

DOCUMENT RESUME

ED 458 530

CS 014 493

AUTHOR Goss, Gail
TITLE Teaching with Cats: Integration of Children's Interests and Literature To Enhance Reading Comprehension.
PUB DATE 2001-07-00
NOTE 12p.; Paper presented at the Annual European Reading Conference (12th, Dublin, Ireland, July 1-4, 2001).
PUB TYPE Opinion Papers (120) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Bibliographies; *Childhood Interests; *Childrens Literature; Class Activities; Elementary Education; *Interdisciplinary Approach; Learning Activities; *Literary Genres; *Reading Comprehension; Reading Skills; *Reading Strategies; Thematic Approach
IDENTIFIERS Cats; *Trade Books

ABSTRACT

This paper discusses and demonstrates how to use children's interests combined with children's literature to make learning easier. According to the paper, the concept is to choose an area that excites children, one where they already have a developed schemata or knowledge base, then to use children's trade books about that topic to teach the skills and strategies that build stronger readers. The paper uses the theme of a love of cats as an example of an interdisciplinary approach to teach a variety of reading skills, strategies, and genre and opines that this same approach is effective with any topic that interests children. It lists the benefits of using an interdisciplinary teaching approach and provides examples of how to accomplish this approach. It then outlines several literary genres--fantasy, realistic fiction, poetry, content information--and provides some examples and activities which can be adapted to different grade levels by changing the materials and directions. The paper concludes by summarizing key points when using an interdisciplinary approach. (Contains 7 references and an extensive bibliography of "cat books" in various genres. Lists 7 web sites.) (NKA)

12th European Conference on Reading
Dublin, Ireland
July 1-4, 2001

Teaching With Cats:
Integration of Children's Interests and Literature
to Enhance Reading Comprehension

Gail Goss, Ed. D.
Central Washington University
Ellensburg, Washington 98926-7409 USA
goss@gcwu.edu

**Reading instruction that uses topics familiar to children
makes learning new information easier and increases
comprehension.**

Individuals learn more rapidly when engaged in meaningful
activities that interest them.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

G. Goss

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

TEACHING WITH CATS: INTEGRATION OF CHILDREN'S INTERESTS AND LITERATURE TO ENHANCE READING COMPREHENSION

The world of today's children is more complicated than in the past. There is a larger volume of information available in a wider variety of forms and more text in non-fiction format. Teaching methods used in the past need to change to meet new needs. Children can no longer learn just facts as in prior times. Readers now need more skills and knowledge of how to find, use, and communicate information.

This presentation will discuss and demonstrate how to use children's interests combined with children's literature to make learning easier. The concept is to choose an area that excites children, one where they already have a developed schemata or knowledge base, then to use children's trade books about that topic to teach the skills and strategies that build stronger readers. I have always loved cats, and I know that many children do too, so I choose that theme as an example of an interdisciplinary approach to teach a variety of reading skills, strategies, and genre. This same approach is effective with any topic that interests children.

BACKGROUND INFORMATION

Classroom practices have often divided the school day into compartmentalized subjects. Little was done to make connections for children between the various content areas or to demonstrate the use of the same skills across disciplines. National Council of Teachers of English (NCTE) recommends focusing instruction on integrated, interdisciplinary activities revolving around a topic that interests children (NCTE, 1995).

What is an interdisciplinary approach? It is looking at a topic from various perspectives and subject areas, using fiction as well as non-fiction trade books and other sources of print information. It is building a large picture of the topic across content areas. Students read widely and use the information gathered to predict, retell, verify, question, and summarize as they pull their information together. Students learn to prepare ways to present or share the knowledge gained with others (Baumann, Hooten, & White, 1999). An interdisciplinary approach allows learners to connect new knowledge they are gaining with their prior knowledge about the topic. They have a variety of opportunities to build their competencies through meaningful writing, reading, listening, and talking, all skills they will need throughout their lives.

Teachers identify areas or subjects that interest their children, collect materials, and build lessons and activities around those materials to make the many connections that enhance learning. Tevebaugh, (2001) stated that “. . . there is indeed much credence to the current theories surrounding cross-curricular instruction and providing student autonomy in learning. The methods we use might differ somewhat, depending on the students with whom we work, but the concepts remain the same. The time for separating language arts and skills instruction from academic subjects has passed. In today's increasingly connected society, students must develop a sense of interdependence and an understanding of possible relationships between diverse endeavors and areas of study” (p. 346-347). Students taught using trade books with activities have significant gains in concept acquisition over students taught with textbooks and activities. They also acquire more concepts and a greater understanding of the concepts (Gussetee, Kowalinski, and McGowan, 1992).

Teachers should be striving to create lifelong readers and learners. To do this students need numerous opportunities to use authentic reading situations within the classroom environment to practice the skills they will use in their life outside of school (Hiebert & Colt,

1989). “Juxtaposing fiction and nonfiction builds on the natural curiosity of students. The fictional accounts draw readers into the story world while the nonfiction texts add facts and depth to the students’ understanding” (Gilles & Mitchell, 2001, p. 579).

The following are benefits of using an interdisciplinary teaching approach built on children’s interests:

- Children’s curiosity about a topic aids learning by capitalizing on their interests, background knowledge, and strengths. Capitalizing on their interests increases positive attitudes.
- Addressing multiple content areas helps students grasp the connections between subjects more easily than using a compartmentalized approach to instruction. Learning important concepts and ideas across curricular areas is simpler.
- Using real world or authentic activities such as researching, collecting and synthesizing data to statistical or narrative reports and sharing the information with others, unlike prepared materials which are not related to students’ needs, increases connections to real world situations. This also incorporates higher level math and language skills.
- Moving outside textbooks exposes readers to the variety of genre in trade books containing material about their interest. It makes it easier to recall pertinent information and helps teach the value of different opinions and sources of information. This allows studying a topic in depth and from various perspectives.

Consider these points when choosing a topic and content to use:

- Use children’s curiosity about a subject to add interest to the learning.
- Use national, regional, state or province standards as curriculum guidelines.
- Look for logical connections to tie subjects together.
- Use authentic activities, not decontextualized activities. Create the kinds of situations in which people engage and learn outside of school.
- Begin with what the learner knows. Using topics that are within their experiences enables students to more easily comprehend new information.

EXAMPLES OF HOW TO ACCOMPLISH AN INTERDISCIPLINARY APPROACH

The rest of the presentation will demonstrate materials and ways of using the theme of cats to implement an interdisciplinary approach. The activities can be adapted to any grade level.

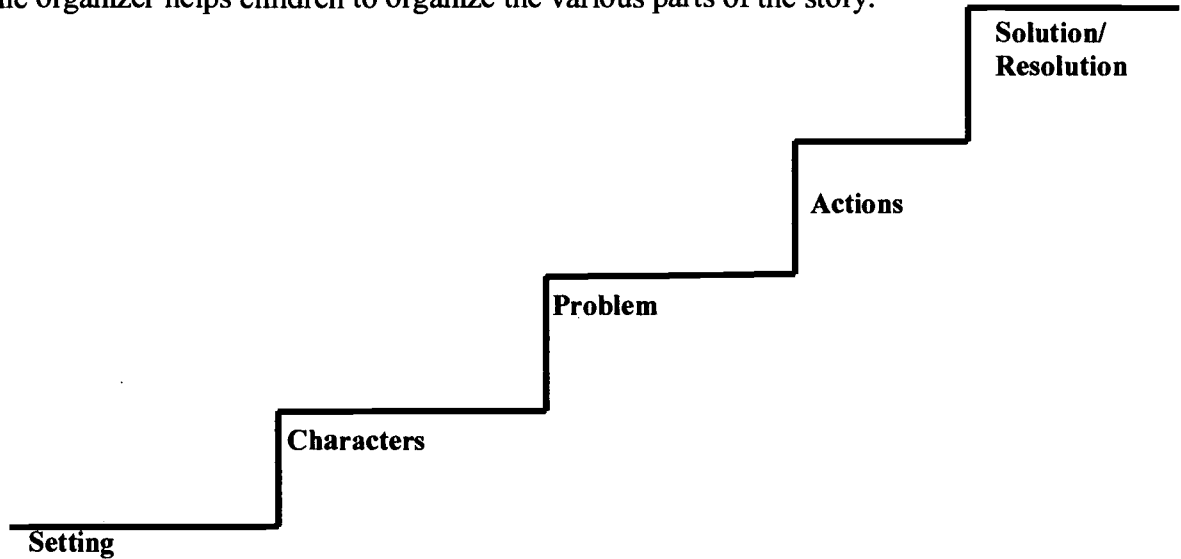
Why cats? An interest in cats goes back centuries. Cats have been worshiped, thought to be magical, and also thought to be witches or from the devil; but they have always fascinated people. In Ireland in the 8th century, a monk wrote the poem *Pangur Ban* about his cat. Celts believed the eyes of a cat acted like windows to the palaces of fairy kings. The kings could look out and watch the world through the cat’s eyes and people could look deeply into a cat’s eyes and see the world of fairies.

The following are some examples and activities in each of the major genre of literature. These activities can easily be adapted to different grade levels by changing the materials and directions.

Fantasy

Two excellent books in the fantasy genre are *Cats of Myth* (Hausman, 2000) and *Puss in Boots* (Perrault, 1990). Both books use wonderful, rich language to describe cats. Activities to use:

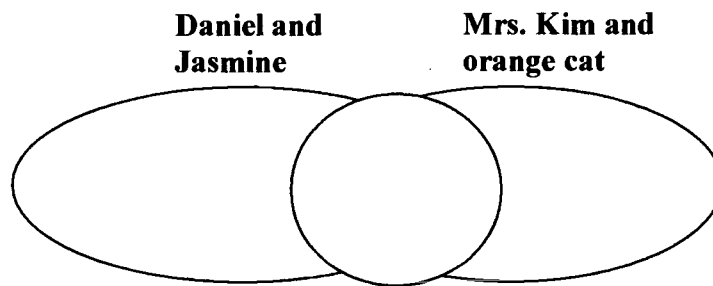
Step Grammar: The reader fills in each part of story grammar as they read the story. Using a graphic organizer helps children to organize the various parts of the story.



Story maps: (see an example of *Trait Maps* under Informational genre). This type of graphic organizer can be used for story grammar, too.

Realistic Fiction

Smoky Night (Bunting, 1994) is an American Caldecott winner. This story is an excellent one to use in a **Venn Diagram** to compare and contrast.



The readers lists all the points or ideas from the story that are about Daniel and Jasmine on the left and those about Mrs. Kim and the orange cat on the right. Items that tell about both characters are written in the middle of the diagram. This organizer helps readers determine the likenesses and differences between the characters. Discussion about the placement of items in a particular area helps develop more understanding.

Smokey Night is an excellent book to use for writing, too. The cats have no dialogue. The students could write what they believe the cats are saying during the crisis or how the two families interact after the riots.

Poetry

Introducing children to all types of poetry expands their appreciation of this craft and provides another way to use words. In *I am the Cat* (Scheertle, 1990) this lovely poem describes a typical cat action:

She flows around my ankles, lapping in soft gray waves against my legs.

Word Banks. Have the children brainstorm all the words they know that tell about cats. When brainstorming, write the words as they come from the children. Later rewrite the words on tag board or chart paper, then they can be used for a huge variety of purposes. The children can rearrange the words into categories such as:

- alphabetizing
- classifying phonologically - sounds, syllables, vowels, structural analysis
- syntax – nouns, verbs, adverbs
- antonyms/synonyms
- categories – actions, colors, traits

The words make a bank to use for:

- writing using frame sentences (The cat is _____.)
- writing stories, poetry, presentations
- game activity

Information/non-fiction/content reading

How to Talk to Your Cat (George, 2000) is an excellent book written in narrative nonfiction style. One section describes the “vocabulary” a cat uses to communicate. Check students’ comprehension by having them read the descriptions of a cat’s meows and then demonstrate the “language” the cat is using.

Data sheets help students organize information they gain from their reading.

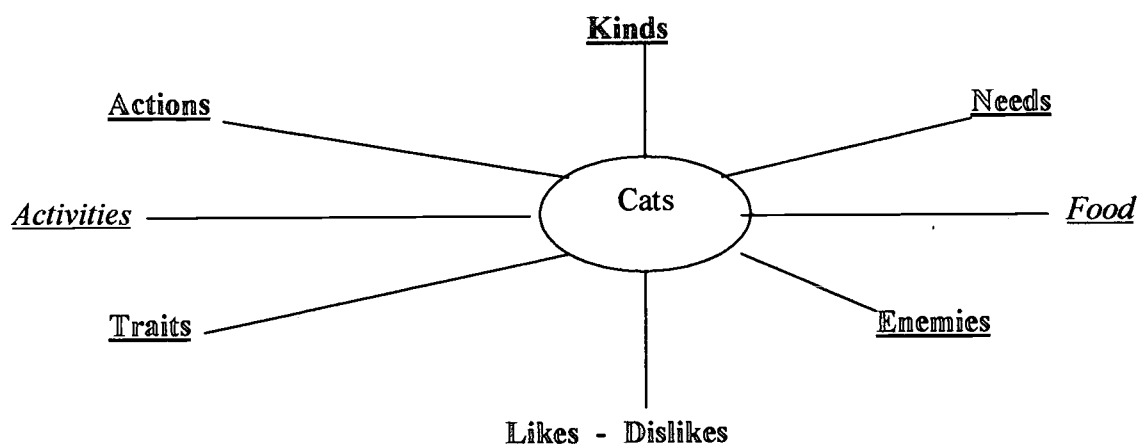
Data Chart for Summarizing Information

Books	What is the best food to feed cats?	What kind of care does a cat need?	How do cats communicate?
Bonnors, Susan. (1998). <i>Why Does the Cat do that?</i>			
Gutman, Bill. (1997). Becoming You Cat’s Best Friend			
Richards, James. (1999). <i>Complete Guide to Cats.</i>			
Taylor, David. (1989). <i>The Ultimate Cat Book</i>			
Summary			

A data chart can be used in several different ways. A different child reads each of the books and writes the answers to each question. Then the children meet in a group with the readers of the other books and compare the information. Last, the group writes a summary of the information together.

This approach allows readers at different levels to gather the same information when the teacher carefully chooses the book to give to each reader. This permits children reading at a variety of levels to have exposure to other readers' ways of obtaining and organizing information. Another way to use a data sheet is to have each child read all the books and then do her own summary of the information.

Traits maps help readers pull together information they have been gathering. Any words or ideas can be used for the categories. The readers list all the words they have found that tell about each descriptor.



More writing activities

- Create a new ending for the story
- Change the time and location of the story
- Write and illustrate from the cat's point of view
- Write a biography of their own cat

Oral activities

- Interview a cat owner or veterinarian and share the information
- Panel presentations on cats
- Video presentations
- Reader's Theater
- Puppets
- Mime

SUMMARY OF KEY POINTS WHEN USING AN INTERDISCIPLINARY APPROACH:

- Comprehension is easier for the reader when new knowledge is connected to existing background knowledge.

- Do not address a single topic such as cats, teddy bears, etc., but rather address broader areas such as life cycles, appeal, traits, value.
- Over-plan resources and activities to accommodate students' interests. Attempt to have approximately 50-75 books and a variety of reading materials in all genres and include electronic materials.
- Have a variety of hands-on lessons, different ways of organizing information, graphs, charts, speeches, videos; paired activities, whole-class lessons, small-group work. Use mini-lessons to teach specific skills as they are needed.
- Use the topic as an outline to study research, organization, and presentation activities that adapt to the needs and interests of students through meaningful content and authentic uses of summarizing, retelling, predicting, verifying, and questioning.
- Highlight the importance of students developing knowledge and skills that derive from a variety of academic disciplines.

REFERENCES

Barton, K. C. & Smith, L. A. (2000). Themes or motifs? Aiming for coherence through interdisciplinary outlines. The Reading Teacher, 54(1), 54-63.

Baumann, J. F., Hooten, H. & White, P. (1999). Teaching comprehension through literature: A teacher-research project to develop fifth graders' reading strategies and motivation. The Reading Teacher, 53(1), 38-51.

Gilles, C. & Mitchell Pierce, K. (2001). Talking about books: Pairing fact and fiction for deep understanding. Language Arts, 78(6), 579-588.

Guzzette, B. J., Kowalinski, B. J., & McGowan, T. (1992). Using literature-based approach to teaching social studies. Journal of Reading, 36(2), 113-122.

Hiebert E. H. & Colt, J. (1989). Patterns of literature-based reading instruction. The Reading Teacher, 43(1), 14-20.

National Council of Teachers of English (1995). Position statement on interdisciplinary learning, preK-Grade 4. Urbana, IL: National Council of Teachers of English.

Tevebaugh, T. (2001). Welcome to our web: Integrating subjects through entomology. Language Arts, 78(4), 343-347.

BIBLIOGRAPHY OF CAT BOOKS

Compiled by Gail Goss; Central Washington University; Ellensburg, WA 98902; goss@cwu.edu



Fantasy

- Aardema, Verna. (1992). *Traveling to Tondo: A tale of the Nkundo of Zaire*. New York, NY: Alfred Knopf.
- Anello, Christine. (1987). *The farmyard cat*. Australia: Ashton Scholastic Pty. Ltd.
- Armstrong, Jennifer. (1993). *Chin yu min and the ginger cat*. New York, NY: Crowne.
- Bagley, Nicola. (1984). *Spider cat*. New York, NY: Alfred A. Knopf.
- Bohdal, Susi. (1982). *Selina, the mouse and the giant cat*. London: Faber & Faber.
- Brown, Margaret Wise/ MacDonald, Golden (1946). *The little island*. New York, NY: Doubleday.
- Cocca-Leffler, Maryann. (1990). *Wednesday is spaghetti day*. New York, NY: Scholastic.
- DeCaro, Frank (Ed.) (1993). *The folktale cat*. Little Rock, AR: August House Publishers, Inc.
- dePaola, Tommie. (1991). *Bonjour Mr. Satie*. New York, NY: G. P. Putnam's Sons.
- Ducan, Lois. (2000). *I walk at night*. New York, NY: Penguin Putnam Books for Young Readers.
- Ga'g, Wanda. (1928). *Millions of cats*. New York, NY: Coward-McCann.
- Gordon, Gaelyn. (1992). *Duckat*. New York, NY: Scholastic.
- Greene, Carol. (1991). *The old ladies who liked cats*. New York, NY: Harper Collins.
- Harjo, Joy. (2000). *The good luck cat*. New York, NY: Harcourt Brace & Co.
- Heidenreich, Elke. (1997). *Nero Corleone: A cat's story*. New York, NY: Viking Children's Books.
- Helner, Marilyn (1999). *Fog cat*. Buffalo, NY: Kids Can Press, Inc.
- Hogrogian, Nonny. (1988). *The cat who loved to sing*. New York, NY: Alfred A. Knopf.
- LeGuin, Ursula K. (1988). *Catwings*. New York, NY: Scholastic.
- LeGuin, Ursula K. (1989). *Catwings return*. New York, NY: Scholastic.
- LeGuin, Ursula K. (1994). *Wonderful Alexander and the catwings*. New York, NY: Scholastic.
- Jeschke, Susan. (1987). *Lucky's choice*. New York, NY: Scholastic.
- Kent, Jack. (1971). *The fat cat: A Danish folktale*. New York, NY: Parent Magazine Press.
- MrBratney, Sam. (1996). *The dark at the top of the stairs*. Cambridge, MA: Candlewick Press.
- Mahy, Margaret, (1993). *The three legged cat*. New York, NY: Viking Children's Books.
- Namioka, Lensey. (1995). *The loyal cat*. New York, NY: Harcourt Brace & Co.
- Perrault, Charles. (Illus. Marcellino, Fred). (1990). *Puss in boots*. New York, NY: Farrar Staraus Girouxee
- Priceman, Marjorie. (1998). *My nine lives*. New York, NY: Atheneum.
- Purdy, Carol. (1994). *Mrs. Merriwether's musical cat*. New York, NY: Putnam & Grosset.
- Plume, Ilse. (1980). *The Bremen town musicians*. New York, NY: Doubleday.
- Potter, Beatrix. (1907). *The tale of Tom Kitten*. London: Frederick Warne & Co.
- Potter, Beatrix. (1908). *The tale of Samuel Whiskers*. London: Frederick Warne & Co.
- Rylant, Cynthia. (1997). *Cat heaven*. New York, NY: Scholastic.
- SanSouci, Robert. D. (1996). *The white cat*. New York, NY: Orchard.
- Seuss, Dr. (1958). *The cat in the hat*. New York, NY: Random House.
- Stadler, John. (1997). *The cats of Mrs. Calamari*. New York, NY: Orchard.
- Soto, Gary. (1997). *The cat's meow*. New York, NY: The Little Apple.
- Soto, Gary. (1995). *Chato's kitchen*. New York, NY: G. P. Putnam's Sons.
- Stolz, Mary. (1963). *Cat walk*. New York, NY: Harper & Row.
- Titus, Eve. (1957). *Anatole and the cat*. New York, NY: McGraw-Hill.
- Waber, Bernard. (1963). *Rich cat, poor cat*. New York, NY: Houghton Mifflin Co.
- Zaum, Marjorie. (1981). *Catlore: Tales from around the world*. New York, NY: Atheneum.



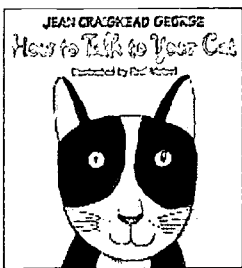
Realistic Fiction

- Baker, Leslie. (1987). *The third story cat*. Boston, MA: Little, Brown and Company.
- Balian, Lorna. (1986). *Amelia's nine lives*. Nashville, TN: Abingdon Press.
- Brown, Ruth. (1986). *Our cat Flossie*. New York: E. P. Dutton.
- Bunting, Eve. (1994). *Smoky night*. New York, NY: Harcourt Brace & Co.
- Burnford, Shelia. (1960). *The incredible journey*. New York, NY: Bantam Books.
- Danzieger, Paula. (1974). *The cat ate my gymsuit*. New York, NY: Putnam.
- Farjeon, Eleanor. (1996). *Cats sleep anywhere*. New York, NY: Harper Collins.
- Fox, Paula. (1984). *One eyed cat*. New York, NY: Bantam Doubleday Dell.
- Herriot, James. (1991). *Moses the kitten*. London: Michael Joseph Ltd.
- Martin, Ann M. (1996). *Leo the magnificent*. New York, NY: Scholastic.
- Moore, Inga. (1991). *Six dinner Sid*. New York, NY: Simon & Schuster.
- Myers, Christopher A. (1999). *Black cat*. New York, NY: Scholastic.
- Newberry, Clare Turlay. (1942). *Marshmallow*. New York, NY: Harper Collins.
- Pank, Rachel. (1991). *Under the blackberries*. New York, NY: Scholastic.
- Shreve, Susan. (1999). *Ghost cats*. New York, NY: Scholastic.
- Simmie, Lois. (1995). *No cats allowed*. San Francisco, CA: Chronicle Books.
- Viorst, Judith. (1971). *The tenth good thing about Barney*. New York, NY: Macmillian.



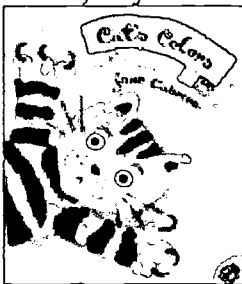
Poerty

- de Regniers, Beatrice Schenk. (1985). *So many cats*. New York, NY: Houghton Mifflin.
- de Regniers, Beatrice Schenk. (1985). *This big cat and other cats I've known*. New York, NY: Crown, Inc.
- Larrick, Nancy (Ed) (1988). *Cats are cats*. New York, NY: Philomel Books.
- Lear, Edward. (Illus. Marshall, James). (1998). *Owl and the pussy cat*. New York, NY: Harper Collins
- Leman, Martin & Carter, Angela. (1979). *Comic and curious cats*. New York, NY: Harmony Books.
- Leman, Martin. (1990). *Little kitten book*. London: William Clowes Limited.
- Lucas, Barbara, (Ed.). (1986). *Cats by Mother Goose*. New York, NY: Lothrop, Lee, & Shepard Books.
- Ryder, Joanne, (2000). *Rainbow wings*. New York, NY: Harper Collins.
- Scheertle, Alice. (1999). *I am the cat*. New York, NY: Lothrop, Lee, & Shepard Books..
- Tiller, Ruth. (1995). *Cats vanish slowly*. Atlanta, GA: Peachtree.
- West, Colin (1988). *I bought my love a tabby cat*. San Francisco, CA: Chronicle Books.



Informational

- Ames, Lee J. (1986). *Draw 50 cats*. New York, NY: Doubleday.
- Bailey, Nicola. (Ed.). (1998). *The necessary cat: A celebration of cats in picture and word*. New York, NY: Candlewick.
- Bonnars, Susan. (1998). *Why does the cat do that?* New York, NY: Henry Holt & Co.
- Burton, Jane. *Ginger the kitten: How your pet grows*. (1988). New York, NY: Random House.
- Edney, Andrew. (1992). *Complete cat care manual*. New York, NY: DK Publishing.
- George, Jean Craighead. (2000). *How to talk to your cat*. New York, NY: Harper Collins Publisher.
- Gibbons, Gail. (1996). *Cats*. New York, NY: Holiday House.
- Gutman, Bill. (1997). *Becoming your cat's best friend*. Millbrook Press.
- Hawksley, Gerald & Julie. (1989). *Cats: A child's guide to caring for pets*. New York, NY: Victoria Publishing.
- Herbert, Susan. (1996). *Shakespeare cats*. New York, NY: Little Brown.
- Higgins, Maria Mihallik. (1998). *Cats: From tigers to tabbies*. New York NY: Crown Publishing.
- Lauber, Patricia. (1998). *The true or false book of cats*. New York, NY: National Geographic Society.
- Marzollo, Jean. (1990). *Pretend you're a cat*. New York, NY: Dial Books.
- Miller, Michaela. (1998). *Cats*. Portsmouth, CT: Heineman.
- Richards, James. (1999). *Complete guide to cats*. San Francisco, CA: Chronicle Books.
- Rock, Maxine. (1998). *Totally fun things to do with your cat*. New York, NY: John Wiley & Sons, Inc.
- Selsan, Millicent E. (1992). *How kittens grow*. New York, NY: Scholastic.
- Simon, Seymour. (1991). *Big cats*. New York, NY: Harper Collins Children's Books.
- Sterbenz, Carol Endler. (1986). *The cat album: A pet owner's memory book*. New York, NY: Philomel Books
- Taylor, David. (1989). *The ultimate cat book*. New York, NY: Simon & Schuster.
- Tildes, Phyllis Limbacher. (1995). *Counting on calico*. Watertown, PA: Charlesbridge Publishing.



Emergent Readers

- Bottomley, Jane. (1989). *Today I am a cat*. London: Belitha Press.
- Brown, Ruth. (1999). *Holly*. New York, NY: Henry Holt & Co.
- Cabrera, Jane. (1997). *Cat's Colors*. London: Reed Children's Books.
- Carle, Eric. (1987). *Have you seen my cat?* Saxonville, MA: Picture Book Studio.
- Cooper, Helen. (1998). *Pumpkin soup*. New York, NY: Farrar, Straus & Giroux.
- Day, Nancy, Raines. (2000). *A kitten's year*. New York, NY: Harper Collins.
- Dunbar, Joyce. (1991). *Four fierce kittens*. New York, NY: Scholastic.
- Eisler, Colin. (1988). *Cats know best*. New York, NY: Dial Books.
- Fleming, Denise, (1998). *Mama cat has three kittens*. New York, NY: Henry Holt & Co.
- Hayde. (1997). *Milton*. Geneva: Chronicle Books.
- Herson, Kathleen & Donald. (1989). *The copy cat*. New York, NY: Macmillan.
- Jewell, Nancy. (1983). *ABC cat*. New York, NY: Harper & Row.
- Kerns-Douglas, Richardo. (1998). *The Miss Meow pageant* New York, NY: Annick Press.
- Ketleman, Helen. (1996). *Grandma's cat*. Boston, MA: Houghton Mifflin.
- Lobel, Anita. (2000). *One light house, one moon*. New York, NY: Greenwillow Books/Harper Collins.
- Saul, Carol P. (1998). *Barn cat*. New York, NY: Little Brown & Co.
- Taylor, Judy. (1987). *My cat*. New York, NY: Macmillan.

A few web sites

<http://www.cfainc.org> Cat Fanciers Association

<http://www.cindydrew.com/cats> Information and facts about cats

<http://www.geocities.com/athens/troy/5059/cat.html> Lists of books about cats

<http://www.citizenlunchbox.com/famous/animals.html> Famous cats and their owners

<http://www.mania.com.au/~pshaw> Books and activities as well as links to a wealth of information about cats

<http://www.factmonster.com/spot/quiz/famouscats/1.html> Quiz about famous cats in books

<http://www.iol.ie/~kaf/> Animal Foundation in Kildare, Ireland



U.S. Department of Education
Office of Educational Research and Improvement (OERI)

National Library of Education (NLE)
Educational Resources Information Center (ERIC)



CS 014 493

Reproduction Release
(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: <u>Teaching With Cats: Integration of Children's Interests</u>	
Author(s): <u>Gail Gags</u> <u>to Enhance Reading Comprehension</u>	
Corporate Source:	Publication Date: <u>July, 2001</u>

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, Resources in Education (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign in the indicated space following.

The sample sticker shown below will be affixed to all Level 1 documents	The sample sticker shown below will be affixed to all Level 2A documents	The sample sticker shown below will be affixed to all Level 2B documents
<p>PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY</p> <p>_____</p> <p>_____</p> <p>TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)</p> <p style="text-align: center;">Level 1</p>	<p>PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY</p> <p>_____</p> <p>_____</p> <p>TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)</p> <p style="text-align: center;">Level 2A</p>	<p>PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY</p> <p>_____</p> <p>_____</p> <p>TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)</p> <p style="text-align: center;">Level 2B</p>
<p>↑</p> <p><input checked="" type="checkbox"/></p>	<p>↑</p> <p><input type="checkbox"/></p>	<p>↑</p> <p><input type="checkbox"/></p>
<p>Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g. electronic) and paper copy.</p>	<p>Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only</p>	<p>Check here for Level 2B release, permitting reproduction and dissemination in microfiche only</p>
<p>Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.</p>		

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche, or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Signature: <i>Gail Goss</i>	Printed Name/Position/Title: <i>Gail Goss Professor of Education</i>	
Organization/Address:	Telephone: <i>509-963-1472</i>	Fax: <i>509-963-1162</i>
	E-mail Address: <i>goss@cwu.edu</i>	Date: <i>Oct. 19, 2001</i>

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:
ERIC Clearinghouse on Reading, English and Communication

ERIC/REC Clearinghouse
2805 E 10th St Suite 140
Bloomington, IN 47408-2698
Telephone: 812-855-5847
Toll Free: 800-759-4723
FAX: 812-856-5512
e-mail: ericcs@indiana.edu
WWW: <http://eric.indiana.edu>

EFF-088 (Rev. 9/97)

All we need is the price of a paperback book to sustain a non-profit website the whole world depends on. We have only 150 staff but run one of the world's top websites. We're dedicated to reader privacy so we never track you. The average donation is \$45. If everyone reading this chips in just \$5, we can end this fundraiser today. All we need is the price of a paperback book to sustain a non-profit website the whole world depends on. We're dedicated to reader privacy so we never track you. We never accept ads. Books to Borrow. Camera. Canon EOS 5D Mark II. External-identifier. urn:oclc:record:1037696517. Foldoutcount. 0. Identifier. CAT31285997. Identifier-ark. ark:/13960/t3nw2gp5d. Invoice. Unfollow warriors cats books to stop getting updates on your eBay Feed. You'll receive email and Feed alerts when new items arrive. Turn off email alerts. warriors cats books: Items in search results. SPONSORED. Lot of 10 Warriors Books Erin Hunter "Game of Thrones but with Cats" (bb18).

If everyone chips in \$5, we can keep our website independent, strong and ad-free. Right now, a generous supporter will match your donation 2-to-1, so your \$5 gift turns into \$15 for us. That's right, all we need is the price of a paperback book to sustain a non-profit library the whole world depends on. We have only 150 staff but run one of the world's top websites. We're dedicated to reader privacy so we never track you. Alibaba.com offers 98,454 cats trade products. About 1% of these are Cat Litter Box, 2% are Interactive Toys, and 0% are Catnip Toys. A wide variety of cats trade options are available to you, such as feature. Outer package can be woven sack or carton box, for most accurate pallet loading data please contact our staff. We provide matching pet products if you are interested in, such as scratching board, Cat Climber, etc. Promotional Trade Assurance dog and cat brush for shedding. US \$1.50-\$5.00 / Piece. 500 Pieces (Min).