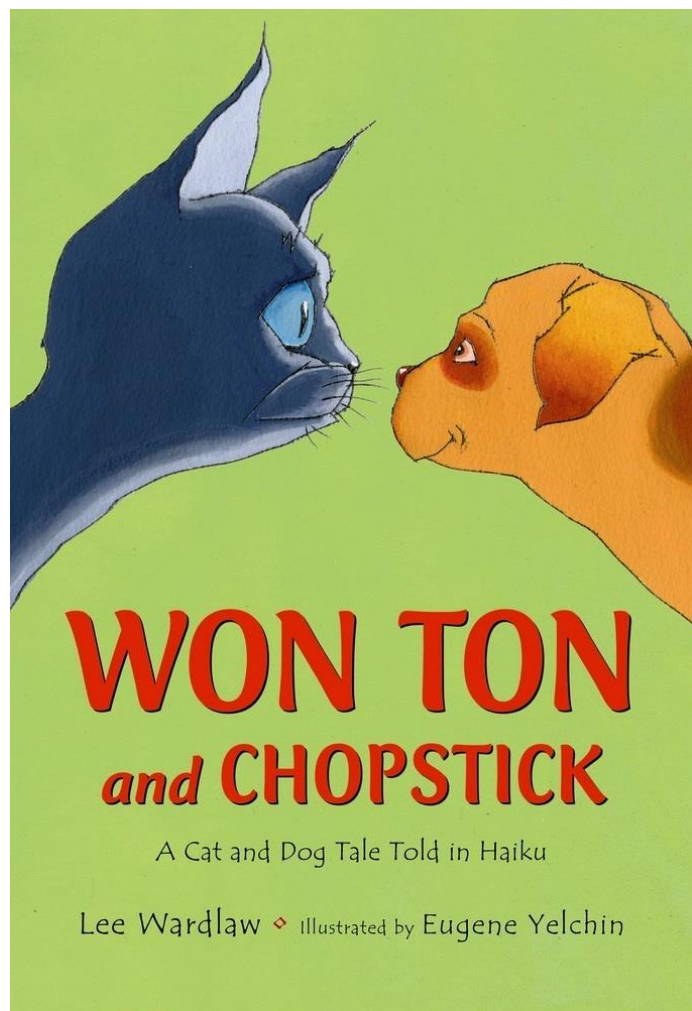


# Won Ton and Chopstick: A Cat and Dog Tale Told in Haiku

A teacher's guide created by Marcie Colleen  
based on the picture book  
written by Lee Wardlaw and illustrated by Eugene Yelchin



Published by  
Henry Holt and Company  
Books for Young Readers

## **Advance Praise for *Won Ton and Chopstick***

"A satisfying companion to Won Ton's eponymous first outing." – *Kirkus*

"Abundant wordplay and comic elements make this an enjoyable read-aloud. A wide audience of readers will be cheering Won Ton's return..."

– *School Library Journal*

"This story of sibling rivalry in disguise will ring true for children with younger brothers or sisters or children who acquire a new pet that must acclimate to a home with another animal. Young readers who fell in love with Won Ton in Wardlaw and Yelchin's first book will enthusiastically welcome this new adventure, and those not yet familiar with the earlier book will likely seek it out." – *Booklist*

## **Praise for *Won Ton – A Cat Tale Told in Haiku***

"Will steal the hearts of readers young and old."

– *School Library Journal*, starred review

"[A] celebration of the child-pet bond."

– *Booklist*, starred review

"Perfect pussycat poetry."

– *Kirkus*, starred review

## **Awards and Honors**

(partial list)

Lee Bennett Hopkins Children's Poetry Award

Myra Cohn Livingston Poetry Award

Beehive (Utah) Children's Choice Poetry Award

ALA Notable Children's Book

NCTE Notable Children's Book

SCBWI Crystal Kite Award

School Library Journal Best Books of the Year

Bank Street College of Education Best Books of the Year



## Meet the Author - Lee Wardlaw

Lee Wardlaw swears that her first spoken word was “kitty.” Since then, she’s shared her life with thirty cats (not all at the same time!) and written thirty award-winning books for children and young adults, including the highly praised *Red, White, and Boom!*, illustrated by Huy Voun Lee, and the much loved *Won Ton: A Cat Tale Told in Haiku*. Lee has a BA in Education, an AMI-Montessori Primary Diploma, and is finishing her M.Ed. in Montessori/Child Development. She lives in Santa Barbara, California, with her family and (of course!) three cats. Visit Lee at [www.leewardlaw.com](http://www.leewardlaw.com).



## Meet the Illustrator - Eugene Yelchin

Eugene Yelchin is the award-winning illustrator of many favorite picture books, including *Won Ton: A Cat Tale Told in Haiku*; *Seeds, Bees, Butterflies, & More!* by Carole Gerber; and *Who Ate All the Cookie Dough?* by Karen Beaumont. He is also the author/illustrator of *Arcady’s Goal* and the Newbery Honor book *Breaking Stalin’s Nose*. He lives with his family in Topanga, California. Visit Eugene at [www.eugeneyelchinbooks.com](http://www.eugeneyelchinbooks.com).

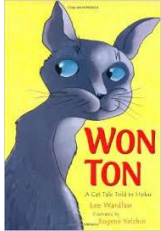
## Meet Marcie Colleen – Curriculum Writer

This guide was created by Marcie Colleen, a former teacher with a BA in English Education from Oswego State and a MA in Educational Theater from NYU. In addition to creating curriculum guides for children’s books, Marcie can often be found writing picture books of her own at home in Brooklyn, NYC.

Visit Marcie at [www.thisismarciecolleen.com](http://www.thisismarciecolleen.com).

## How to Use This Guide

This classroom guide for *Won Ton and Chopstick: A Cat and Dog Tale Told in Haiku* was created in conjunction with current Common Core standards in ELA, mathematics, science, social studies, art, and drama. It offers activities designed to help educators integrate *Won Ton and Chopstick* into the curricula for grades K-4<sup>th</sup>. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.



### Won Ton Tidbit!

Throughout this guide, you'll find extension activities to explore *Won Ton: A Cat Tale Told in Haiku*.

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# English Language Arts

## **Reading Comprehension**

Before reading *Won Ton and Chopstick: A Cat and Dog Tale Told in Haiku*, help students identify the basic parts of a picture book: jacket, front cover, back cover, title page, spine, end papers, and jacket flap.

The Front Cover ~

- Describe what you see. Who are the characters? What are the characters doing?
- With a partner, stand up and pretend to be the cat and dog in the illustration. How does this pose make you feel? Pay close attention to the facial expressions of each character. How do you think each character feels?
- Can you guess what the story might be about? What are some clues you can find in the cover illustration?

The Title Page~

- Describe what you see.
- How do you think each animal feels? What about their body language makes you think this way?

Now read or listen to the book. Help students summarize in their own words what the book was about.

- Describe Won Ton's routine.
- What are some clues Won Ton notices that something new is happening?
- What is the surprise? How does the surprise make Won Ton feel? How does Won Ton react? What happens as a result?
- Describe some of the problems between Won Ton and Chopstick.
- Why do you think Won Ton is put outside and not Chopstick? Do you think this is fair?
- What happens when Won Ton unravels the toilet paper?
- How does Won Ton try to get Chopstick in trouble?
- Describe the difference between Won Ton's and Chopstick's baths.
- When they are home alone, Won Ton and Chopstick discover they have several things in common. What are they?



- Explain the final page in your own words. How does this illustration compare to the cover illustration?

Let's talk about the people who made *Won Ton and Chopstick*:

- Who is the author? Who is the illustrator?
- What kind of work did each person do to make the book?

Now, let's look closely at the illustrations.

- Eugene Yelchin does an excellent job of showing how Won Ton and Chopstick feel through posture and facial expressions. Ask students to describe how the animals feel in each picture.
- Students may practice drawing facial expressions using the illustrations as a guide.
- Draw and cut out smiles, frowns, worried eyes, etc., and allow students to place these expressions on everyday objects in the classroom. Other students can guess what the object is feeling.

### **Writing Activities**

#### **What Happened? ~ *Won Ton and Chopstick's* Plot**

All stories (even ones written in haiku!) contain characters and a plot arc with a beginning, middle, and an end. As you read *Won Ton and Chopstick*, pay close attention to these important parts of the story.

- Characters: Conduct character analyses for The Boy, Won Ton, and Chopstick. Draw three columns on a board or large piece of paper. Label a column for each character. Help students describe each character and record the descriptions in the column under each name. (*If students are unable to create descriptions themselves, the teacher may supply the word, i.e., if the word is "jealous", in whose column would that word be placed?*)

Character	Feels	When/Why

Next, students need to find evidence within the text to support their description. If evidence is not found for a specific trait, it must be eliminated. Students should record all of their findings:

Character	Trait	Evidence

- Plot: *Won Ton and Chopstick* has a simple plotline with one central conflict. Help students define the plot arc within *Won Ton and Chopstick*.

Beginning	Middle	End
Enter conflict:	First  Then  Next  After that  Finally	They lived happily ever after.

**BONUS:** Using the basic plot structure above, create an original pet tale. Students can work individually or as a class.

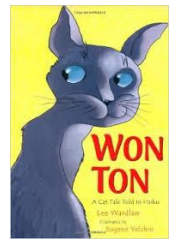
Art center ~ Provide a variety of art materials including crayons, pencils, markers, paint, scissors, colored paper, old magazines, and glue for students to illustrate the scenes in their stories.

Drama center ~ Provide puppets, costumes, and props so students can recreate their new tales.



## Won Ton Tidbit!

Using the same table, plot out the events of *Won Ton: A Cat Tale Told in Haiku*. What are some similarities in the two stories? What are some differences? Can you find some parallels in language or phrases that are repeated in *Won Ton and Chopstick: A Cat and Dog Tale Told in Haiku*?



## Haiku

What is haiku?

Haiku originated in Japan and is a poem written in three lines.

- Count the individual haiku in *Won Ton and Chopstick*. How many did you find?

Haiku does not rhyme. Instead, haiku sets a mood or portrays a feeling or scenery.

- Re-read any haiku from *Won Ton and Chopstick*. What mood or feeling would you say is being portrayed?

An entire haiku is composed of only 17 syllables. The first line contains five syllables, the second line has seven syllables, and the third and final line has five syllables. 5-7-5.

- Count the syllables within any haiku in *Won Ton and Chopstick*. Does the haiku follow the 5-7-5 rule?

Haiku is always written in the present tense.

- Re-read any haiku from *Won Ton and Chopstick*. Can you rewrite it in past tense? How would it sound? How would it change the mood of the haiku?

Most haiku is written about moments in nature, but in the Author's Note, Wardlaw explains that *Won Ton and Chopstick* is told in a series of senryu. Senryu do not depict moments in nature, but moments of human nature—or in this case, feline and canine nature.



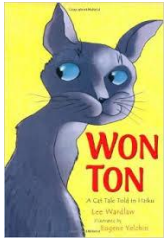
- Using a random illustration from another book or a photograph, try writing a haiku or senryu poem about what you see. What is happening in the illustration? How do you think the character feels? Be sure to focus on the mood or setting.

## Chopstick's Point of View

Either as a class or individually, explore *Won Ton and Chopstick* from the point of view of Chopstick. How does he feel about his new home? How does he feel about Won Ton?

Advanced classes will be able to actually re-create *Won Ton and Chopstick* from Chopstick's point of view. However, if the class is less-advanced, create the story together.

*Additional Challenge:* How about *Won Ton and Chopstick* from Boy's point-of-view?



### Won Ton Tidbit!

Read *Won Ton: A Cat Tale Told in Haiku*. How does knowing Won Ton's past better help you understand why he feels threatened by the arrival of Chopstick? Imagine that you are Boy and it is the anniversary of the day you adopted Won Ton. Write a letter to Won Ton explaining how you feel about him and letting him know just how special he is to you.

## "Puthimoutputhimoutputhimout" Persuasive Essay

If Won Ton could write, he might want to write to the Boy to persuade him to "puthimoutputhimout." Ask your students if they know what "persuade" means. If not, can they make any guesses?

Discuss:

- What it means to persuade
- Times or situations in which you might want to persuade someone (i.e., persuade your parents to let you stay up late)

When you write to persuade, you are trying to convince the reader to agree with you. Your persuasive essay should: tell the reader what you believe; give the reader at least three reasons why you believe it; have a good concluding sentence.

Have students write a persuasive essay called "Puthimoutputhimoutputhimout" using the following TREE structure:

T = Topic sentences

The topic sentence tells the reader what you think or believe. Example: *I, Won Ton, believe*

*that Chopstick should be put outside and not be allowed inside.*

R = Reasons

The reasons tell the reader why you believe what you believe. (*Remember, you are writing as if you are Won Ton.*) Write at least 2 -3 sentences supporting 3 reasons. Use evidence directly from the text.

E = Ending

Wrap it up with a conclusive sentence.

E = Examine

Look closely. Does your essay have all the necessary parts?

Share your essays with the class. Which is the most persuasive? Why do you think so?

### **Speaking and Listening Activities**

Picture books are written to be read aloud. Here are some other ways to bring *Won Ton and Chopstick* to life in your classroom and also have fun with speaking and listening skills!

#### **Choral Reading**

- Using the text of *Won Ton and Chopstick*, students may take the role of the narrator and read aloud the story together. Be sure to read slow enough to stay together as a group.
- Turn *Won Ton and Chopstick* into a script. Read the script out loud together. Emphasize memorization of the students' parts as well as good vocal expression.

#### **Mime**

- While the teacher reads the book aloud, students can act out the events in the book. Half the students can be Won Ton and half the students can be Chopstick. Emphasize body motion and facial expressions, as well as listening skills. Switch roles and read the book again.

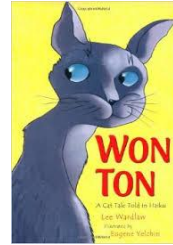
#### **Drama**

- Brainstorm a list of things that cats do and a list of things that dogs do. Without making noise, students act out something from the list in front of the class. Ask the rest of the class to guess which animal and action they are acting out.

- Create a TV commercial to encourage people to read *Won Ton and Chopstick*.

### **Won Ton Tidbit!**

Students may watch and listen to Lee Wardlaw read selections from *Won Ton: A Cat Tale Told in Haiku* at <http://www.nowaterriver.com/poetry-month-2012-lee-wardlaw/> and then discuss Wardlaw's reading style. How does she engage the listener? How does her reading differ from how you might read it aloud? Or how your teacher or librarian might read it aloud? Practice reading aloud from either *Won Ton: A Cat Tale Told in Haiku* or *Won Ton and Chopstick: A Cat and Dog Tale Told in Haiku* in a way to best engage your listeners and make the poetry come alive.



### **Language Activities**

#### **Vocab Detectives**

*Won Ton and Chopstick* has some new and challenging vocabulary. Words like "routine", "adjustment", and "vindication" may be unknown to some young readers.

Re-read *Won Ton and Chopstick* aloud and ask students to listen carefully for words they do not know.

- As soon as they come across an unknown word, they should raise their hand.
- Repeat the phrase using the unknown word. What might it mean based on context?
- Look up the word in the dictionary. (*Depending on the level of your students, a student volunteer or teacher may do this.*) Read the definition.
- Come up with a way to remember what the word means. Using Total Physical Response, students can create an action that symbolizes the word and helps them remember it.
- Create a list of the vocabulary words and hang it on the wall. Revisit it again and again.

# Math

**Word Problems** *For younger students, the use of pictures or props might be needed to figure out word problems.*

- 1) Chopstick finds 5 small scraps of meat in the garbage can. Chopstick eats one of the scraps of meat. How many scraps of meat are left in the garbage can?  
( $5 - 1 = ?$ )
- 2) The Boy suggests 4 possible names for the puppy. The Girl suggest 3 more possible names for the puppy. How many possible names for the puppy do they suggest? ( $4 + 3 = ?$ )
- 3) Mom has 6 beautiful tulips in her garden. Chopstick digs up 5 of the tulips. How many tulips are left in Mom's garden? ( $6 - 5 = ?$ )
- 4) On Monday Chopstick eats 2 bowls of Won Ton's food. On Tuesday Chopstick eats 1 more bowl of Won Ton's food. How many bowls of Won Ton's food does Chopstick eat? ( $2 + 1 = ?$ )
- 5) There are 9 pet toys on the living room floor. 7 of the toys are Chopstick's. How many toys are Won Ton's? ( $9 - 7 = ?$ )

## **Under Where? Spatial Sense**

Cats are great jumpers and climbers. Few places are off-limits for a cat.! Therefore, the movements of a cat are perfect for learning spatial sense (on, inside, next to, over, under, etc.)

Look at "The Rainy Day" section in *Won Ton and Chopstick*.

Describe where Won Ton is sitting. [examples: on the windowsill, inside the house, next to Chopstick]

Describe where the garbage is. [examples: on the floor, in front of Chopstick]

Describe where Chopstick is hiding. [examples: under the chair]

Describe where Won Ton is sleeping. [examples: on the pillow, beside Chopstick]

Have students pick another spread in *Won Ton and Chopstick* and discuss where things are spatially within that illustration.

Or, use an item in the classroom (such as a beanbag or a figurine) and pretend it is Won Ton or Chopstick. Take turns placing the item throughout the classroom and discussing spatially where the item is.

Now look around the classroom.

- Describe where your desk sits.
- Describe where your teacher is sitting or standing.
- Describe where the chalkboard/whiteboard is.
- Describe where the clock is.
- Describe where the door is.
- Can you describe where anything else is?

## Science

### **Animal research project.**

Divide the class into the Cat Group and the Dog Group.

Take a trip to the school library. With the help of the librarian, the Cat Group gathers information about cats and the Dog Group researches dogs.

Possible sources for information:

- Nonfiction books
- Encyclopedias
- The Internet



Take notes and gather as much information as possible on the following 6 topics:

- Physical traits
- Food
- Hygiene
- Sleep habits
- The pros and cons as a pet
- Other fun facts

Once the information is gathered, each group should work to create an illustrated poster or booklet of their findings.

## **Cat, Dog or Both Trivia Challenge**

Students can test their Cat and Dog knowledge.

The teacher will read a fact (i.e., I bathe by licking myself). Students must determine if the fact is about a cat, a dog, or both.

If the fact is about a cat, students will meow. If the fact is about a dog, the students will bark. If the fact is about both, students will clap three times, jump into the air and yell Yee-haw!

If a student gives the wrong response, they are "out". Facts should increase in difficulty. Play continues until there is only one player who is the winner.

## **If it Walks like a Cat and Meows like a Cat...**

The study of animal behavior is called ethology.

When scientists conduct animal observations, they rely on specific procedures in order to collect data that is as accurate as possible. In many cases, scientists use ethograms to record data during observations, such as:

Grooming: the animal is tending to its own hygiene

Feeding: the animal is foraging or eating food items.

Manipulating objects: the animal is moving any object.

Vocalizing: The animal is making sound.

Moving/Locomoting: The animal is walking, flying, pacing, hopping, running, jumping, etc.

Resting: The animal is inactive, possibly lying down or sitting still. No other behavior is occurring. Eyes may be open or shut.

Not visible: Scientist cannot see the animal.

Other: Scientist sees a behavior not described above.

Using an ethogram like the one below:

1. Identify a cat or dog to observe. If you do not have a pet, take a field trip to a pet store, kennel, pet daycare or visit a friend who has a pet. More than one participant can observe the same animal.

2. Before using the ethogram, simply observe the animal and jot down notes or questions.
3. Next, focus on collecting data. In each box, make notes based on your observation during each time interval. Use a stopwatch to keep time. The teacher may announce each interval.
4. Remain quiet throughout the entire length of the observation, as loud noises may affect animal behavior.
5. Share your observations.

TIME (in minutes)	Grooming	Feeding	Manip. Object	Vocalizing	Moving/Locomoting	Resting	Not Visible	Other
1:00								
2:00								
3:00								
4:00								

Some questions to be discussed:

- How can observing an animal help the animal?
- How can observing an animal help pet owners?
- Compare cat ethologies with dog ethologies. What are the similarities? What are some differences?
- Why do you think cats and dogs are often portrayed as natural enemies?
- Based on what you and others have observed, do you think you prefer cats or dogs? Explain your answer.

## Social Studies

### **Responsibility**

Taking care of a pet is a huge responsibility. Lead students in a class discussion on *responsibility*.

1. What is *responsibility*?



- Being accountable for your actions and behavior.
- Doing the right thing at the right time so others can trust and depend on you.

2. How do the following demonstrate *responsibility*?

- Complete your homework and chores on time without being reminded.
- Follow through on your commitments, even when you don't feel like it.
- Accept responsibility for your mistakes and learn from them. Don't make excuses or blame others.
- Take care of your things and those of other people. Return items you borrow.
- Find out what needs to be done and do it.
- Make wise choices, such as choosing to eat healthy foods and wearing a helmet.
- Always do your very best. Others are counting on you!



3. How would you demonstrate *responsibility* if...

- You broke the wheel off your brother's new skateboard?
- Your friend asks you to play and you haven't finished your homework?
- You're playing a really fun game at your friend's house and it's time to go home?
- You promised your mom or dad you would clean your room but you just don't feel like it?
- It is time to go to bed and you just remembered that your book report is due tomorrow?
- You agreed to take care of your neighbor's dog while she is away, but now a friend has invited you to a sleep over?
- Your mom is not feeling well and could really use some extra help around the house?
- You forgot to bring your homework home from school, including the book you need to study for tomorrow's test?

4. What are some other situations where we can demonstrate responsibility?

5. Design a poster encouraging *responsibility*. Hang the poster in your classroom, or get permission to hang it in the school library, the office, main hall, etc.

## Taking Care of a Pet

Taking care of a pet can be fun—but also difficult at times.

Choose the kind of pet you would like and do some online research to figure out how to take care of it. Use at least two resources for information. Write and/or draw a picture of your findings.

My pet is named \_\_\_\_\_.

How to take care of my pet:

Food and water: What I feed my pet \_\_\_\_\_

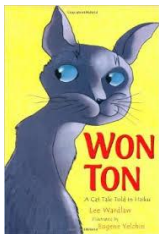
Shelter: Where my pet lives and sleeps \_\_\_\_\_

House Training: How do I know when my pet has to go to the bathroom, and where does my pet go?  
\_\_\_\_\_

Exercise: How I exercise my pet \_\_\_\_\_

Grooming: How I make sure my pet looks and feels good  
\_\_\_\_\_

Playtime: How I play with my pet? \_\_\_\_\_



### Won Ton Tidbit!

Although we don't know where Chopstick comes from, Won Ton was brought home from a shelter. Every day animals are rescued and taken to shelters where they have the opportunity to be adopted by new owners or found by their loved ones who lost them.

Contact the local SPCA or animal shelter and arrange one of the following:

\*A tour of the shelter. Learn how rescued animals are cared for and prepared for adoption.

\*A Skype interview with an animal shelter employee. Ask him/her about real-life animal rescue stories.

\*An Internet search can also find stories of animal rescue and adoption to share with the class.

Ask students in the class if they have a rescued pet and if they will share the story.

## Finding Commonalities/Uniqueness

Won Ton and Chopstick are alike in some ways. They both like balls and are scared of thunderstorms. But they are also different in the way they bathe and play.

Finding things you have in common with other people is a good way to start a meaningful relationship.

Here is a way to learn what you have in common with your classmates, while also celebrating what makes each of you unique.

Materials: A pen and two pieces of paper.

- This activity can be done as a whole class or in pairs.
- On one sheet of paper, you will have twenty minutes to come up with a list of things in common. Completely obvious answers such as “we both have hair” or “we are both in \_\_\_\_\_ class” are not allowed!
- After twenty minutes, switch to the other paper. You now have twenty minutes to come up with a list of things that are unique to only one person.
- Share both lists with the class when finished.



## Exploring Sibling Relationships

Won Ton and Chopstick are like siblings and need to learn to live in harmony together. Sibling relationships are interesting. At times our brothers and sisters are our best friends, but sometimes we just need our space and want to be left alone!

Here are some activities to help your students explore sibling relationships:

- Make a list of the pros and cons of having a sibling. Use *Won Ton and Chopstick* for examples where necessary.
- Interview grown-ups who have siblings and discover the difference between the way they got along with their sibling when they were kids in comparison to as adults.
- Interview classmates and adults who are only children. Do they wish they had a sibling? Why or why not? What do they think they miss out on being an only child? What is great about being an only child?
- Don't claw and hiss—but brainstorm a list of ways to make sure a sibling "keeps out" of your stuff. Be creative and fun!
- Rewrite *Won Ton and Chopstick* as if the cat and dog are humans. How would the story change? How would it be similar?

### **"Bashō? I Shall Call You...Friend"**

At the end of *Wonton and Chopstick: A Cat and Dog Tale Told in Haiku*, it is revealed that Chopstick's real name is Basho.

As noted in the Author's Note at the beginning of the book, Basho is the pseudonym of Matsuo Munefusa (1644-1694), the Japanese haiku master.

Although, Basho is most famous for his haiku, he himself believed his best work lay in leading and participating in *renku*—a collaborative form of haiku in which several poets alternate creating linking verses. Through this creative biographical research project, students can create their own *renku* in Basho's honor.

As a class, conduct a library and Internet search to find out about the life of Matsuo Basho. NOTE: A simple Google search will bring up several sources on Basho.

- Read through the gathered materials as a class.
- Create a master list of all of the facts about Basho.
- Once list is complete, assign facts to individual students.
- Each student will then be responsible to write this fact in the form of haiku.
- All haiku will then be strung together to create a haiku biography about Basho.
- Additionally, students may write and illustrate their haiku on a poster to be displayed, in proper sequence, around the classroom.

## Recommended Reading

### **Haiku Books:**

*Dogku* by Andrew Clements, illustrated by Tim Bowers (Atheneum, grades K-3<sup>rd</sup>)

*Guyku: A Year of Haiku for Boys* by Bob Raczka, illustrated by Peter H. Reynolds. (Houghton Mifflin, grades K-3<sup>rd</sup>)

*Haiku: Learn to Express Yourself by Writing Poetry in the Japanese Tradition* by Patricia Donegan (Tuttle, grades 2<sup>nd</sup> -6<sup>th</sup>)

*Hi, Koo! A Year of Seasons* written and illustrated by Jon J. Muth (Scholastic, grades K-3<sup>4th</sup>)

*If Not for the Cat* by Jack Prelutsky, illustrated by Ted Rand (Greenwillow, grades 1<sup>st</sup>-4<sup>th</sup>)

*One Leaf Rides the Wind* by Celeste Mannis, illustrated by Susan Kathleen Hartung (Puffin, grades K-3<sup>rd</sup>)

*The Poetry Friday Anthology: Poems for the School Year with Connections to the Common Core* compiled by Sylvia Vardell and Janet Wong (Pomelo Books, K-5 Edition; contains 218 new poems by 75 poets, including 3 'catku' by Lee Wardlaw)

*Won Ton – A Cat Tale Told in Haiku* by Lee Wardlaw, illustrated by Eugene Yelchin (Holt, grades K and up)

### **Cat and Dog Books:**

*Cats vs. Dogs* by Elizabeth Carney (National Geographic Kids, grades 1<sup>st</sup>-4<sup>th</sup>)

*Everything Cat: What Kids Really Want to Know About Cats* by Marty Crisp (Kids Faqs, grades 3<sup>rd</sup>-6<sup>th</sup>)

*Everything Dog: What Kids Really Want to Know About Dogs* by Marty Crisp (Kids Faqs, grades 3<sup>rd</sup>-6<sup>th</sup>)

*How to Speak Cat* by Sarah Whitehead (Scholastic, grades 2<sup>nd</sup>-5<sup>th</sup>)

*How to Speak Dog* by Sarah Whitehead (Scholastic, grades 2<sup>nd</sup>-5<sup>th</sup>)

*Why Do Cats Meow?* by Joan Holub (Penguin easy-reader, grades 1<sup>st</sup>-2<sup>nd</sup>)

*Why Do Dogs Bark?* by Joan Holub (Penguin easy-reader, grades 1<sup>st</sup>-2<sup>nd</sup>)