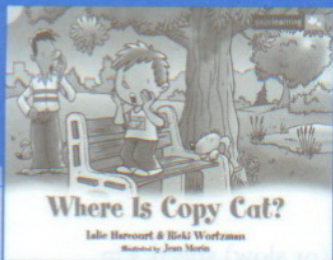


# WHERE IS COPY CAT?



## Story Synopsis

This story is about a boy called Freddy who is looking for his pet cat. Copy Cat has gone to a park, where it meets other animals. The cat tries to copy what these animals do: digging like a dog, swimming like a duck, and climbing trees like a squirrel. Freddy searches around in the park, asking people “Where is Copy Cat?” He is always one step behind the cat, until the end of the story — Copy Cat drops out of a tree into Freddy’s arms. Children will enjoy Copy Cat’s antics, and can share their own experiences of having a “lost” pet.

### LITERACY ELEMENTS

dialogue  
quotation marks

### CONNECTIONS

MUSIC  
identify feelings evoked  
by music

VISUAL ARTS  
experiment with materials

### WORDS TO DISCOVER

where  
asked  
was  
you  
copy  
called  
here

### ESL CONSIDERATIONS

Discuss dialogue with students, and have them identify how to spot dialogue in a story.

## Overall Learning Opportunities



Students will:

- express ideas and feelings through a variety of media
- explore how role-playing can be used to extend understanding
- perform in a group



Students will:

- use a variety of materials to communicate information
- use gestures, tone of voice, and other non-verbal means to communicate more effectively
- ask questions, express feelings, and share ideas

## ACTIVITY MENU

*Exploration: Follow the Leader*, page 54

*Guided Reading*, pages 55–56

*As a Group*, pages 57–58



- *Acting Out the Story*: using mime to retell the story with different characters
- *Solving Problems*: using role-play to express feelings



- *Act It Out*: using mime to retell the story
- *Pets We Wouldn't Choose*: creating a drawing in response to the story

*Independent Work*, pages 59–61



- *BLM 22*: provides images for making stick puppets



- *BLM 23*: showing understanding by putting characters in order of appearance
- *BLM 24*: demonstrating understanding by matching words and images



# Follow the Leader

## LEARNING OPPORTUNITIES

Students will:

- name different movements they can do
- experience different body shapes and movements
- perform simple sequences that focus on changes in direction, level, pathway, and shape
- use creativity in movement

## YOU WILL NEED

- space for movement

## OBSERVING FOR ASSESSMENT

Can the student:

- name different movements they can do?
- copy simple body gestures and movements?

## TEACHING TIP

Talk about copycats. Talk about situations where it is fun to copy what someone else is doing, and where it is not fun.

Review routines for safely and respectfully moving around the classroom (see Stand-Alone Activity 1: "My Safe Bubble" on page 115).

If students find the activity challenging, simply adapt the exercise by having them sit and duplicate your simple gestures with the upper body.

## Reading the Story

As you read the story *Copy Cat*, pause after each spread to allow children to look at the different actions and movements of the animals. On the pages where Freddy is calling, "Copy Cat, where are you?", allow children time to find Copy Cat hiding in the scene.

## Starting the Exploration

Revisit a scene, such as the one on pages 4–6, that shows animals engaged in different actions and movements. Identify the different ways the dogs are moving. Ask children to find and sit in their own Drama Space (a space in which they can move safely without touching others). Explain that you are all going to copy things that dogs do. Say:

- I will be the leader. You can all be copycats and move just like me.

Slowly, perform a simple sequence of movements that focuses on change of shape and level. For example, be a dog begging, then rolling on its back, or a dog digging, then finding a bone. After each example, invite volunteers to describe the actions and movements.

On other days, explore the movements of the other animals in the book. Include opportunities for children to move along different pathways and in different directions.

## Working on the Movements

Once children have had opportunities to explore different animal movements, play a copycat game. Select a few children to be copycats along with you.

Have the other children work within their own Drama Space. Ask them to imagine they are animals from the story, and, on your "go" signal, they should move

around at a normal (or slow) speed. On your "freeze" signal, they should stop and hold their shape to create a class tableau. You and the other copycats will then enter the tableau and copy some of the shapes.

Repeat several times, with different children as copycats. Each time, invite volunteers to share which animal they were and how they were moving.

## Sharing

Most of the sharing will take place as children are engaged in the activity. Children can reflect on the experience by considering questions such as:

- How does it feel to move like an animal?
- What was it like when you were moving on two feet? on four feet?
- What are some of the different ways animals move?

## Extension

- Play instrumental selections that have been inspired by animals to inspire different ways of moving (see [Kindergarten Audio CD Tracks 13, 15, 18](#)).
- Invite children to brainstorm different animals or find pictures of animals in motion. Use these animals and "copycat" their shape and the way they move.
- Play a guessing game. Invite a child to move like an animal, while the others try to guess the animal's name and what it is doing.

This Exploration works well with Stand-Alone Activity 4: "Animal Movements" on page 118 and with Stand-Alone Activity 6: "Do What I Do" on page 120.

## LEARNING OPPORTUNITIES

Students will:

- demonstrate awareness of some conventions of written materials
- demonstrate understanding of a story by making predictions
- use language patterns (e.g., word order) to identify words and to predict the next word

## YOU WILL NEED

- chart paper and marker



Remind students to attend to the punctuation as they read aloud together.

## Setting the Scene

Invite the children to talk about their own pets or those pets that friends have. Ask:

- Why is a dog a good pet? Why is a cat a good pet?
- Why do some people choose to have a goldfish as a pet? Why would a lion NOT be a good pet?
- What makes a good pet?

Say:

- The title of this story is *Where Is Copy Cat?* What's a copycat? Yes, it's someone who copies someone else.

Take the children through a brief role-play in which they imitate your actions and words. Ask:

- What does the title tell us the story might be about? Yes, maybe Copy Cat gets lost.

Hand out copies of the book. As children look at the cover, have them point to the words as you say them: *Where Is Copy Cat?* Ask:

- What do you notice about the first letter in each of the last two words in the title? That's right, both words begin with the letter C. Is the letter C upper case or lower case?

Have the children talk about the cover picture. To keep the children focused on getting meaning from pictures, follow each response by asking, "Why do you think that?"

## Reading the Text

### Picture Walk

Have the children open their copies of the book to pages 2–3.

Ask:

- Freddy looks puzzled. Who do you think he's looking for? Yes, he's looking for Copy Cat. "Where is Copy Cat?"

asked Freddy.

Look at the picture on page 3. Ask:

- Where has Freddy gone to look for Copy Cat?
- How do you know it's a park?
- Who do you think he's calling?
- What do you think he's saying?

Have the children complete the sentence "Copy Cat, where are you?" called \_\_\_\_\_.

Have the children turn to the pictures on pages 4–5 and talk about what they see, with a focus on locating Copy Cat and describing its "copycat" behaviour.

Turn to page 6. Ask:

- Freddy hasn't found Copy Cat yet, so what would he ask Carlos? Yes, he would ask, "Where is Copy Cat?" Carlos said, "Copy Cat was here."
- What do you think Freddy should do now? Why do you think so?

Look at page 7. Ask:

- Can you see Copy Cat in the picture? No. So what do you think Freddy will do now? Turn to pages 8–9 to find out.
- Where did Copy Cat go? Yes, to the pond.
- What animal is Copy Cat trying to copy now?

Turn to page 10. Ask:

- When Freddy got to the pond, what do you think he asked Milly? Yes, he asked Milly, "Where is Copy Cat?" And Milly said, "Copy Cat was here."

Look at the picture on page 11. Ask:

- What did Freddy and Milly call? That's right, "Copy Cat, where are you?" called Freddy and Milly.

Turn to pages 12–13 to see where Copy Cat has gone. Ask:

- What's happening in the picture?
- What animal is Copy Cat trying to copy now?

## OBSERVING FOR ASSESSMENT

During independent reading, assess specific reading behaviours and make anecdotal notes of your observations. For example, does the student:

- show an interest in reading the book independently?
- persevere with the reading?
- appeal for help — never? sometimes? often?

Turn to page 14. Ask:

- What is Freddy asking Kim? What do you think Kim said to Freddy? That's right, "Copy Cat was here," said Kim.

Look at page 15. Say:

- So, Freddy and Kim go in search of Copy Cat. "Copy Cat, where are you?" called Freddy and Kim.
- Look carefully at the picture. Do you notice anything? anything up high? anything in the tree?

Turn to page 16. Say:

- Why does Freddy look so happy? (Copy Cat was in the tree.)
- Where is Copy Cat now? ("Here you are!" said Freddy.)

## Independent Reading

Invite the children to go back to page 2. Have them read the book from beginning to end with as little assistance as possible.

## After Reading

Ask:

- Why do you think Copy Cat went on an adventure?
- Have you ever lost a pet or heard of someone who has? Tell us about that.
- If Freddy hadn't kept on looking, do you think he'd have ever found his cat?
- Was Copy Cat a good name? Why?

## Revisit the Story

Engage the children in talking about the story by asking open-ended questions, such as:

- What part of the story did you enjoy most? Why?
- Which was your favourite picture? Why?

Have the children recall specific details from the story by asking questions such as:

- Who helped Freddy to look for Copy Cat?
- Who is older — Freddy or Carlos? Why do you think so?
- What were some of the things that Copy Cat did to try to copy other animals?
- Where was the first place that Freddy looked for Copy Cat? Where was the last place?

Focus the children on the sequence of events. Read the story to the children and track the sequence on chart paper. Using this outline, invite the children to retell the story. Alternatively, use **BLM 23** to reinforce their recall of the sequence of events.

Who?	Where?
Freddy	house
Carlos	park
Milly	pond
Kim	?



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## Reinforce the Story

Say:

- In this story, the name of the pet was Copy Cat. What are the names of some other pets that you know?

As the children call out the names, list them on chart paper. Ask:

- How do people decide what name to give to their pets?

Establish that sometimes the animal is named because of the way it looks (physical features like size or colour), or because of things the animal does (its behaviour, for example, Copy Cat).

Have the children look at the list of pet names you've charted and decide why a pet would be given a certain name.



# As a Group

## LEARNING OPPORTUNITIES

Students will:

- enact a story
- decide who will take each role in classroom drama activities

## YOU WILL NEED

- space for movement
- chart paper

## OBSERVING FOR ASSESSMENT

Does the student:

- participate in acting out the story?

## Activity: Acting Out the Story

Once children are familiar with the story *Where Is Copy Cat?*, they might enjoy acting it out. On chart paper, post the sentences:

Where is Copy Cat?  
Copy Cat was here.  
Copy Cat, where are you?  
Here you are.

Create a list of the different characters with the children. Ask the children to sit in their Drama Space and choose a character they would like to be. Some children may want to be several (or all!) characters. Ask children to listen and mime the actions and reactions when they hear their character's part described.

Begin telling the story, slowly and with appropriate pauses, so children are able to

explore their own physical movements and enact the story. As you include one of the posted sentences in your storytelling, point to it and invite the children to join you in the reading.

Discuss the children's reactions to the experience by asking:

- How did it feel to be your character?
- Did anyone feel differently?
- What was it like when you...?

## Extension

- Children can act out the story using puppets. Use **BLM 22** to create stick puppets, or invite children to make their own.
- Engage children in acting out other stories, tales, legends, and nursery rhymes.



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## LEARNING OPPORTUNITIES

Students will:

- express ideas and emotions through a variety of dramatic situations
- solve problems creatively
- use their creativity in movement and mime activities

## YOU WILL NEED

- space for movement

## OBSERVING FOR ASSESSMENT

Does the student:

- express feelings using appropriate vocabulary?
- listen and respond to others?

## Activity: Solving Problems

Pose different problems that might have happened in the story *Where Is Copy Cat?* and have children role-play or mime different solutions. Have the children sit in their Drama Space and imagine that they are Freddy, and that Copy Cat is really lost. Elaborate on the narrative details. Ask children to respond (as Freddy) by making a moving picture. Encourage children to also use their faces and bodies to show how they feel.

Signal the children to freeze their shapes, and respond appropriately to their work. Then enter the scene in role, possibly as Freddy's parent, and continue the narrative, taking the scene further. For example, you might say that Copy Cat has been spotted inside the school, and signal the children to respond.

Once the problem is solved in the children's minds, invite volunteers to share what they did.

On other days, pose other situations:

- Imagine you are Copy Cat and you are having fun outside until you get stuck in a tree. How do you feel and what will you do? Now pretend you are Freddy and you discover Copy Cat stuck in the tree.
- Imagine that Copy Cat couldn't get out of the duck pond. Pretend you are Copy Cat. Show how you feel and what you do. Now pretend you are Milly. Show how she feels and what she would do.

## Extension

Some problems that arise in the classroom might be discussed through role-playing. Drama offers a way to explore different points of view, emotions, and solutions.

This Extension works well with Stand-Alone Activity 9: "Solving Problems Together" on page 123.

## LEARNING OPPORTUNITIES

Students will:

- listen to stories for enjoyment and information
- use gestures and tone of voice to communicate more effectively
- use their creativity in mime activities

## OBSERVING FOR ASSESSMENT

Can the student:

- express feelings through gestures and movement?

## LEARNING OPPORTUNITIES

Students will:

- use a variety of materials (e.g., paper and crayons) to communicate information
- express ideas and feelings through a variety of media

## YOU WILL NEED

- animal pictures from old magazines
- scissors and glue
- chart paper and marker

## OBSERVING FOR ASSESSMENT

Look for:

- details in the picture
- skill in manipulation of tools

## Activity: Act It Out

Invite children to play the various characters in the story: Freddy, Carlos, Milly, and Kim. You can use **BLM 24** to help children focus on the characters. **Page 61**



Tell the story in your own words (using different voices for the various characters) and have the selected children act it out in mime while the other children serve as the audience.

When the children feel comfortable with miming and with the sequence of the story, invite them to suggest some simple props that could be used to help tell the story: chairs (to go under and through),

cushions (to go around), building blocks (to create the sides of a path), and so on.

As you tell the story in your own words, include locating words such as *under*, *over*, *through*, *around*, and *behind* to reinforce their meanings and to add new twists to the story that will keep the children's attention on the detail of the storytelling.

## Extension

Invite a child to tell the story in her or his own words, while volunteers act it out.

This Extension works well with Stand-Alone Activity 28: "Clay Creations" on page 142.

## Activity: Pets We Wouldn't Choose



Have the children each suggest an animal that they wouldn't choose to have as a pet. At each suggestion, record the animal's name on chart paper, and ask why it wouldn't make a good pet.

Ask for volunteers to find a picture of an animal on the list, and make a *Pets We Wouldn't Choose* bulletin board.

## Extension

When you disassemble the bulletin board, have the children glue their cutout on a piece of duplicating paper so it can be included in a class book, *Pets We Wouldn't Choose*. Have the children print the name of the animal beneath the cutout.

This Extension works well with Stand-Alone Activity 19: "Guess My Animal" on page 133.

Pets We Wouldn't Choose	
hippo	
tiger	
giraffe	
zebra	

# Where Is Copy Cat?

My name is \_\_\_\_\_



# Where Is Copy Cat?

BLM 23

My name is \_\_\_\_\_

Who came first in the story?

Who came next?

Put the characters in order.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_



Kim

Milly

Carlos

Freddy



# Where Is Copy Cat?

My name is \_\_\_\_\_

Match the name to the picture.

Copy Cat



Kim



Milly



Freddy



Carlos

