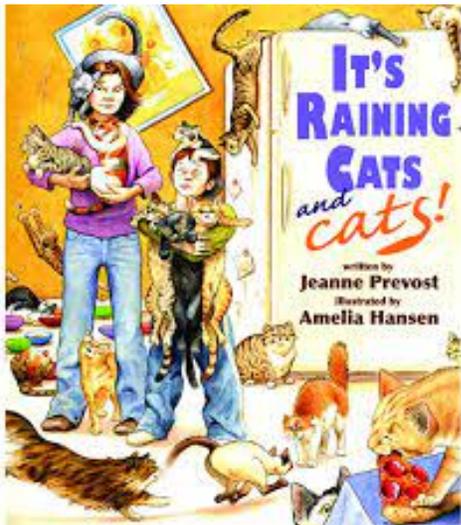


Lesson Plan 06

It's Raining Cats and Cats!

Goal(s):

Understanding the importance of spay and neuter in companion animals.



Objectives:

At the end of this lesson, students will be able to:

1. Identify the consequences of not spaying or neutering a cat or dog.
2. Identify the benefits of spaying or neutering a cat or dog.
3. Understand that social responsibilities affect other people and animals, not just one person or animal.

Subject(s):

Math, Social Emotional Learning

TEKS:

Health (b)(3) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to: (G) discuss how others may experience situations differently than oneself; and (H) demonstrate strategies for resolving conflicts.

Math(b)(4)(E) The student is expected to: represent multiplication facts by using a variety of approaches, such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting; (F) recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts.

Social Emotional Learning:

Responsible Decision Making

- Identify ways you can help your school or community.

Time:

Total Time: 90-135 minutes

Lesson: Two - 30-45 minute sessions

Assessment: One - 30-45 minute session
(Time estimates are approximate)



Materials:

- Teacher copy of the book “It’s Raining Cats and Cats!” by Jeanne Prevost
 - [Find this book on Amazon](#)
 - [Find this book on YouTube](#)
- Device for each student or the teacher may present or project to the class
- Teacher copy and a Class set of Discussion Questions 06.1
- Print a class set of the Sorting Activity | Lesson 06.1 Worksheet
- Teacher copy of Sorting Activity | Lesson 06.1 Worksheet Answer Key
- Print a class set of the Advanced Cat Math | Lesson 06.2 Worksheet
- Teacher copy of Advanced Cat Math | Lesson 06.2 Answer Key
- Print a class set of Spay and Neuter Benefits | Lesson 06.3 Worksheet
- Print a teacher copy of Classroom Booklet Cover | Spay and Neuter Benefits | Lesson 06.3
- Chart paper (or whiteboard) and markers to record the activities and class discussions
- Class set of scissors, glue, white construction paper (or regular paper), crayons (or markers/colored pencils)
- [Spay and Neuter Your Cats featuring Jackson Galaxy](#)
- Teacher copy of the Poster - Too Many Cats | Poster 06.2

Vocabulary:

Social Responsibility - the idea that our actions affect others and we should strive to have a positive impact on other living beings and our environment.

Personal Responsibility - the belief that human beings control their choices, actions, and destiny.

Spay and Neuter - surgical procedures used to prevent pets from reproducing.

Activity 1:

Distribute and use the Discussion Questions 06.1 for this lesson plan to generate ideas before, during, and after reading the book aloud to the class.

Read the [book](#) aloud or play the [video](#) “It’s Raining Cats and Cats!” by Jeanne Prevost.

After reading, distribute the class set of the Sorting Activity | Lesson 06.1 Worksheet to students, along with scissors and glue.

Instruct students to cut out the activity cards from page 1. Once the activity cards are cut out, instruct the students to sort the cards by which activities are a “Social Responsibility” and which are a “Individual Responsibility.” Then students should glue the cards into the correct spots on the T-Chart located on page 2.

Compare answers with the Sorting Activity | Lesson 06.1 Worksheet Answer Key

Activity 2:

Inform students that they will learn about the benefits of spaying and neutering animals.

Using a device applicable to your classroom, show students the following: [Click here to watch: Spay and Neuter Your Cats featuring Jackson Galaxy.](#)

Once the video is complete, begin a class discussion.

Ask students: “What are the benefits of spaying and neutering pets?”

Record Responses on chart paper or the whiteboard.

After reading, distribute the class set of the Advanced Cat Math | Lesson 06.2 Worksheet for students to complete.

After students complete the worksheet, use a device applicable to your classroom, and show students the following poster: Too Many Cats | Poster 06.2

Ask students to reflect on the grand total of cats after three years. Ask students how they would feel about having that many cats in your house at one time.

Compare answers with the Advanced Cat Math | Lesson 06.2 Answer Key.

Assessment:

Pair the students with a buddy for the following discussion and activity.

Distribute the class set of Spay and Neuter Benefits | Lesson 06.3 Worksheet and crayons (or markers/colored pencils) to the students.

Refer back to the list of spay/neuter benefits the class created in Activity 2.

Assign each pair of students a different spay/neuter benefit to document and illustrate using the supplied materials. The benefit should be stated in a complete sentence. Examples: “Cats that are spayed or neutered are healthier.”

“Cats that are spayed or neutered won’t roam off and get lost or hit by a car.”



Once complete, have students turn in their illustrations. Stack all the student-completed worksheets together and add the Classroom Booklet Cover | Spay and Neuter Benefits | Lesson 06.3 to the front. Staple the pages together to form a book and add it to your classroom library.

Teacher Tip

Make students aware of free or low-cost spay and neuter options for pets and community animals in your area.



Lesson Plan 06

Discussion Questions 06.1

Activity 1 | “It’s Raining Cats and Cats!” Discussion Questions

Before Reading

1. Have you ever heard the expression “It’s raining cats and dogs?” What do you think that means?
2. Show the cover and read the title. What do you think this story is about?
3. What genre do you think it is? (Realistic Fiction)

During Reading

1. How is Jim feeling? Why does he feel that way (p. 1)
2. Why did Molly have an operation? (p. 2) Does anyone know what this operation is called? (If no one knows tell them it is called spay)
3. If Molly wasn’t spayed what would happen to their house? (p. 4)
4. Do you think Jim and his mom can take care of this many cats? (p. 8) Could your family afford to buy food, kitty litter, and medicine for that many cats?
5. What does Jim’s mom realize when she finally calls the vet? (p. 12)
6. What happens when Jim puts up the “Adopt a Cat” sign? (p. 14)
7. What are some of the reasons kids can’t adopt one of Jim’s cats? (p. 18)
8. So far, how many cats has Jim been able to give away? (p. 20) Is that enough to solve their problem of having too many cats?
9. How does Jim feel about Molly being spayed at the end of the story? (p. 23) How is this different from how he felt at the beginning of the story?

After Reading

1. Do you think Jim’s mom made the right decision to have Molly spayed? Why or why not?
2. Molly is a female. There is also a special operation for male cats to keep them from fathering kittens. Does anyone know what it is called? (If no one knows tell them neuter)
3. Has anyone ever heard the term Social Responsibility? What do you think it means?

Write on the board:

Social - relating to people and animals

Responsibility - being responsible for something

4. Whose social responsibility is it to have a cat spayed or neutered? Can a cat make the decision for him or herself? Why is spaying and neutering a social responsibility and not an individual responsibility like doing your school work? (can affect the lives of many cats, the community animal shelter, etc.)

Cut out all of the activity cards:

Doing your homework.	Walking your dog on a leash.
Having your cat spayed or neutered.	Picking up your dog's waste.
Keeping your cat in your house or yard.	Keeping your room clean.
Helping your mom wash the dishes.	Having your dog spayed or neutered.
Taking a stray animal to the shelter.	Keeping your desk neat at school.
Doing your best on a test.	Putting your laundry in the hamper.



Social Responsibility or Individual Responsibility | Lesson 06.1 Worksheet

Name _____ Date _____

Sort the cards by which activities are a “Social Responsibility” and which activities are an “Individual Responsibility”. Glue the cards into the correct spots on the T-Chart below:

Social Responsibility	Individual Responsibility

TEXAS HUMANE
NETWORK



Lesson Plan 06

Sorting Activity | Lesson 06.1

Answer Key:

Activities that are a “Social Responsibility”

Activities that are an “Individual Responsibility”

Having your dog spayed or neutered.	Doing your homework.
Having your cat spayed or neutered.	Doing your best on a test.
Keeping your cat in your house or yard.	Keeping your room clean.
Keeping your desk neat at school.	Helping your mom wash the dishes.
Taking a stray animal to the shelter.	Walking your dog on a leash.
Picking up your dog’s waste.	Putting your laundry in the hamper.



Advanced Cat Math | Lesson 06.2 Worksheet

Name _____ Date _____

Directions: Read each item and determine the answer by adding or multiplying. Assume that all cats and kittens are not spayed or neutered. Find out how many kittens Molly will produce in just 3 years.

1. Molly is an unsprayed female cat. When she was just over a year old, she had her first litter of 4 kittens. Later that year, she had another 5 kittens. How many cats total are there now (including Molly)?

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

Molly 1st Litter 2nd Litter Total year 1

2. In the second year, Molly and her children all have an average of 5 more kittens.

(a) Find out how many new kittens are born

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

Total year 1 avg. # kittens Total year 2

(b) How many cats and kittens are there now, counting Molly and her original kittens?

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

Total year 1 Total year 2 Total cats!



3. In the third year, all the kittens are now old enough to have kittens. (Kittens can get pregnant as early as 4 months old!) There is an average of 8 new kittens for all of their litter this year, including Molly.

(a) How many new kittens are born?

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

Total cats Avg. # kittens 3rd year kittens

(b) How many cats and kittens now?

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

Total cats 3rd-year kittens Total year 3



Lesson Plan 06

Advanced Cat Math | Lesson 06.2

Answer Key:

1. Molly is an unspayed female cat. When she was just over a year old, she had her first litter of 4 kittens. Later that year, she had another 5 kittens. How many cats total are there now (including Molly)?

$$1 + 4 + 5 = 10$$

Molly 1st Litter 2nd Litter Total year 1

2. In the second year, Molly and her children all have an average of 5 more kittens.

(a) Find out how many new kittens are born

$$10 \times 5 = 50$$

Total year 1 avg. # kittens Total year 2

(b) How many cats and kittens are there now, counting Molly and her original kittens?

$$10 + 50 = 60$$

Total year 1 Total year 2 Total cats



3. In the third year, all the kittens are now old enough to have kittens. (Kittens can get pregnant as early as 4 months old!) There is an average of 8 new kittens for all of their litters this year including Molly.

(a) How many new kittens are born?

$$60 \quad \times \quad 8 = \quad 480$$

Total cats Avg. # kittens 3rd year kittens

(b) How many cats and kittens now?

$$60 \quad + \quad 480 = \quad 540$$

Total cats 3rd year kittens Total year 3

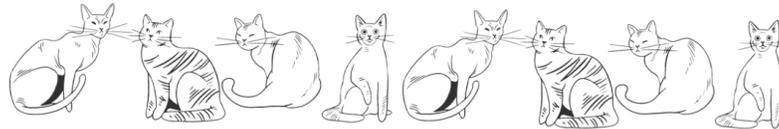


An unspayed cat, her mate, and all of their offspring, producing two litters per year, with 2.8 surviving kittens per litter can total:

First year: 12



Second year: 66



Third year: 382



Fourth year: 2,201

Fifth year: 12,608

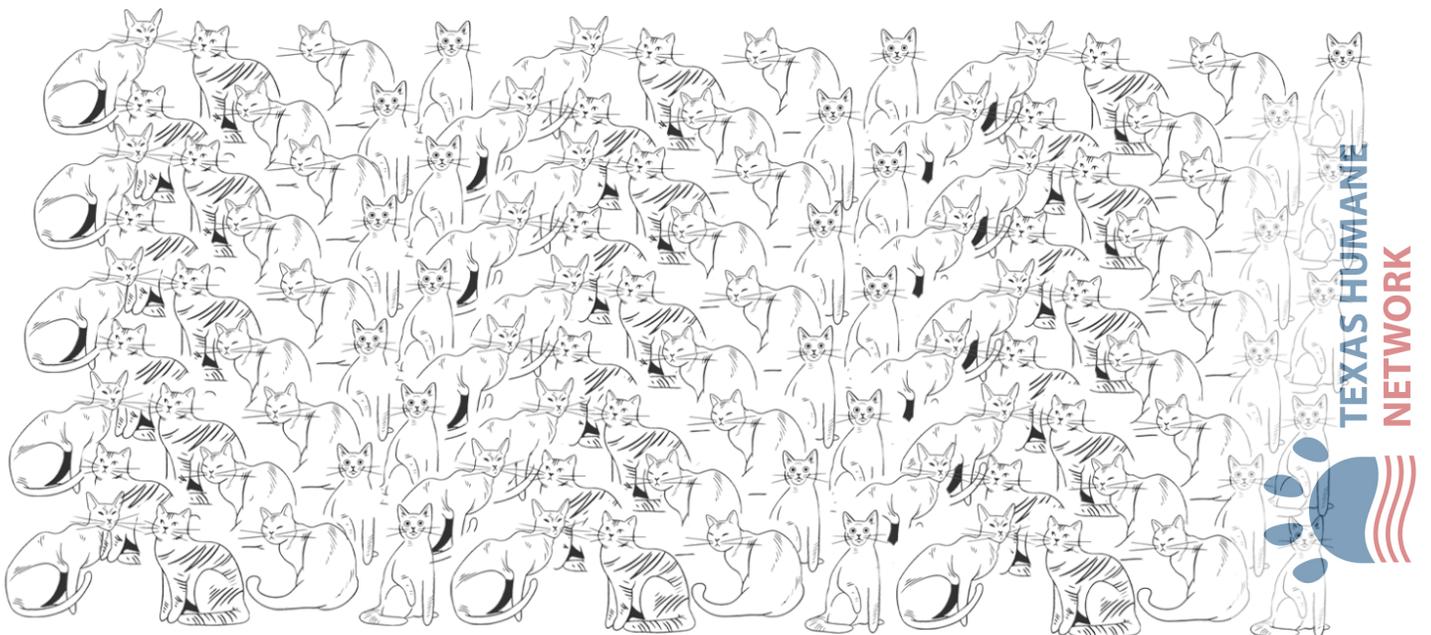
Sixth year: 73,041

Seventh year: 420,715

Eighth year: 2,423,316

Ninth year: 13,968,290

Tenth year: 80,399,780





AWAREness Journal

NAME _____

SKETCH

Draw the animal covered in your lesson.



FAVORITE

What was your favorite part of this lesson?



WRITE

Answer your teachers writing prompt following the lesson you just completed.