the words they find that end with the long “O” sound. There are twenty-six words. Then have students work in small groups to create a poster with long “O” sound words. Students should start with the words in the book and then add other words they can name. Have students add pictures to their favorites. Display the posters on a word or vocabulary wall. *This activity correlates to Common Core State Standards (Reading Literature): RL.1.3, RL.2.3, and RL.3.3;*

Who? What? When? Where? As a whole class, ask students to describe at least two of the characters and the role they play in the story. Also ask students to describe where the story takes place and to discuss what happens in the story. Then divide students into groups of five students. Give each group five index cards containing one of the following titles: who, what, when, where, and why. Have groups discuss and identify the five Ws in the story and write and illustrate the cards. Post each group's efforts together in the classroom. *This activity correlates to Common Core State Standards (Reading Literature): RL.1.3, RL.2.3, and RL.3.3; (Writing): W.1.1, W.2.1, and W.3.1; (Language): L.1.1, L.2.1, and L.3.1; L.1.2, L.2.2, and L.3.2.*

My Favorite Splat the Cat Story Is: After students have read multiple Splat the Cat books, ask them to select their favorite book and to write a short response explaining why they liked it best. Students should support their opinion using ideas and information from the book. For example, “I like the part when Splat...” or “I didn't like it when Splat...” Then divide students into groups based on the book they selected. Ask students to share their reaction papers with members of their group. *This activity correlates to Common Core State Standards (Reading Literature): RL.1.2, RL.2.2, and RL.3.2; RL.1.3, RL.2.3, and RL.3.3; (Writing): W.1.1, W.2.1, and W.3.1; (Language): L.1.1, L.2.1, and L.3.1; L.1.2, L.2.2, and L.3.2.*

Before and After: An Interesting Tale: Give students a white sheet of paper and ask them to write or draw the sequence of events in the order they occurred in the story using either a flowchart or storyboard format. Then ask students to add at least one event before the start of the story and one event at the end of the story. Have students share their prequel and sequel events with the class, in small groups, or with a partner. Post student work in the classroom. *This activity correlates to Common Core State Standards (Writing): W.1.1, W.2.1, and W.3.1; (Language): L.1.1, L.2.1, and L.3.1; L.1.2, L.2.2, and L.3.2.*

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