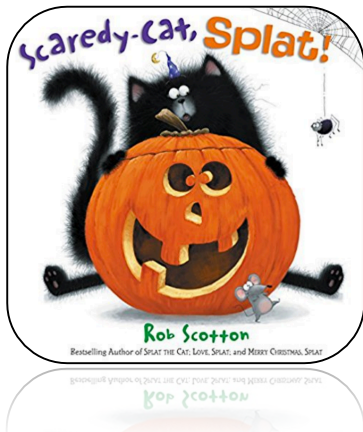


# SCAREDY-CAT, SPLAT!

## Scaredy-Cat, Splat!

*Rob Scotton, Author and Illustrator*



The fun of Splat the Cat continues in *New York Times* bestselling author-artist Rob Scotton's paper-over-board edition of *Scaredy-Cat, Splat!*

It's Halloween, and Splat is determined to be the scariest cat in the class. Unfortunately, he's just too much of a scaredy-cat. He's afraid of a little spider, and everyone says his costume looks more silly than scary. And when Mrs. Wimpydimple tells a ghost story in the dark, Splat gets so frightened that he tips over his jack-o'-lantern. But when the lights go back on, the entire class is scared silly by a small, black, furry creature with a big pumpkin head. Whooooo can it be?

## INSTRUCTIONAL MATERIALS

### Included in this Packet

- Importance of the Read Aloud
- 1<sup>st</sup> Read - Read Aloud to Inspire
- Repeated Read Aloud
- Story Elements and Using Text Evidence
- Close Reading
- Depth of Knowledge (DOK)
- Questions Combining Close Reading/DOK
- Writing Connection - Responding to the Text

### Additional Materials Available on Padlet

- About the Author and Illustrator
- Video - Interview with Rob Scotton
- List of Other Books in the Series
- Website - Splat the Cat
- Video - Read-Aloud of Scaredy-Cat, Splat!
- Close Reading in Elementary Schools Article
- Text Dependent Questions Article
- Guide to Creating Text Dependent Questions
- Prompts for Text Dependent Questions
- Goals for Interactive Read Aloud

## Read Aloud - 1<sup>st</sup> Read Aloud - Reading to Inspire

The first read might also be called the *Movie Read* meaning you will read the book from the first page to the last page without stopping.

To prepare for this first read, read it carefully several times before you share it with the class to determine the rhythm and shifts in intensity that set the mood, the tone of the narrator, the personality of each

character, and the shifts in emotion. Use this information as you read the book aloud to students.

“Reading aloud with children is known to be the single most important activity for building the knowledge and skills they will eventually require for learning to read.”

-Marilyn Jager Adams, Reading Researcher

For more detailed information about the interactive repeated read-aloud process, please see Lester Laminack's *The Ultimate Read-Aloud Resource*.

## 1<sup>st</sup> Read

This is the students' first meeting with the book – read to inspire knowing you'll return.

**After reading**, encourage reflection by asking students questions such as these:

- What is this book about?
- What surprised you in this book?

**Over the next few days**, prior to your return visit, bring the book up from time to time – keep the book fresh in students' minds. Model the idea that experiences with stories linger.

I was just thinking about Splat in our story and how he wanted to be the scariest cat at their class Halloween party. When he met Spike and Plank on the way to school they didn't think he was scary but he won the class contest. I need to revisit that next time to reread what happened.

Splat won the class contest for scariest cat for Halloween. I remember that his mom helped him look like a big spider with some stuffed socks. It was after Mrs. Wimpydimple cried, "...ghost!" that the lantern landed on his head. How exactly did that happen?

## Repeated Read-Aloud / Return Visits

Laminack states that, "The intent is to model that books, stories, and characters linger in our thinking and prompt new questions and insights." As you plan return visits to the text, he suggests that the teacher explore the story with these ideas in mind: characters, setting, plot, art, and interplay (how these work together to build the story).

**Characters:** How many characters are in the story? Which is the main character? What is the purpose of the character in the story? How does the main character work to meet the challenge or solve the problem? How do the other characters contribute to the challenge? Solution?

**Setting:** Where is this happening? Is it a real place? Or is it imagined in the character's mind? What is the weather? Climate? Time of day? And how does it impact the characters' decisions? Does the setting make a difference or is it just a backdrop for events?

**Plot:** How does the story get started? Where and how is tension built? What are the challenges or problems for the characters? What is attempted in an effort to meet the challenge or solve the problem?

**Art:** How do illustrations work to reveal mood and tone? Do the illustrations hold a key to information not presented in the text? Are there questions raised by the text that can be answered by a close examination of the art? What do we learn about the character(s) by a close examination of the art?

**Interplay:** How are the challenges/problems linked to place, weather, or to the personality of the character(s)? How do the physical location and weather conditions impact the characters? How do the character's fears, worries, dreams, and favorites impact the plot? Technique: (author and/or illustrator decisions). Examine what the author and/or illustrator has done to lead us toward these insights.

---

To read aloud well, the reader, like the storyteller, must attend to at least these four qualities:

**Tone** – You want your voice to reflect the tone of the text. Consider the "attitude" of the text –is it chatty and informal, sincere, caustic, arrogant, formal and distant, cheerful, academic?

**Mood** – The mood is the emotional climate of the piece, how it leaves the reader feeling. Is it sad, depressed, hopeful, wishful, excite, eager, or perhaps nostalgic?

**Intensity** – The energy of the text – is it powerful and bold, or tender and quiet? The intensity of the text is reflected in a read-aloud by the shifts in volume and the power of the reader's voice.

**Pacing** – Pacing is like the heartbeat of the text. It is the rhythm that creates the flow of the language. It may race at times, or slow to a standstill, build to a rushing tension.

<b>Sample Topics to Discuss</b>	<b>Sample Evidence in the Book for Selected Topics</b>
<p><b>Character</b></p> <p><i>Qualities of Main Character</i></p> <p><i>How Characters are Revealed</i></p> <p><i>Other Characters in the Story</i></p> <p><i>Details to Understand a Character</i></p>	<p>Teacher: This author provided details to help the reader understand the main character. Guide students in finding evidence in the text about Splat. Splat had a pet mouse named Seymour. Pg. 3 Splat was afraid of the spider that was on his jack-o'-lantern. His voice wobbled with worry. Pg. 4 Splat thought about what his mom said and compared himself to a spider, stating that he didn't have eight legs like the spider. Pg. 5 After his mom put the spider under a glass jar Splat looked at it closely and decided it didn't look scary after all. Pg. 6 Splat was really excited about the party. He ran his sentences together and didn't take a breath when he told his mom about the party. Pg. 14-17 He tried to scare Spike and Plank by making a scary face and growling. Instead, he was scared when they said BOO! Pg. 23 Splat's jack-o'-lantern made everyone laugh. He had carved his pumpkin so that it had a big smile. Pg. 26-27 Splat was frightened when his teacher cried, "...ghost!" during the story time. He ended up with his pumpkin over his head and he stumbled around the room.</p>
<p><b>Setting</b></p> <p><i>Importance of Setting</i></p> <p><i>Rich Language</i></p> <p><i>Setting Impacts the Characters</i></p>	<p>Teacher: The setting was a critical aspect of this story and impacted the characters. Guide students in finding examples such as those noted here. Pg. 3 Splat was at home with his mom when he found a small, hairy spider with really funny eyes. Because he was at home his mom helped him by catching the spider under a glass jar so Splat would see that it wasn't really so scary. Pg. 7 Splat's kitchen was the setting for this part of the story. He broke the broom so his mom came up with another idea for his costume. Pg. 12-19 Splat was walking to school and met two of the other cats. They scared him and he jumped high in the air landing in a heap. Pg. 22-23 They were at Cat School. The other cat's laughed at Splat's jack-o'-lantern. Pg. 24-25 The teacher turned off the lights and told a ghost-story. Splat got scared and ended up with the pumpkin on his head, he scared the other cats. Pg. 28-30 Mrs. Wimpydimple calmed the class down and they voted for Splat as the scariest cat.</p>
<p><b>Plot</b></p> <p><i>Main Character's Problem</i></p> <p><i>Important Details</i></p> <p><i>Important Story Elements</i></p>	<p>Teacher: Splat wanted to win the class Halloween contest for the scariest looking cat. Guide students in identifying evidence of the problem and the text leading to a resolution of the problem. Pg. 6 "We've all made jack-o'-lanterns and everyone is dressing up in costumes and Mrs. Wimpydimple is going to tell a ghost story and there's a prize for the scariest cat and I want to be the scariest cat!" Pg. 7 Splat used a broom to pretend he was a scary witch's cat. The broom broke so he had to find another costume. Pg. 10-11 Splat's mom tied some stuffed socks around him for legs. He headed to school in his big, scary sock spider costume. Pg. 12-15 The cats he met on his way to school didn't find his costume scary. Pg. 22-23 His jack-o'-lantern got laughs from his classmates. Pg. 24-24 His teacher turned off the lights to tell the ghost story. Splat jumped when she said ghost and ended up with the pumpkin on his head, stumbling around the room. The students were scared and vote him the scariest cat.</p>
<p><b>Art</b></p> <p><i>Identifying Feelings via the Art Work</i></p> <p><i>How Art Work Reflects the Mood</i></p>	<p>Teacher: Illustrations in the text helped the reader identify the mood of the story. Examples might include the following. Pg. 2 Splat was peeking over the pumpkin at the spider. He looked scared. Pg. 6 Splat had his mouth wide open, his paws straight out and his tail was on end. He looked excited. Pg. 9 There was a tear on Splat's face and a sad expression when he broke the broom. Pg. 28-29 The cats in the class all had their mouths wide open. They look quite frightened.</p>
<p><b>Interplay</b></p> <p><i>Challenges/problems linked to place, weather, or the personality of the character</i></p>	<p>Teacher: Splat wanted to win the prize for scariest cat at his Halloween party. The problem was that Splat didn't have a very scary personality. Guide students in finding evidence about how Splat's personality played a role in his hopes of winning the prize. Sample evidence follows. Pg. 3 Splat was scared of a spider. Pg. 8-9 Splat broke the broom he was planning to use for his costume. He had a pet mouse. Pg. 11 Splat scared himself when he looked in the mirror. Pg. 14-19 Splat tried to scare his two classmates but ended up the one jumping. Pg. 27 Splat jumps when his teacher says ghost! He knocked the pumpkin and it ended up on his head, scaring the other cats.</p>

## Close Reading

Close reading supports students in moving from surface level understanding of a text to a deeper level of comprehension. Fisher and Frey, identify four phases to close reading which may roll out over several lessons.

**What does the text say?** This phase concerns the literal meaning of the text and the central ideas or themes.

**How does the text work?** This phase applies to the mechanics of the text – vocabulary, structure of the text, and the author’s craft.

**What does the text mean?** This phase involves integrating knowledge and ideas to locate deeper meanings and make logical inferences.

**What does the text inspire you to do?** This phase refers to the reader who takes what has been learned from the text to create a new product (debate, presentation, investigation, research, writing, etc.)

**Level 1: Recall and Recognition** - This level addresses general understanding and key details (sequence of events, major plot points, information directly stated in the text, who, what, where, when, why, how much, and how many).

**Level 2: Skills and Concepts** - This level includes general vocabulary and simple text structure, determining important details and main idea, text structures (cause/effect, problem/solution, chronological order, purpose of text, and author’s relationship to the content).

**Level 3: Strategic Thinking and Reasoning** - This level focuses on advanced vocabulary (shades of meaning, figurative language, mood and tone, etc.);

text structure, linking ideas across multiple paragraphs, literary analysis – characterization, point of view, narration); author’s craft (how word choice and text structure support the text); author’s purpose (hidden intentions, hypothesize possible motivations and interest).

**Level 4: Extended Thinking Tasks** - This level explores a deeper level of author’s purpose (rhetorical structures and formal reasoning, linking to historical, sociological, or psychological phenomenon); intertextual connections (compare/contrast information or viewpoints across multiple texts.; opinion with evidence or argument (construct arguments using textual evidence, assess one’s own biases, plan of action or next steps for investigation or research).

## Depth of Knowledge

The depth of knowledge framework (Webb, 2002) may be used to gauge the rigor of thinking necessary to perform a task.

### Questions Combining Phases of Close Reading and Depth of Knowledge

CR Phase 1 - What does the text say?

DOK Level 1 - General Understanding/Key Details

General Understanding

- What is this book about?
- Retell the story and what happened.
- What are you wondering about?

Key Details

- What did Splat want to win?
- What was Splat’s costume for the Halloween party?
- What kind of story did Mrs. Wimpydimple tell for Halloween?

CR Phase 2 - How does the text work?

DOK Level 2 – Skill/Concept

Vocabulary

- Identify words from text to discuss the meaning(s) (i.e. wobbled, stumbled, console, trembled, etc).

Structure

- The story included dialogue. How did this add interest to the story?

Author’s Craft

- Read page 6 out loud (where Splat told his mom about the Halloween party at school.) The author chose to write this as a run-on sentence. Why did the author write this section is this way?

CR Phase 3 – What does the text mean?  
DOK Level 3 – Strategic Thinking/Reasoning

Author’s Purpose

- What was the author’s purpose for writing this story?
- The author chose to represent Splat as a black cat. How might this relate to Halloween?

Intertextual Connections

- The title of the book was *Scaredy-Cat, Splat!* Was this an appropriate title for the book? Give evidence from the text to support your answer.

CR Phase 4 – What does the text inspire you to do?  
DOK Level 4 – Extended Thinking

Opinion with Evidence or Argument

- What kind of cat was Splat? Use evidence to support your answer.
- Splat’s class voted that he should win the prize for being the scariest cat. Did you agree?
- Summarize the book using quick notes and be ready to share your summary with your classmates. (See organizer below.)

*“Close Reading must be accompanied by other essential instructional practice that are vital to reading development: interactive read-alouds and shared readings, teacher modeling and think-alouds.”*

Fisher, D., & Frey, N. (2012). Close Reading in Elementary School. *The Reading Teacher*, 66(03), 179-188.

## Writing Connection: Summary Paragraph

### Jot Dots

<p style="text-align: center;">Name it</p> <p>Scaredy-Cat, Splat by Rob Scotton</p>	<p style="text-align: center;">Verb it</p> <p>tells</p>	<p style="text-align: center;">Big Picture</p> <p>how a scared cat became the scariest cat of all.</p>
---	---	--

- Splat is a scaredy-cat
- Wants to be scary
- Not scary to his friends
- Lights out causes commotion
- Splat’s jack-o’-lantern removed
- Splat voted scariest cat

Scaredy-Cat, Splat! By Rob Scotton tells how a scared cat became the scariest cat of all. Splat is a scaredy-cat who wants to be scary. His friends don’t think he is one bit scary. But when the lights go out during a scary story, everyone jumps and Splat’s jack-o-lantern lands on his head. Everyone shrieks as the pumpkin head glares at them and makes scary noises. When the pumpkin is removed, the class votes Splat the scariest cat of all.

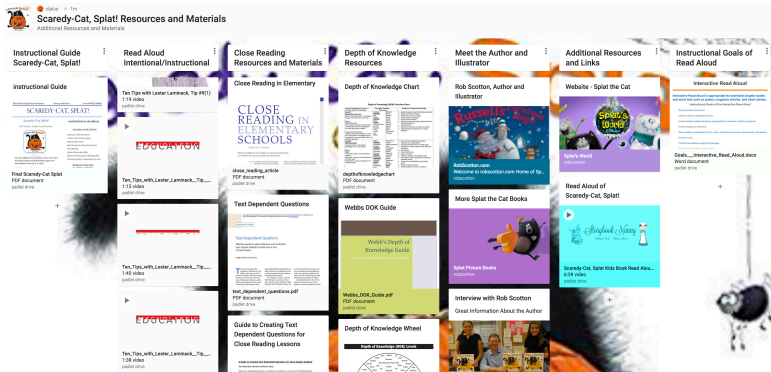
1. Use the template above to model note taking – pull out 3 to 6 key events that are important to include in the summary. Follow the Rule of 5 – no more than 5 words per jot dot.
2. Use the Jot Dots as support and orally write (“write out loud”) the summary stretching each succinct jot dot into a rich, full sentence.
3. Model writing the summary paragraph. (See example top right.)

“Read like a detective.  
Write like a reporter.”

—David Coleman



*Additional activities, videos, and other instructional resources for Scaredy-Cat, Splat!*



To access the additional resources available for this instructional guide, please use a QR Code Reader/Scanner on your phone to read the QR code below. Or you may also access the information at the following link:  
<https://padlet.com/clplus/scaredycatsplat>

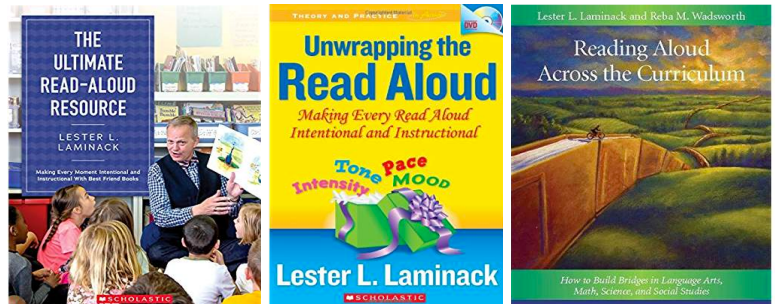


“The tangible rewards of reading aloud and discussing books with our children are both extensive and well-grounded in research. Indeed, in 1985, the federally funded Commission on Reading released a report entitled “Becoming a Nation of Readers” that stated: “The single most important activity for building the knowledge required for eventual success is reading aloud to children.” (1985, p. 23)

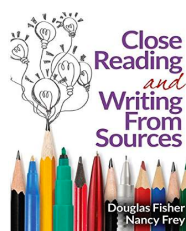
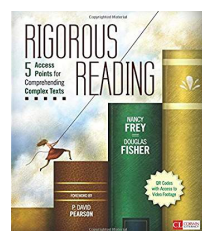
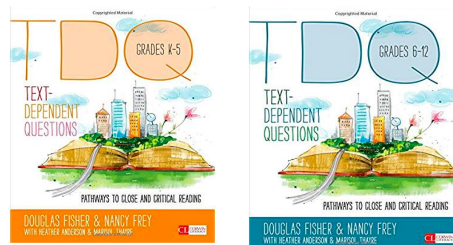
Three Rivers Education Foundation  
 2200 B Bloomfield Highway  
 Farmington, NM 87401  
 (505) 436-2548



**Lester L. Laminack**, Professor Emeritus, Western Carolina University, received two awards for excellence in teaching [the Botner Superior Teaching Award and the Chancellor’s Distinguished Teaching Award]. He is now a full-time writer and consultant working with schools throughout the United States.



**Douglas Fisher, Ph.D.**, is Professor of Educational Leadership at San Diego State University and teacher leader at Health Sciences High & Middle College. He is the recipient of an International Reading Association Celebrate Literacy Award, the Farmer award for excellence in writing from the National Council of Teachers of English, as well as a Christa McAuliffe award for excellence in teacher education.



**Nancy Frey, Ph.D.**, Professor of Educational Leadership at San Diego State University, is a recipient of the Christa McAuliffe award for excellence in teacher education from the American Association of State Colleges and Universities. She has co-authored several books on literacy, and was a co-recipient of NCTE’s 2004 Kate and Paul Farmer award for outstanding writing. In 2008, she received the Early Career Achievement Award.