Lesson 6: Cat Cafe

TRANSCRIPT

HOOK 1

Hi. It's Amy.

The other day, I went here. From the outside, it looks like a coffee shop—it has big windows, a sign that says fresh coffee, and little tables where people can sit—but when you walk in, it looks like this.

That's because it's a cat cafe. A cat cafe is a place where people can sit, have a snack or drink but also hang out with some adorable cats. The cats walk around the cafe, play with toys, nap, sit by the window, and much more.

This is the owner of the cat cafe. Her name is Katie. Katie noticed something happening in the cafe. Lots of visitors would come in, but they kept saying things like, "Which cat is that?" "What's this cat's name?" "Wait, is that the same cat from before?" So, Katie had an idea. She decided to make these—they're cat trading cards.

Trading cards are small cards with pictures and information on them that people can collect and trade with each other. There are trading cards for athletes, Pokemon, and now cats.

Katie wants each card to have a picture of the cat in action. She also wants to have a sentence under the picture that describes what's happening in the picture, in case it's hard to tell just by looking at it. This one says, "Mia gets her picture taken."

Here's the first one Katie made. This is Andrew. Here's the picture of Andrew that will go on the card. And here's the sentence Katie put under it to describe what's happening in the picture: "Andrew rides on the vacuum." Now, she can make copies of this card for all of the tables so everyone knows which cat is Andrew.

Katie is off to a great start, but there are lots of cats in the cafe. Katie needs to make more cards so that people who visit the cat cafe will know who each cat is, and they can even take some of their favorite cards home.

In today's lesson, you'll help Katie make trading cards for more cats at the cafe.

I'll get you started, step by step.

STEP 1

Today, your class is helping Katie make trading cards for her cat cafe. Each of the cards will have a picture and a sentence about the cat for everyone to see.

First, let's make sure you're ready to write sentences that sound and look like a complete idea. Here's something that will help you with that. It's a Super Sentence Checklist.

Teacher: Tape up the Super Sentence Checklist poster somewhere everyone can see it.

When you're done, move on to the next step.

STEP 2

It's time to meet the first cat—this is Leo. Leo loves to play in boxes. Here's the picture Katie took for his trading card. And here's the sentence Katie added to match the picture she took: "Leo plays in boxes."

Katie needs our help to make sure this sounds and looks like a complete sentence. Take a look at the Super Sentence Checklist.

A sentence needs four things. That's why there are four spaces to fill in. We'll fill in this poster one line at a time as we go through this first sentence. You'll need to do an air check every time we check something off the list, like this. Try it with me. One more time.

The first thing this sentence needs to have is a subject, or who the sentence is about.

Teacher: Write the word "subject" on the first line of the checklist.

STEP 3

Discuss: Is there a subject in this sentence? If so, who is it?

STEP 4

There is a subject—it's Leo—that's who the sentence is about.

Do an air check for subject.

The second thing this sentence needs to have is an action, or what the subject is doing.

Teacher: Write the word "action" on the second line of the checklist.

STEP 5

Discuss: Is there an action in this sentence? If so, what is the subject doing?

STEP 6

There is an action, it's: "plays in boxes."

Do an air check for action.

The third thing this sentence needs to have is a capital letter at the beginning.

Teacher: Write the words "capital letter" on the third line of the checklist.

STEP 7

Discuss: Is there a capital letter at the beginning of this sentence? If so, what letter is it?

STEP 8

Yes, there is a capital letter! So far, Katie's sentence is looking and sounding great.

Do an air check for capital letter.

The last thing this sentence needs is punctuation at the end, which is the end mark in a sentence.

Teacher: Write the word "punctuation" on the fourth line of the checklist.

STEP 9

Discuss: Is there punctuation in this sentence? If so, is it a period, exclamation point, or question mark?

STEP 10

Yes. There's a period at the end!

Do an air check for punctuation.

Way to go! You helped make sure Katie's first sentence sounded and looked like a complete idea by using the Super Sentence Checklist, and now Leo's trading card is

complete. It has a subject, an action, a capital letter at the beginning, and a period at the end. That looks cat-tastic!

When you're ready, move on to the next step.

STEP 11

Now you're going to help create a sentence for another trading card. Let's meet our next cat. This is Pip. Pip likes to give high fives. Here's the picture Katie took for Pip's card. Now, we need a sentence that describes Pip in this picture.

I'm going to give you one minute to come up with the sentence as a class.

Discuss: What's a sentence that could describe what's happening in this picture of Pip?

Teacher: Choose one sentence to write on the board or somewhere everyone can see it.

STEP 12

Here's the sentence Katie came up with: "Pip gives a high five." Your sentence probably looks different and that's great.

Now we need to make sure our sentences sound and look like a complete idea. It's time to look at the Super Sentence Checklist.

Katie's going to use the checklist to check her sentence. Do an air check as we go through the list.

> Does it have a subject? Yes, it's "pip." Air check.
>
> Does it have an action? Yes, "gives a high five." Air check.

Does it start with a capital letter? Whoops. No, she forgot that. But now she can fix it. And air check.

Does it have punctuation? Yes. It has a period. Air check.

Katie's sentence sounds and looks like a complete idea. Pip's trading card is complete. Check it out. It's purr-fect.

Now it's your turn.

Teacher: Go through the checklist together as a class to make sure the sentence written on the board sounds and looks like a complete idea.

You can make changes if you need to. When you're done, move on to the next step.

STEP 13

Let's meet the next cat. This is Max. Max likes to lay in the sun by the window. Here's the picture Katie took. Now we need a sentence that describes Max in this picture.

I'm going to give you one minute to come up with a sentence as a class. You can come up with more if you'd like.

Discuss: What's a sentence that could describe what's happening in this picture of Max? If you need help, you can use one of these words: "sleeps, naps, sun, window."

Teacher: choose one sentence to write on the board or somewhere everyone can see it.

STEP 14

It's time to check if your sentence about Max sounds and looks like a complete idea.

Teacher: Go through the checklist to make sure the sentence on the board sounds and looks like a complete idea.

When you're done, move on to the next step.

STEP 15

For this next part, you're going to work with a partner to make one more card for a cat at the cat cafe.

When you're ready, move on to the next step.

STEP 16

Get your supplies.

STEP 17

In this activity, you'll need someone to work or share ideas with. That means you'll need a partner. A partner is a person you work with to talk, think, and help each other do the activity.

This could be someone your teacher assigns or someone you sit near. When everyone knows who their partner is, go on to the next step.

STEP 18

Find the line at the top of your page that says, "Name." Write your name on the line.

STEP 19

Before you come up with your next sentence, look at this part of your worksheet. This is called an Idea Bank. It's like a little list of words that can help you when you're writing. You can look at the words and choose one or more to help you write your sentence. You can also think of your own words or use other writing tools in your classroom.

Look at your worksheet. Point to the words in the Idea Bank as I read them: "spins, chases, grabs, tail, circle." Let's read them one more time: "spins, chases, grabs, tail, circle."

Awesome job! Now, let's meet the last cat at Katie's Cat Cafe. Go to the next step.

STEP 20

This is Ted. Ted likes to chase his tail.

Here's the picture Katie took. Now, we need a sentence that describes Ted in this picture.

Discuss with your partner: What is a sentence that could describe what's happening in this picture of Ted?

STEP 21

Find the cat paw on the lines. This is where you'll start your sentence.

Write a sentence to describe what is happening in this picture of Ted. If you need help, you can use one or more of the words in your Idea Bank. I'll read them one more time: "spins, chases, grabs, tail, circle."

When you're done writing, give a silent thumbs up.

STEP 22

Here's what Katie came up with: "Ted chases his tail." You probably came up with something different, and that's great.

Now it's time to check if your sentence about Ted sounds and looks like a complete idea. Use the Super Sentence Checklist poster to see if your sentence has a subject, action, a capital letter at the beginning, and punctuation at the end.

Do an air check for each thing your sentence has. If your sentence is missing one, you can make changes.

STEP 23

Take turns sharing your sentence about Ted with your partner. You can make changes if you want.

STEP 24

If you have time, you can decorate your trading cards and tape them up with your class's Super Sentence Checklist poster.

WRAP UP

Way to go! You just helped Katie create some amazing trading cards for these cats. Now everyone who visits the cat cafe will get to see trading cards for Andrew, Leo, Pip, Max, and Ted.

Here's a thank you from the cats. Thanks for all your help today. I'll see you next time.