

# Three Little Kittens

Grade Level: 2-4

Content Areas: Art, Language Arts, and Music

Time Frame: 60 minutes

## MATERIALS

*Three Little Kittens* Book

Notebook paper, white paper, pencils

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## OBJECTIVES

Students will:

- Develop reading comprehension skills by identifying cause-and-effect relationships
- Formulate cause-and-effect relationships using an online or worksheet tool to organize and create a comic strip
- Develop skills in narrative writing and story illustration by independently creating an original story

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## VOCABULARY:

### Key vocabulary

Before reading, focus on vocabulary.

**Cause** - A reason for doing or feeling something

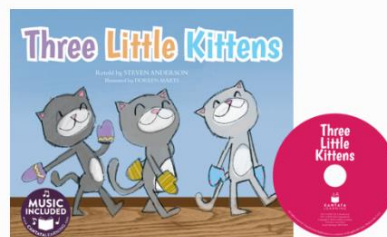
**Effect** - A particular feeling or mood created by something

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## FREE SONG

[Click here](#) to download or stream *Three Little Kittens* song.

Find other Cantata Learning songs and books at <http://www.cantatalearning.com>.



## PROCEDURES/ACTIVITIES

### Preparation:

Gather students and read them [Three Little Kittens](#). Ask students if they have any examples of cause-and-effect. Explain to students the cause of something is always what happens first and the effect is the resulting outcome.

### Lesson Procedure:

1. Ask a student volunteer to write a new, action-oriented sentence on the board. Next, invite another student to go to the board and write an effect to go with the first sentence. Note that for younger students, you may need to provide the prompts on the board and have students complete the sentences.
2. Invite students to write one cause and one effect sentence on their individual notebook paper, or in their reading journals.
3. Invite one or two student volunteers to share their sentences with the entire class, and reinforce which is the cause and the effect.
4. Tell students that often times an author uses cause and effect as an element of story writing and these relationships are used to explain many science and social studies concepts.
5. Tell students they are going to listen to [Three Little Kittens](#) again and determine the multiple cause-and-effect situations the main character encounters.
6. After each cause-and-effect relationship, model and identify the relationship to the students. Alternatively, have student volunteers identify the relationships as you stop for the think-aloud.
7. Explain to students that tomorrow's project is creating their own cause-and-effect stories in a comic strip format.



### Technology Extension

- Explain to students they need to brainstorm a cause-and-effect relationship. They will then create their very own comic strip.
- Students can use Storyboard That to create their own case-and-effect story in the form of a comic strip. You can find Storyboard That here <http://www.storyboardthat.com/>
- The lesson [Teaching Cause and Effect in Literature](#) from Storyboard That will be extremely helpful when developing this lesson using this technology tool.
- Another option for creating comic is Comic Creator from Read, Write, Think. You can find this digital tool [here](#).

### Music and Art Extension

Distribute art materials and have students designs their own comic strips using a template or drawing their own.

### Science and History Extension

Share a nonfiction leveled reader that contains cause-and-effect relationships, such as science readers about weather or social studies readers about causes and effects of the Revolutionary or Civil Wars. Use this activity to explain how cause-and-effect relationships exist in the real world through science and history.

### Standards:

#### NCTE/IRA NATIONAL STANDARDS FOR THE ENGLISH LANGUAGE ARTS

- 1.Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- 3.Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound–letter correspondence, sentence structure, context, graphics)
- 4.Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- 5.Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- 6.Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.
- 8.Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- 12.Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

