



Splat the Cat

Script
by
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Based on the book written by Rob Scotton

Classroom Guide Grades 4 - 5

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How to Use This Guide

This classroom guide for *Splat the Cat* is designed for Texas students in Grades 4 and 5. 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: Etymology: Word Origins

All of these words appear in *Splat the Cat*. First, label each word as a noun, verb, adjective, adverb, or preposition, depending on how author Rob Scotton used it in his story. Next, use print or online references to find the linguistic (language-related) origin of each word. Look for answers to these questions:

- What is the linguistic root of the word?
- What language does that root come from?
- How old is the word you looked up? (Example: How long has “early” been used?)
- What languages of origin occur most often among these words?

Finally, create a timeline showing when each word first began to be used.

	Noun, Verb, or Adjective?	Linguistic Root	Language of Origin	Age of Word
early				
school				
wiggled				
worry				
tomorrow				
combed				
friend				
mouse				
welcome				
teacher				
hug				
amazing				
clever				
quick				
chase				
behind				
screamed				
cried				
cupboard				
stuck				
whispered				
moment				
swung				
cheered				
lots				

3: Write Your Own Story

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. Using the worksheet below, plan a story about a character whose emotions change one day due to interactions with an antagonist. On a separate sheet of paper, write a first draft of your story. After sharing your story with your class and your teacher, gather feedback and use it to revise your story. When you finish, share your final story with your class again. How are your classmates' stories similar? How are they different?

CHARACTERS

Protagonist (main character):

Age:

Male or female?:

Physical description:

Personality:

Antagonist (conflicting character):

Age:

Male or female?:

Physical description:

Personality:

Other characters:

SETTING

Where:

When:

PLOT

How does your story begin?

How does the protagonist meet the antagonist?

What is the main conflict between the protagonist and antagonist?

What is the climax of your story?

How does your story resolve? (What happens after the climax?)

4: Word Problems

Splat goes out for the cat-ball team. In the first quarter he scores 56 points, 72 points in the second quarter, 95 points in the third, and a whopping 122 points in the fourth. How many points did Splat score in all?

Splat decided to write a book. On Monday he wrote 300 words, Tuesday 400 words, Wednesday 500 words, Thursday 600 words, and Friday 700 words. How many words did Splat write over these 5 days?

Mice have huge families resulting in huge family reunions. There are 7,000 mice in Seymour's family, but only 5,967 were present during the most recent reunion. How many of Seymour's relatives were absent?

Making clay furniture takes a ton of effort because you need so many jars of play-dough. Splat used 6,593 jars to make fantastical playground equipment. Then, unfortunately, it rained. After the downpour, 2,438 jars worth of play-dough were washed away. How many jars worth of play-dough were left?

In order for Splat to go to summer camp, Mom has to pay \$259 per week. If there are 12 weeks this summer, how much must Mom pay?

900 seats fill a cat soccer stadium and there are 42 cat stadiums in the nation. How many seats does that equal?

There are 500 students who need a bus ride to school. Each bus can hold 50 students. How many buses will be needed to get all the students to school?

If Splat receives 195 valentines from 15 different classes, how many valentines did Splat receive from each class, assuming each class gave the same number?

5: Physical Characteristics

Physical characteristics are the features of a plant or animal that help it survive in its ecosystem. Although Splat the Cat is unusual, he has physical characteristics similar to a real domestic cat—characteristics very different from a human’s.

Using the table below, research and record physical characteristics of domestic cats and humans. As a class, discuss your results, describing how each organism’s characteristics help it to survive in its usual habitat.

	Cat Characteristics	Human Characteristics
Size		
Skin Covering (Hair, Fur, Feathers, Scales)		
Appendages (Limbs, Feet, Hands, Tails)		
Teeth		
Ears		
Other: _____		
Other: _____		

6: A Map for Seymour

In *Splat the Cat*, Splat’s friend Seymour goes to school with him. Imagine that Seymour is going to meet you at your school. He has asked for a map of the school, and you’ve agreed to make him one. In the space below, draw a map of your school. Include:

- buildings, rooms, and hallways
- a label for each place on the map
- arrows to show the path most likely to be taken by a curious mouse
- a title for your map

Next, decide where Seymour will be coming from. Using a world, national, state, or city map, trace his route. Use the map to write travel directions for Seymour.

- How is your route similar to the ones your classmates made?
- How is it different?

Map Title:



7: Create a Diorama

Teacher: For this exercise, provide modeling 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 an at-home exercise.

A diorama is a three-dimensional (“3-D”) scene. A diorama tells a story: it includes a setting, at least one character, and some kind of action.

Using materials provided by your teacher, make a diorama that shows a scene from *Splat the Cat*. Think about what your setting should look like, who you want to be in the scene, and what you want them to do.

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

- Where does your diorama take place?
- Who is in your diorama?
- What are they doing?
- Why did you choose this scene to depict?
- What materials did you use to make your diorama? How did you build it?
- Did any of your classmates make the same scene as yours?
 - How are your dioramas similar?
 - How are they different?
- Did any of your classmates make the scene right before or after yours? Can you tell the whole story with your class’s dioramas?

Use the space below to make a planning sketch of your diorama.

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 4

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.16.b.5
2	ELA 110.15.b.2
3	ELA 110.15.b.15-16
4	Math 111.16.b.3-4
5	Science 112.15.b.10
6	Soc Studies 113.15.b.6-7
7	Fine Arts 117.14.b.1-2, 4
8	Fine Arts 117.15.b.1-2, 4

Grade 5

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.19.b.5
2	ELA 110.16.b.2
3	ELA 110.16.b.15-16
4	Math 111.17.b.3
5	Science 112.16.b.10
6	Soc Studies 113.16.b.6-9
7	Fine Arts 117.17.b.1-2, 4
8	Fine Arts 117.18.b.1-2, 4

COMMON CORE

Grade 4

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.4.4
3	ELA W.4.3, 5
4	Math 4.OA.3

Grade 5

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.5.4
3	ELA W.5.3, 5
4	Math 5.OA.1-2