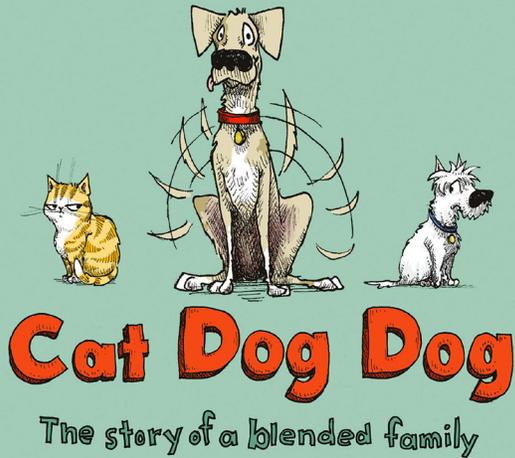


Words by Nelly Buchet Art by Andrea Zuill



A Common Core State Standards-
Aligned Discussion/Activity Guide for
Grades PK-2

Cat Dog Dog: The Story of a Blended Family

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Written by Nelly Buchet

Illustrated by Andrea Zuill

Published by Schwartz & Wade

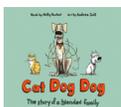
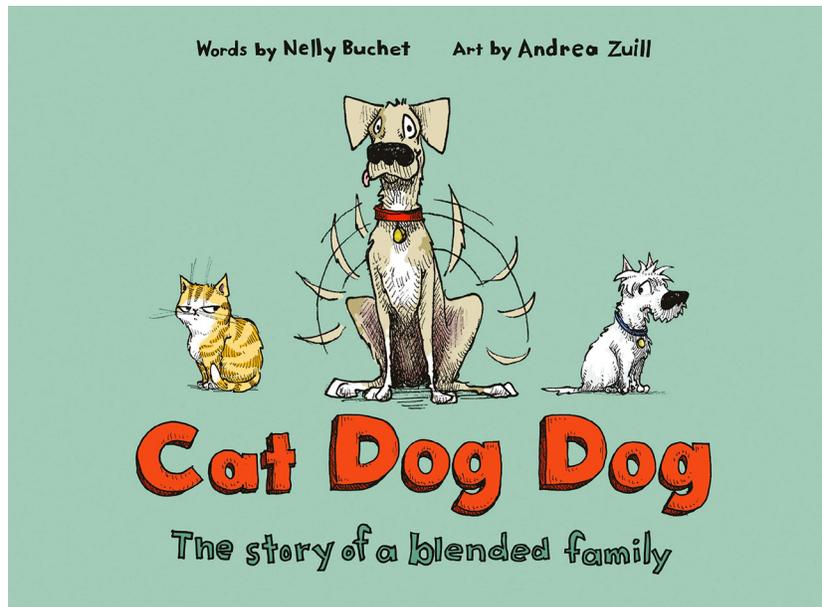
Cat and Dog live with their human in a suburban house with a big backyard. Sure, they fight like.... well, cats and dogs, but they're used to one another. Dog-- a different dog-- lives a happy only child life in the city with his dad. He has the bed to himself, he never has to share his toys, and that's the way he likes it. So what happens when the Dog's dad and Cat and Dog's mom move in together? Well, it's chaotic. There's not enough room on the bed, for starters. But as the seasons pass, the three animals become a trio and learn to (mostly) love one another. Just as they're settling into a cozy life as a threesome, along comes..... a baby! This laugh-out-loud picture book, which cleverly uses two repeating words, is sure to strike a chord with kids dealing with the ups-and-downs of settling into a blended family of their own.

Guide Created by
Debbie Gonzales, MFA



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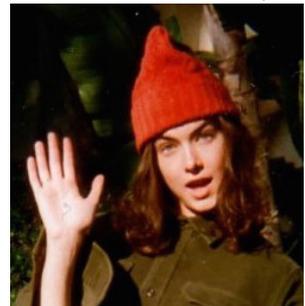
Pre-Reading Discussion

Consider the front cover:

- Describe the animals on the front cover. Tell how they're feeling in the illustration. How do you know?
- Explain how the animals feel about each other. How do you know? Identify the clues in the illustration that reveal each animal's point of view.
- Observe the illustration on the back cover. Who are the people standing in the doorway with the animals? How are they related to the animals? How do you know?
- The word *blend* means mix, combine, or merge together. This is book about a “blended family.” Explain how a family can be mixed, combined, or merged together.
- Predict what this story is going to be about.

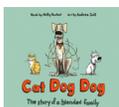
Meet the Author: Nelly Buchet:

- Nelly Buchet is a very creative person. Not only is she an author, she's an actor, a speaker and a musician. Do you think being creative in many things might have helped to inspire Nelly to write CAT DOG DOG? How so?
- Nelly has a passion for helping all children, everywhere to have access to books written in their own language. She cares so much about this, she created *The Snow Lion Storytelling Initiative*, a non-profit profit that focuses on preserving indigenous languages by increasing children's access to translated publications. Her work was awarded the *Dalai Lama Fellowship*, a very special honor acknowledging her dedication to social justice. Make a connection with Nelly's prior successes and the publication of CAT DOG DOG. Discuss how her passion for reading, a child's access to books in which they can see themselves, and her dedication to social justice might come together in this charming picture book.
- Learn more about Nelly and her amazing adventures by accessing her website at www.nellybuchet.com.



Meet the Author: Andrea Zuill:

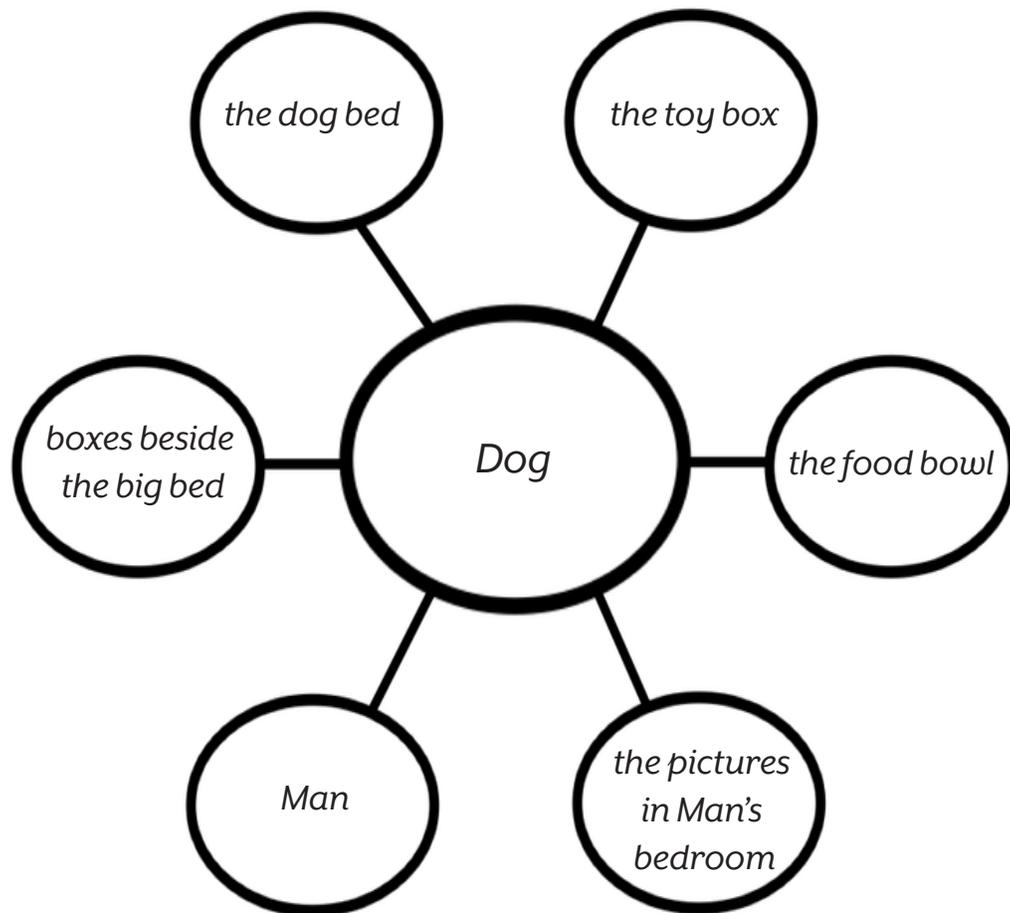
- For twenty-years, Andrea once owned and operated a sign and graphics company. In the meantime, she painted oil paintings and other artworks, which were shown in galleries in California, Texas, and New York. Consider how Andrea's devotion to art as a business and as her creative expression helped to develop her skills as a master illustrator.
- Andrea's award-winning career in illustration sparked when she began creating funny and cranky characters. Notice the animals depicted on the front and back covers of the book. Identify the funny and cranky ones. Describe how her illustrations make you feel.
- Visit Andrea's website at www.andreazuill.org to see more of her charming illustrations.



Post-Reading Discussion

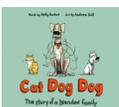
DETAIL DESCRIPTION

Turn to the spread featuring Dog and Man alone in their home. Interpret how each of the details labeled in the circles below tell a story about Dog's life before she moves to her new home. Examine how each detail tells a story about Dog and her life. Tell how these details reveal what she likes, how she feels about her life, and what kinds of things are important to her.

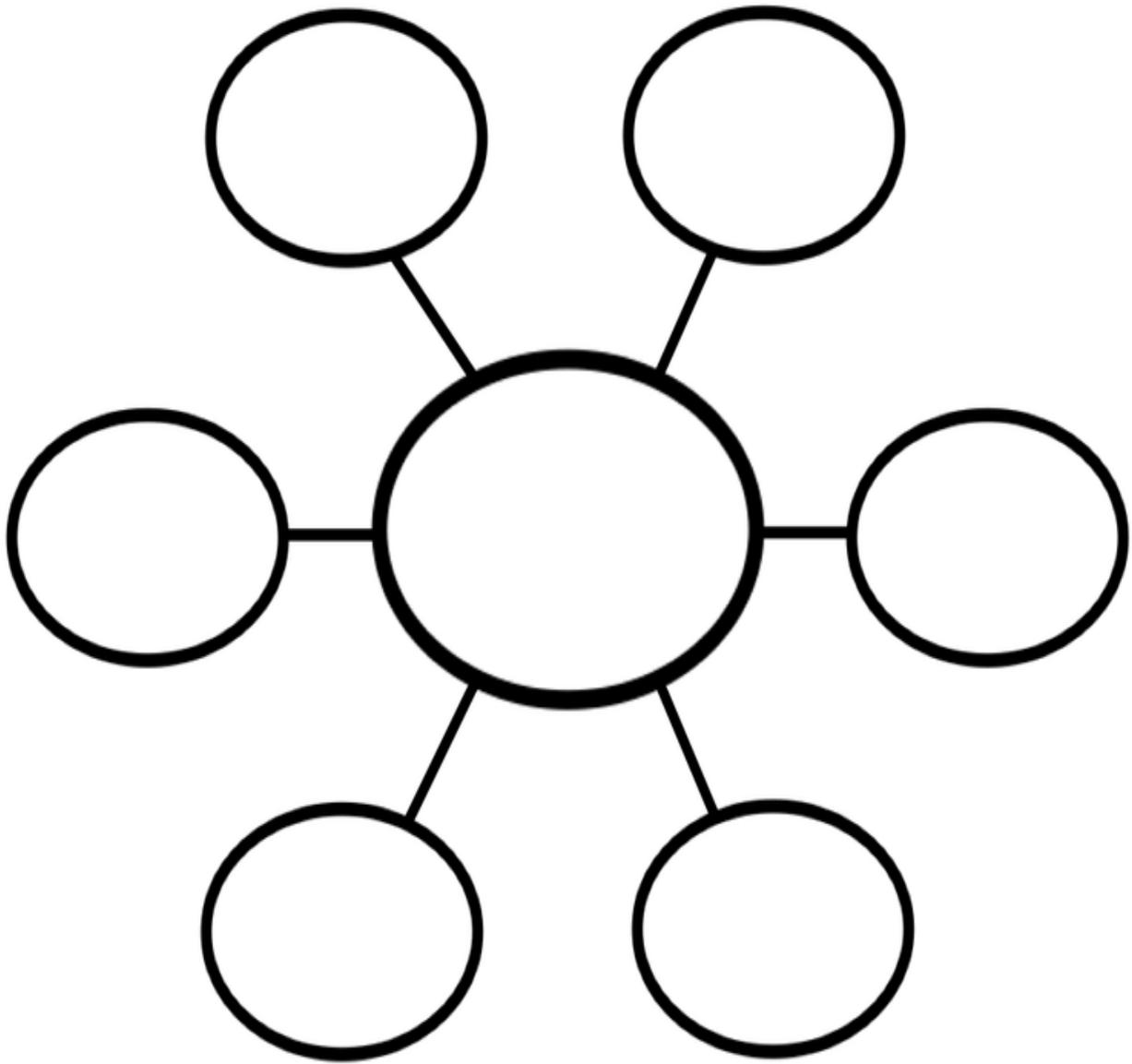


Use the graphic organizer on the following page as a guide to analyze this or any other illustrations featured in the book in the same way.

Write a short essay explaining the discoveries you made about the characters, the story, or possibly about yourself.



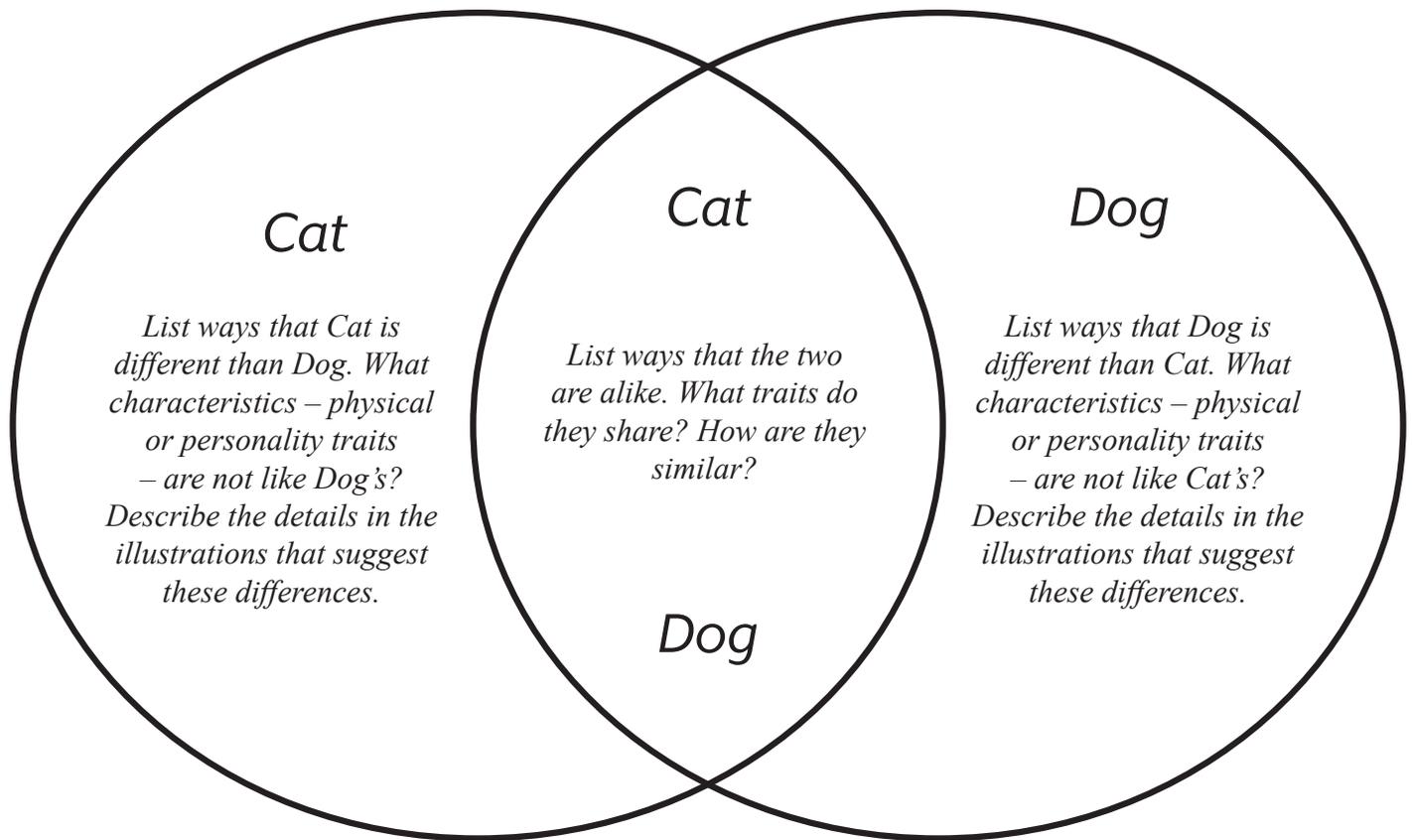
DETAIL DESCRIPTION





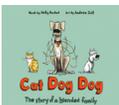
COMPARE & CONTRAST

Turn to the spread featuring Cat and Dog seated on a white mat together and the spread where Cat is sleeping on the large pillow. Using the graphic organizer below as a guide, discuss the similarities and differences between Cat and Dog. Compare and contrast the characters.

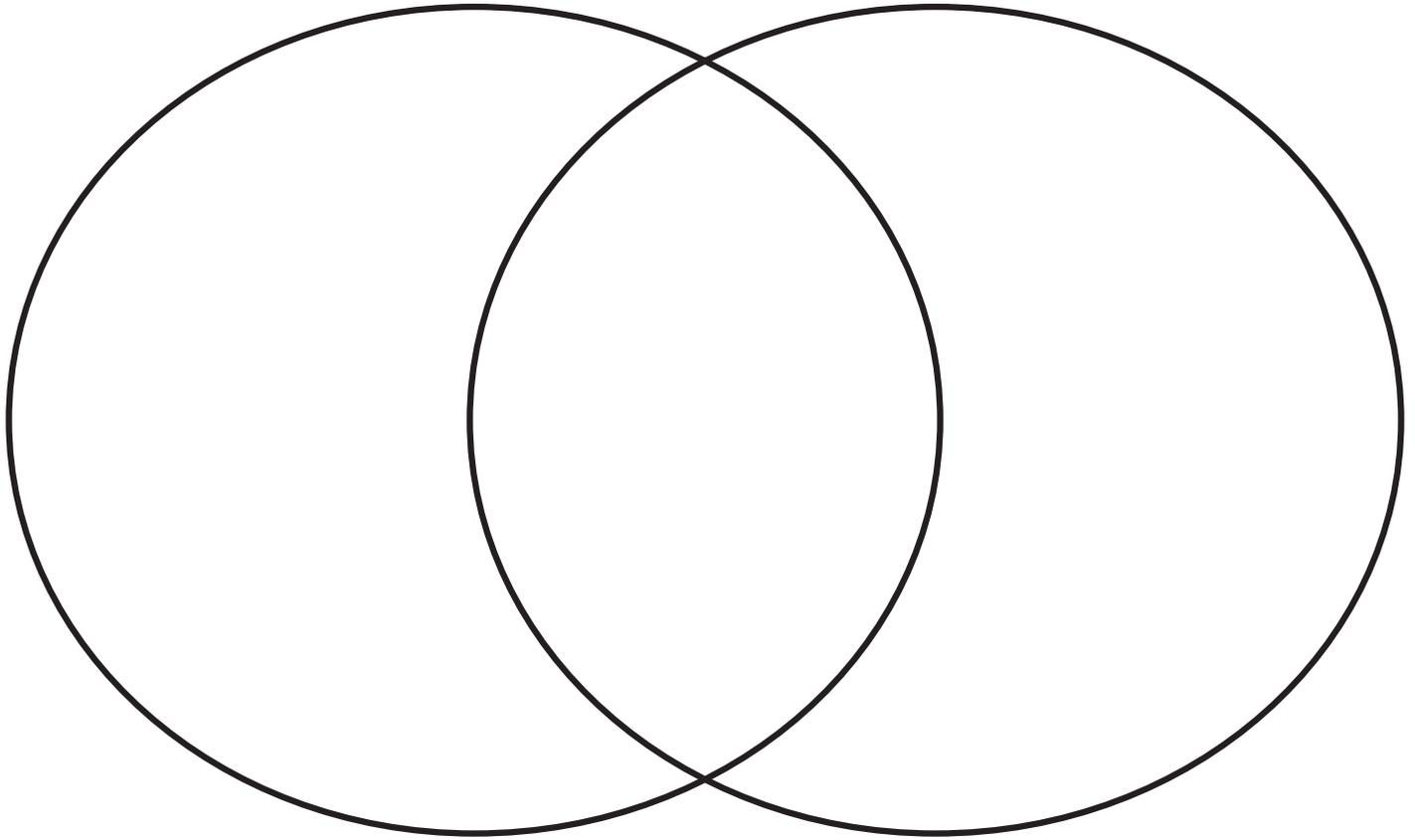


Use the graphic organizer on the following page as a guide to compare and contrast this or any other illustrations featured in the book in the same way.

Write a short essay explaining the discoveries you made about the characters, the story, or possibly about yourself.



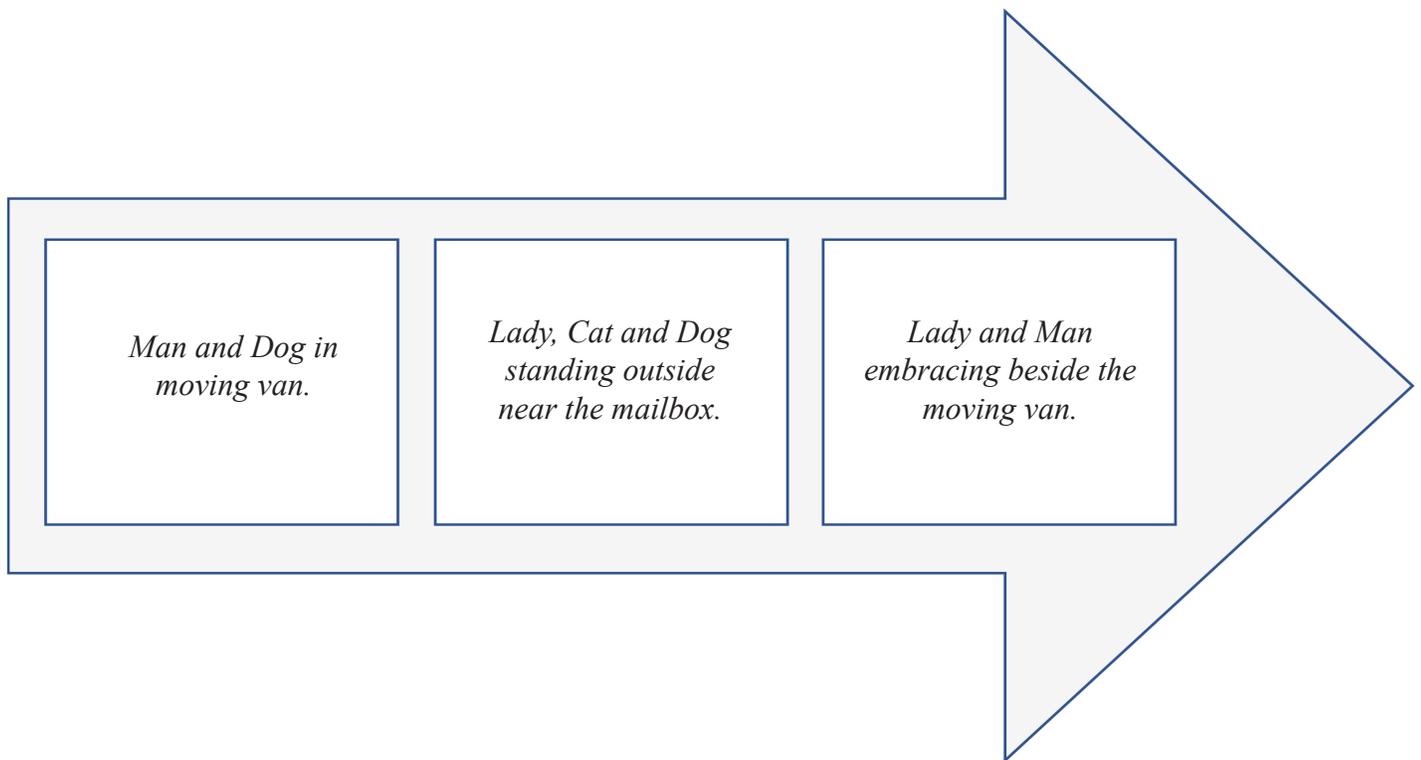
COMPARE & CONTRAST





SEQUENCING

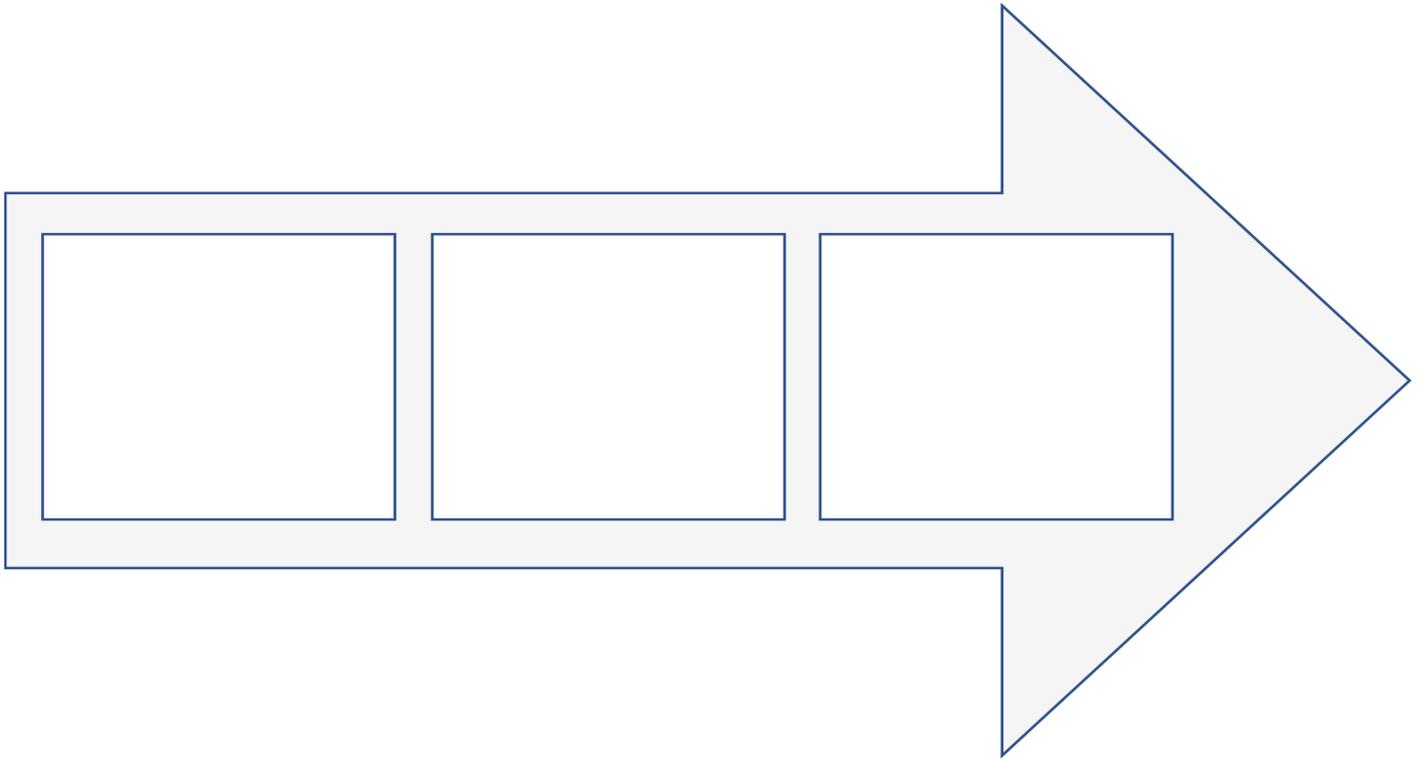
Turn to the spreads featuring Man and Dog driving in a moving van; Lady, Cat and Dog standing outside near her mailbox; and Man and Lady embracing near the moving van. Using the graphic organizer below as a guide, interpret the sequence of events that are taking place between Cat, Dog, and Dog. Tell the stories that take place in the spreads from each characters' points of view.



Draw or write interpretation of the sequence of events depicted in a series of illustrations using the graphic organizer on the following page as a guide. Describe the sequential events with illustrations or written descriptions.

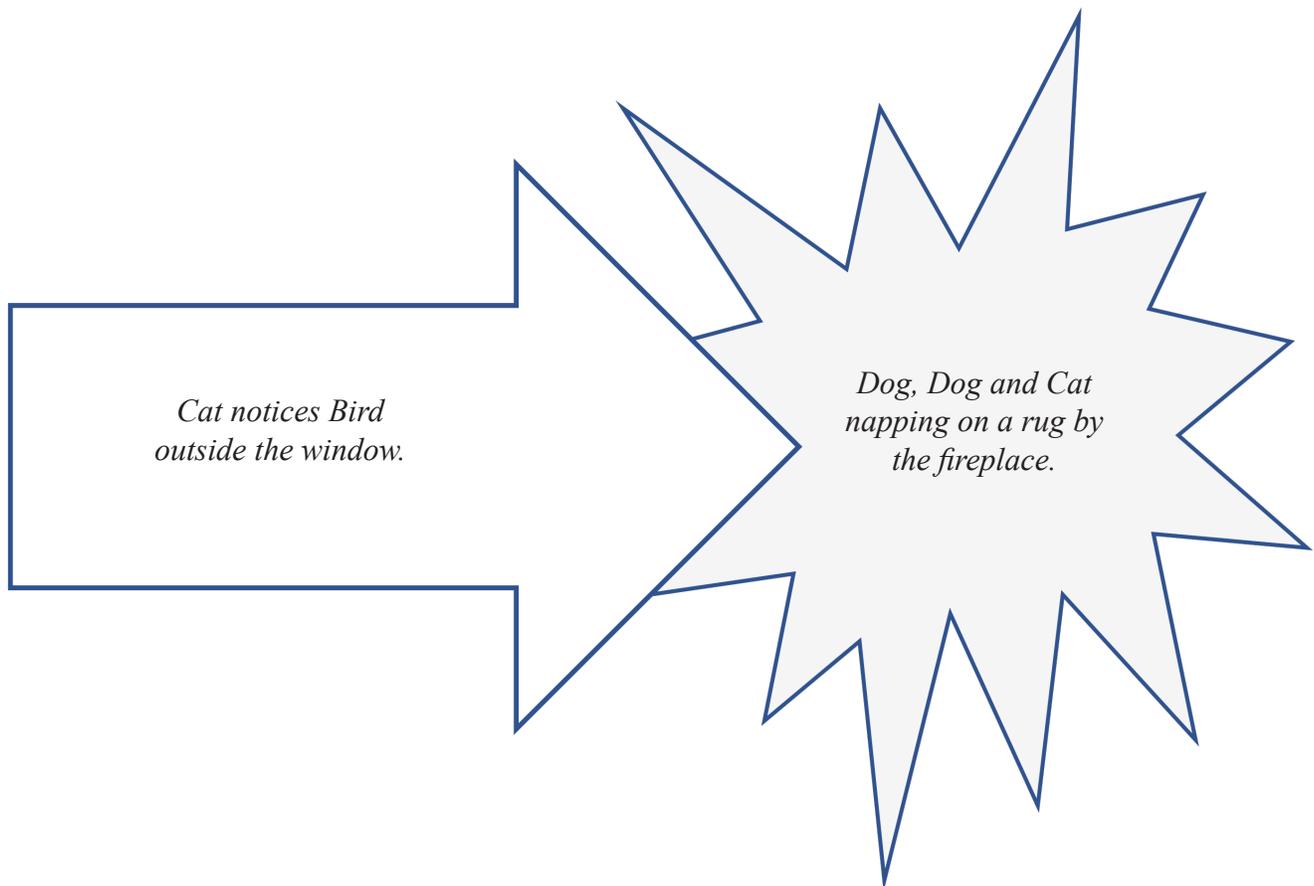
Write a short essay explaining the discoveries you made about the characters, the story, or possibly about yourself.

SEQUENCING



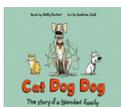
CAUSE & EFFECT

Turn to the spreads depicting Cat noticing Bird outside a window and Dog, Cat, and Dog napping on a rug beside the fireplace. Identify the actions that occurred to cause them becoming injured. Use graphic organizer below to guide the discussion.

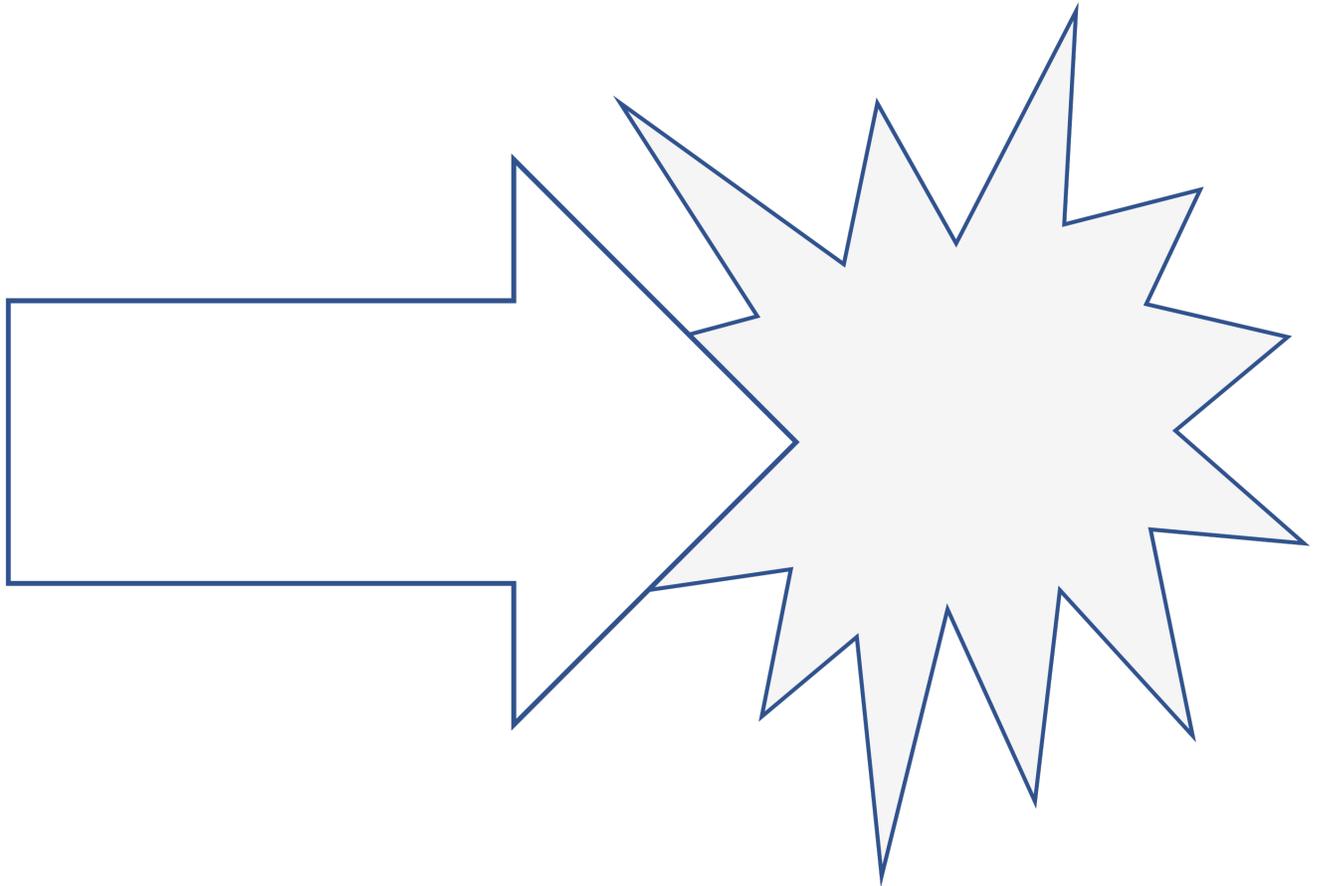


Analyze the cause and effect of any illustration sequence featured in the story by using the graphic organizer found on the following page. Tell the cause and effect stories that take place between Dog, Dog, and Cat.

Write a short essay explaining the discoveries you made about the characters, the story, or possibly about yourself.



CAUSE & EFFECT



Point of View Analysis

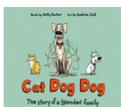
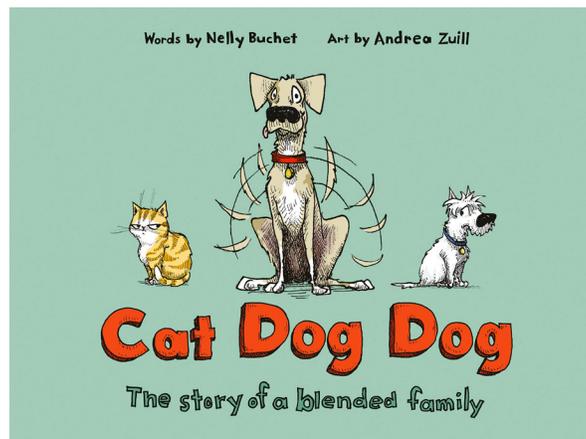
Objective: Identify a character's point of view as it relates to the events that take place in a story.

Materials:

- Point of View template (Guide, pg. 13)
- *Cat, Dog, Dog*, the book
- Pencil
- Markers

Procedure:

- Instruct students to choose a character that they identify with or interest them. Tell them to interpret the events that take place in the story from their chosen character's point of view.
- Using the book as reference, encourage the students to tell the story from their chosen character's emotional connection with the other characters.
 - ~ What does the character want and what stands their way of getting it?
 - ~ Define the character's connection with the other animals and the humans.
 - ~ Describe the change that takes place in the character's point of view by the end of the story. Identify reasons why the change took place.
- Instruct students to use the template on the following page to write and illustrate a narrative telling the story from their chosen character's point of view.



POINT OF VIEW



Common Core State Standards Alignment

English Language Arts Standards » Reading: Literature		Discussion	Detail Description	Compare & Contrast	Sequencing	Cause & Effect	Point of View
CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.	●	●	●	●	●	●
CCSS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.	●	●	●	●	●	●
CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	●	●	●	●	●	●
CCSS.ELA-Literacy.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	●					
CCSS.ELA-Literacy.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	●	●	●	●	●	●
CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.	●	●	●	●	●	●
CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.	●	●	●	●	●	●
CCSS.ELA-Literacy.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	●	●	●	●	●	●
CCSS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.	●	●	●	●	●	●
CCSS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	●	●	●	●	●	●
CCSS.ELA-Literacy.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.			●			
CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	●	●	●	●	●	●
CCSS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.	●	●	●	●	●	●
CCSS.ELA-Literacy.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	●	●	●	●	●	●
CCSS.ELA-Literacy.RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	●	●	●	●	●	●
CCSS.ELA-Literacy.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	●	●	●	●	●	●
English Language Arts Standards » Writing							
CCSS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		●	●	●	●	●
CCSS.ELA-Literacy.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		●	●	●	●	●
CCSS.ELA-Literacy.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		●	●	●	●	●

		Discussion	Detail Description	Compare & Contrast	Sequencing	Cause & Effect	Point of View
English Language Arts Standards » Writing (cont.)							
CCSS.ELA-Literacy.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		●	●	●	●	●
CCSS.ELA-Literacy.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.		●	●	●	●	●
English Language Arts Standards » Speaking & Listening							
CCSS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	●	●	●	●	●	●
CCSS.ELA-Literacy.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	●	●	●	●	●	●
CCSS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	●	●	●	●	●	●
CCSS.ELA-Literacy.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.		●	●	●	●	●
CCSS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	●	●	●	●	●	●
CCSS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	●	●	●	●	●	●
CCSS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	●	●	●	●	●	●
CCSS.ELA-Literacy.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		●	●	●	●	●
CCSS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.	●	●	●	●	●	●
CCSS.ELA-Literacy.SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	●	●	●	●	●	●
CCSS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	●	●	●	●	●	●
CCSS.ELA-Literacy.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	●	●	●	●	●	●