



Splat the Cat

Script
by
David Morgan

Based on the book written by Rob Scotton

Classroom Guide Grades 2 - 3

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How to Use This Guide

This classroom guide for *Splat the Cat* is designed for Texas students in Grades 2 and 3. It offers activities to help you integrate a performance of *Splat* into English language arts (ELA), mathematics, science, social studies, music, art, and theatre curricula.

All activities in this guide are linked to Texas Essential Knowledge and Skills (TEKS) content standards.

For students outside Texas, this guide's ELA and math activities also are linked to Common Core standards. At the back of this guide, you will find a list of the guide activities and their related Texas and Common Core standards.

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1: Discussion Questions

Before the Performance

Splat the Cat is a stage play. What is a stage play?

- How is a play similar to a TV show or movie?
- How is it different?

Who performs the parts (roles) in a play?

- What kinds of skills do you think performers need to have to perform in plays?
- Who else works on plays? (Remember: you may not see them on stage!)

The play is based on a book: *Splat the Cat*, written and illustrated by Rob Scotton.

- Have you read *Splat the Cat* as a class or by yourself?
 - Based on what you read, what do you think may happen in the play?

During the Performance

When you watch a play, you are a member of the audience. What kinds of things should you do as an audience member? Examples:

- Pay attention
- Laugh when something funny happens
- Clap if you enjoy something

What kinds of things should you *not* do as an audience member? Examples:

- Talk to your neighbor
- Use a cell phone during the performance
- Yell at the actors (unless they ask you to!)

After the Performance

What did you think of the play?

- If you read *Splat the Cat* beforehand, how was the play similar to the book?
- How was it different?

Describe the performers in the play.

- What did they do to make their characters special (different from the other characters)?
- How did they use their bodies to play their characters (using voice, movement, etc)?
- Did you see anyone else who worked on the play besides the performers on stage?

Describe the characters' costumes.

- What did each character's costume tell you about that character?
- Did any of the performers change costumes?
 - If so, why do you think they needed to change costumes?

Describe the set of the play.

- How many locations did it show?
- Did they look like places you've seen before?
- How did different lighting change how the set looked for different scenes?

Did the play have music in it?

- If so, was it only in the background, or did it help tell the story?
- What instruments did you hear in the music?

If you were going to direct *Splat the Cat*, how would your production be different from the play you saw by Magik?

2: Vocabulary

All of these words appear in *Splat the Cat*, by Rob Scotton.

First, put the words in alphabetical order.

Next, use a dictionary to look up the meanings of any words you don't know.

Next, decide how each word is used in *Splat the Cat*: as a noun, verb, adjective, adverb, or preposition.

Finally, write sentences using all of these words (use more than one per sentence when possible).

- early
- wide
- awake
- school
- wiggled
- wildly
- worry
- hide
- tomorrow
- combed
- gloop
- lunchbox
- friend
- front
- gate
- lamppost
- single
- welcome
- teacher
- hug
- fine
- amazing
- clever
- cunning
- quick
- chase
- continued
- announced
- behind
- screamed
- cried
- ended
- cupboard
- stuck
- whispered
- nodded
- moment
- swung
- cheered
- soon
- returned
- lots
- second
- excitement

4: Word Problems

There are 12 pencils in Splat’s desk and 16 pencils in his backpack. How many pencils does he have all together?

While playing at recess, Splat collected fallen leaves. He picked up 6 yellow leaves, 4 brown leaves, 15 red leaves, 35 orange leaves, and 1 green leaf. How many leaves did Splat collect total?

Splat checked out 17 books from the library today. He now has 30 books checked out. How many books did Splat have checked out before today’s 17 books?

While building a castle Splat uses 50 building blocks and Seymour only uses 37 blocks. How many more building blocks did Splat use than Seymour?

Five (5) buses pick up the students for class every morning. Each bus has 8 wheels. How many wheels are there total?

Four (4) cats came to school with 6 mouse-friends each. How many mice did the cats bring to school?

Giant cookies taste great—even better when friends share them. If 32 slices of a cookie are split evenly among 4 friends, how many slices does each friend get?

Science projects are dangerous, so there is safety equipment for students to use. There are 33 lab coats in 11 lockers. How many lab coats are in each locker if divided evenly throughout the lockers?

5: Habitats

A habitat is a place where a group of living things lives. A habitat must provide the basic needs of a plant or animal, such as air, water, nutrients, safe temperatures, and shelter.

Splat the Cat shows the interaction between a cat and his pet mouse. Of course, mice don't usually befriend cats. And while some people live in the same geographical area as mice (and sometimes do keep them as pets), humans and mice have different habitats.

Fill out the table below with information about a natural mouse habitat and your own habitat. When you finish, discuss your table with your class.

- How is your habitat similar to a natural mouse habitat?
- How are they different?
- How is your habitat similar or different from your classmates' habitats?

	Mouse Habitat	Your Habitat
Animals		
Plants		
Types of Shelter		
Food Sources		
Water Sources		
Climate		

6: Producers and Consumers

A **producer** is someone who makes goods or services.

A **consumer** is someone who uses goods or services.

On the way to school, Splat passes Cat Café, whose menu offers “fish fingers and cream.”

- Is the Café’s chef a producer or a consumer when he prepares the fish fingers?
- If Splat stopped to eat some fish fingers and cream, would he be a producer or a consumer?

How does Splat act as a consumer throughout the book and the play? Is he ever act as a producer?

Using the table below, record how you have acted as a producer and a consumer over the past year. When you finish, share your table with your classmates.

- Do you produce or consume certain goods or services at different times of year?
- Do you produce or consume certain goods or services all year? Every month? Every day?
- How are your tables similar to your classmates’ tables?
- How are they different?

	Producer	Consumer
Today		
Past Week		
Past Month		
Past Year		

7: Make a Collage

A collage is a two- or three-dimensional work of art. It uses color, texture, and images to represent a subject. Using materials provided by your teacher, create a collage that represents *Splat the Cat* in some way. Your collage may show a scene, a character, a thing, an event, or it may describe a feeling.

When you finish, share your collage with the class. Answer these questions:

- What does your collage show or describe?
 - Why did you choose this subject?
- Is there a character in your collage?
 - If so, what is he or she doing?
- Does your collage represent something that can't be seen, like a feeling?
- Describe the materials you used to make your collage.
 - Why did you choose the colors and textures you used?
 - How did you build it?
 - How did you decide where to place different materials?
- Look at all of the collages your class made.
 - How are the collages similar?
 - How are they different?
- Can you learn anything from the collages your classmates made?

Teacher:

For this exercise, provide collage materials with a variety of colors and textures, as well as structural materials, such as cardboard and glue. Equalize student access to materials by making this an in-class exercise, rather than homework.

Materials to consider include:

- *scrap paper*
- *magazines*
- *newspaper articles / advertisements*
- *cloth samples*
- *carpet samples*
- *yarn*
- *twine*
- *cotton balls*
- *plastic grocery bags*
- *pipe cleaners*
- *twigs*
- *natural stone pebbles*
- *dry beans*
- *raffia*
- *glass pebbles*
- *beads*

8: Exploring Music

In *Splat the Cat*, a cat feels nervous before his first day at school, only to feel a different emotion at the end of the day. The story ends where it started: with Splat waking up on a school day — this time his second day.

As an exploration exercise, play samples of several different musical pieces for your students. Encourage children to add dance/movement to their listening experience. Make sure students have room to move around. Point out different tempos and rhythms to encourage change in dance/movement. Help students find the beat of a piece by clapping, marching in place, snapping your fingers, etc.

Next, use a variety of musical instruments or everyday objects* to lead students through a discussion of musical qualities:

- Demonstrate musical qualities
 - loud vs. soft sounds
 - high-pitched notes vs. low-pitched notes
 - fast rhythms vs. slow rhythms
- Ask students to emulate your examples using instruments, their voices, or their bodies (e.g., clapping their hands, snapping their fingers, clicking their tongues)
- Ask students to sort instruments
 - sort single-pitch instruments from low-pitched to high-pitched
 - sort single-pitch instruments separately from multi-pitch instruments
- Create a simple rhythmic pattern
 - ask students to repeat it
 - ask students to create and repeat their own simple rhythmic patterns
- Create a simple melody
 - ask students to repeat it
 - ask students to create and play their own simple melodies

As a class, create a composition that represents *Splat the Cat*. Begin with a simple rhythm or melody: Splat the Cat. Next, add a rhythm or a note pattern to represent the Splat's emotions. As that repetition continues, add more sounds to represent the actions of Splat, his mother, his classmates, his teacher, and Seymour the mouse. Your piece should become increasingly complex, with some unexpected sounds thrown in. The final sounds — Splat waking up on his second day of school — should be both similar to and different from how your composition began.

**Including: cardboard oatmeal can (with lid), rubber band, chopsticks, metal spoons, plastic bucket, plastic storage bin, pots and pans, pot/pan lids, wooden spoon, plastic cup with lid, filled ¼ full with dry beans or rice, cardboard tubes, glasses with different levels of water*

TEXAS

Grade 2

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.10.b.5
2	ELA 110.13.b.5
3	ELA 110.13.b.17-18
4	Math 111.14.b.3-4
5	Science 112.13.b.9
6	Soc Studies 113.13.b.10
7	Fine Arts 117.8.b.1-2, 4
8	Fine Arts 117.9.b.1-2, 4

Grade 3

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.13.b.5
2	ELA 110.14.b.4
3	ELA 110.14.b.17-18
4	Math 111.15.b.3-4
5	Science 112.14.b.9
6	Soc Studies 113.14.b.7
7	Fine Arts 117.11.b.1-2, 4
8	Fine Arts 117.12.b.1-2, 4

COMMON CORE

Grade 2

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.2.1-2, 4
3	ELA W.2.3
4	Math 2.OA.1

Grade 3

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.3.1, 4
3	ELA W.3.3
4	Math 3.OA.3, 7