

Have You Seen My Cat?

By Eric Carle

A little boy looking for his cat finds all sorts of cats– spotted, striped, big, small. But none of them are his cat. When he finally finds her, she has a special surprise.

BEFORE READING:

- Show the children the front of the book. Ask them to guess what the book is about.
- Ask them what they see on the front cover.
- Ask them to describe the cats on the front cover.

WHILE READING:

- Stop at any time if there is something you or the children would like to talk about.
- Ask them questions so that they can connect what is happening in the book to things they already know about. Try some of these ideas:
 - ⇒Do you have a cat or do you know someone else who has a cat?
 - ⇒Have you ever lost your pet?
 - ⇒Have you ever seen a lion or tiger at the zoo?

AFTER READING:

Spend some time talking about the story. Ask the children things like:

- ⇒What kinds of animals did you see in this book?
- ⇒How do you think the boy felt when he lost his cat?
- ⇒How do you think the boy felt when he found his cat’s surprise?

Read this book several times to the children. Hearing the same story again and again helps them learn new words and understand the ideas they hear better. Each day, pick a different activity to do with the children after reading “Have You Seen My Cat?”

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MATH AND SCIENCE

Go through the book page by page. Make a graph of the different cats based on tail length. Mark one square for each cat. Repeat the graphing activity with hair length (long or short) and pattern (spotted, striped, or solid).

READING READINESS

Before reading the story, ask the children to listen for how many times the little boy asks someone if they have seen his cat. Have them raise a finger each time the boy asks so they can keep track.

MUSIC AND MOVEMENT

Play music on a radio, CD player, or MP3 player. Have the children crawl around the room, acting like cats. Periodically, pause the music. Have the children freeze where they are when they hear the music stop. Have them continue moving when the music begins again.

MOTOR SKILLS

Have the children pretend they are cats by getting on all fours. Have the children arch their back up high like a cat, then yawn. Have them stretch their front legs (arms) and yawn. Have them stretch their back legs and yawn again. Finally, have them curl up on the ground like a cat. Have them try making cat sounds like meowing and purring.

THINKING SKILLS

Assign each child a cat from the book (you can use the page at the front of the book that has the name and picture of each cat). Have each child draw a picture of their assigned cat. Then, help the children sort the animals by size, with the big cats together and the small cats together. Then, ask them how else they could sort the cats. Try sorting the cats in as many different ways as possible.

ART

Have the children draw a picture of a cat on a piece of paper. Then, have the children hide their cat drawings. Walk around the room asking “Have you seen my cat?” until you have found the drawings. Have the children take turns hiding and finding each other’s cats.

PRETEND PLAY

Have the children partner up. Have one child in each group pretend to be the cat, while the other pretends to be the little boy. Have them practice taking care of the cats by pretending to give it food, brushing its hair, and playing with it. Then, have the children switch roles. Talk about the responsibilities that come with having a pet.

