

CONNECTION® TO LITERATURE

part of the CONNECTION® series

The Tale of Tom Kitten

a study guide to support integrated learning,
academic performance, and positive behavior

math, reading, writing, social studies, science,
fine arts, and technology



KAMICO®

INSTRUCTIONAL MEDIA

CONNECTION[®] TO LITERATURE

part of the CONNECTION[®] series

The Tale of Tom Kitten

XIV/iii/MMXXIII

KAMICO[®] Instructional Media, Inc.'s study guides provide support for integrated learning, academic performance, and positive behavior. Students become active participants in the learning process as they gain an appreciation of literature. Vocabulary and spelling development, reading comprehension, writing composition, math problem solving, social studies activities, science investigations, fine arts activities, and technology applications are all created around content contained in a popular children's book or young adult novel.

© 2010–2023 KAMICO[®] Instructional Media, Inc. ("KAMICO[®]"). All Rights Reserved. No part of these materials may be reproduced, stored in a retrieval system, distributed, or transmitted in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from KAMICO[®] Instructional Media, Inc., with the limited exceptions found below.

Reproduction of these materials for use by an individual teacher solely in his or her classroom and not for sale or any other use is permissible. REPRODUCTION OF THESE MATERIALS FOR ANY OTHER USE (INCLUDING WITHIN ANY GRADE LEVEL, SCHOOL, OR SCHOOL SYSTEM) IS STRICTLY PROHIBITED.

KAMICO[®] Instructional Media, Inc.
P.O. Box 1143
Salado, Texas 76571
Telephone: 254.947.7283 Fax: 254.947.7284
E-mail: kmichael@kamico.com Website: <https://www.kamico.com>

KAMICO® Instructional Media, Inc.

CONNECTION® TO LITERATURE
The Tale of Tom Kitten
Table of Contents

Recommendations for Prekindergarten through First Grade	3
Recommendations for an Individualized Reading Program	5
Recommendations for a Small Group and a Whole Class Instructional Program . .	6
❖ ❖ ❖ ❖ ❖	
Vocabulary	7
Spelling	14
Reading Comprehension	20
Mathematics	26
Writing Composition	34
Social Studies	35
Science	36
Fine Arts - Art	37
Technology	38
❖ ❖ ❖ ❖ ❖	
Answer Key	40



Prepare Students for the Book

1. As a class, discuss the vocabulary words (which students will later discover in the book), and ask students to speculate as to what they think the words mean.
2. As a class, look the words up in a dictionary. Read the definitions to the students. In their own words, students state the definitions.
3. As a class, use the vocabulary words in sentences.
4. Allow students to draw illustrations of the words as appropriate.
5. Post the illustrations around the classroom.
6. Show the cover of the book. Encourage students to predict what the book will be about.

Read the Book

Read the book aloud to the class.

Discuss the Book

1. As a class, complete the spelling activity.
2. Read the first reading comprehension question and answers aloud to students. Have students select what they think is the correct answer and fill in the bubble next to the selected answer. Then discuss the question and answers. Continue this process until all questions have been answered and discussed.
3. Read the first mathematics question and answers aloud to students. Have students select what they think is the correct answer and fill in the bubble next to the selected answer. Then discuss the question and answers. Continue this process until all questions have been answered and discussed.

After Completing the Book

1. Complete the writing activity as a class or individually using invented spelling.
2. Complete the social studies and science activities individually, in small groups, or as a class.
3. Complete the technology activity individually, in small groups, or as a class.
4. Complete the fine arts activity individually, in small groups, or as a class.



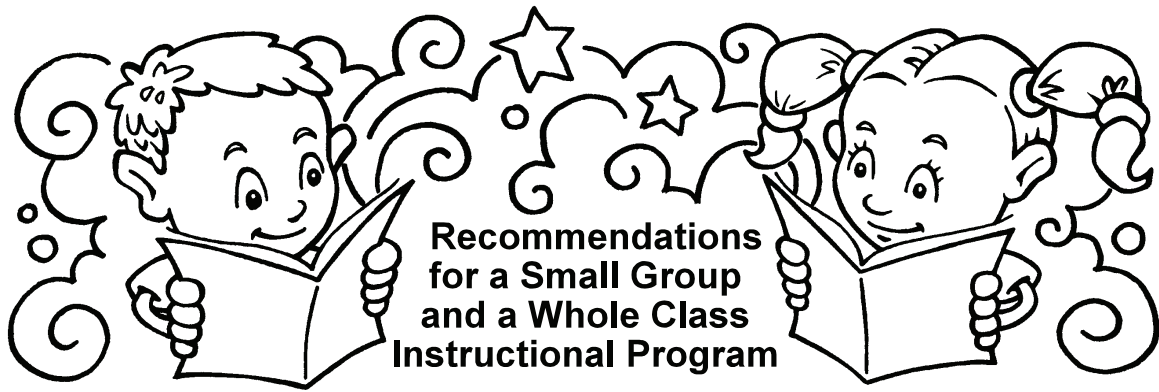
Recommendations for an Individualized Reading Program

Set Up a Center

1. Prepare a file folder for each book in the center.
 - a. Write the name of the book on the front of the folder and on the tab.
 - b. Place the vocabulary, spelling, reading comprehension, mathematics, science, social studies, writing composition, technology, and fine arts materials in the folder.
 - c. Place a copy of the book in the folder.
2. Prepare a master list of all the books in the center and the students' names. As each student completes a book, check off the title of that book on the list next to the name of the student.

Procedures for the Program

1. Each student chooses a book.
2. Students complete vocabulary activities for the chosen book.
3. Students read their books silently.
4. Students complete spelling, reading comprehension, and mathematics contained within the folder, on a separate sheet of paper.
5. Students complete the writing composition and the social studies, science, technology, and fine arts activities specified for the book.
6. Students turn in all written materials.
7. Students share writing composition and the fine arts activity with their classmates.



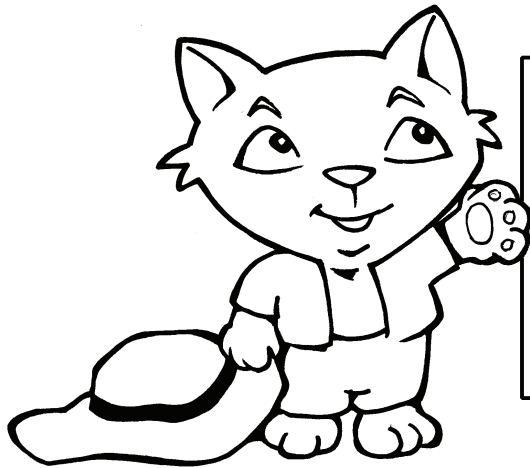
Small Group Program—Group students into sets of three to six depending on the number of available books. **Do not ability-group students.**

Procedures for the Small Group and Whole Class Program

1. Students complete vocabulary activities individually or in small groups for the chosen book.
2. Students read the book silently.
3. Students read and discuss the book aloud.
4. Students complete the spelling, reading comprehension, and mathematics individually or in small groups.
5. Students complete the writing composition and share with their peers.
6. Students complete the social studies, science, technology, and fine arts activities individually or in small groups.
7. Students share the fine arts activities with their classmates.
8. Students discuss their feelings about the book.

Name _____ Date _____

The Tale of Tom Kitten Vocabulary



pinafore	tucker
elegant	trod

What do you think each word means?

1. pinafore _____

2. elegant _____

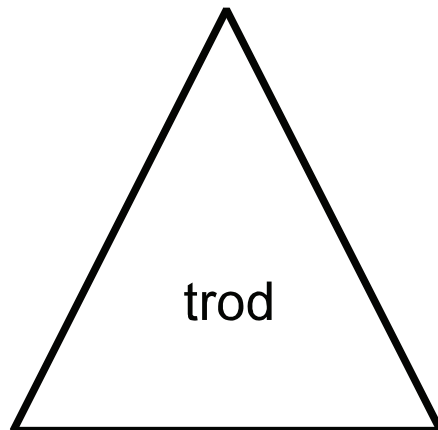
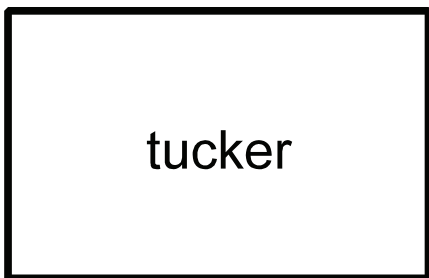
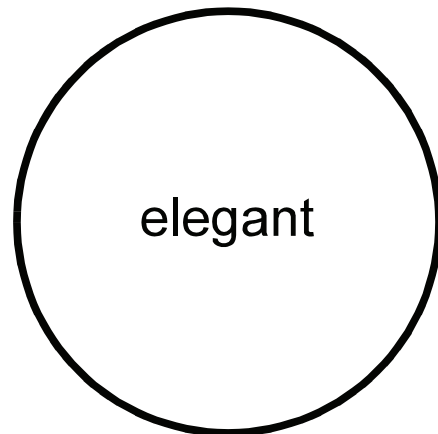
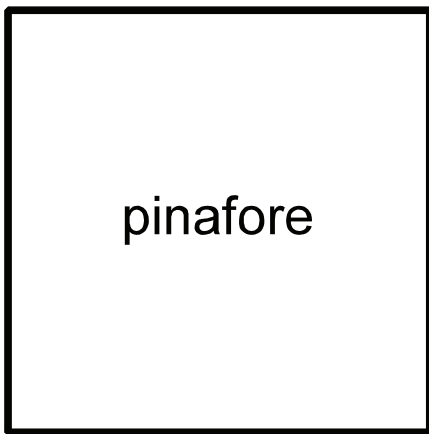
3. tucker _____

4. trod _____

Name _____ Date _____

The Tale of Tom Kitten Vocabulary

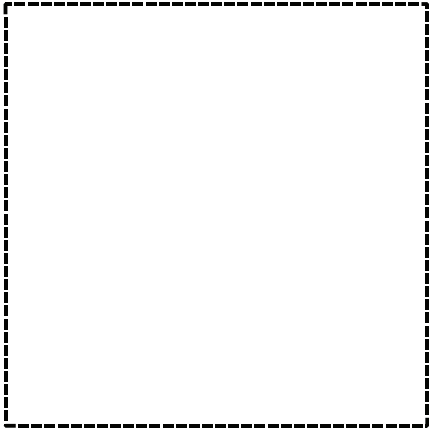
Cut out the shapes. Paste the shapes where they belong in the spaces on the next two pages. Then look up each word in the dictionary. Read the meaning carefully. Write in your own words what each word means. Do not just copy the definition out of the dictionary.



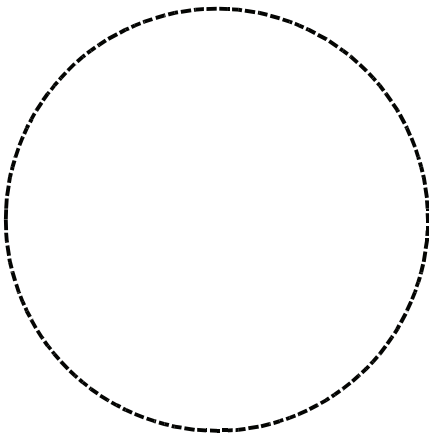
Name _____ Date _____

The Tale of Tom Kitten Vocabulary

1.



2.

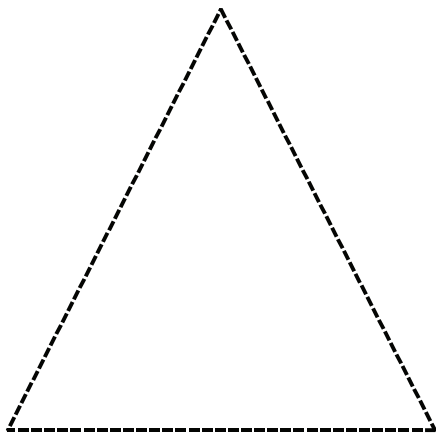


Name _____ Date _____

3.



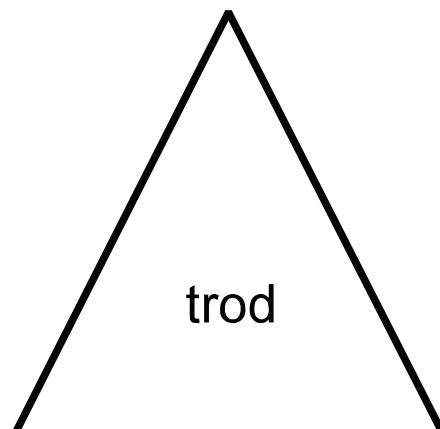
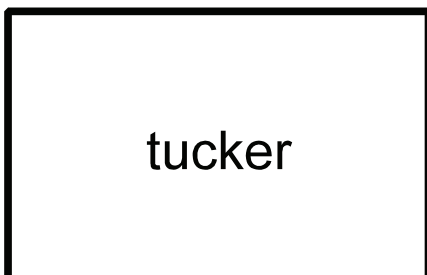
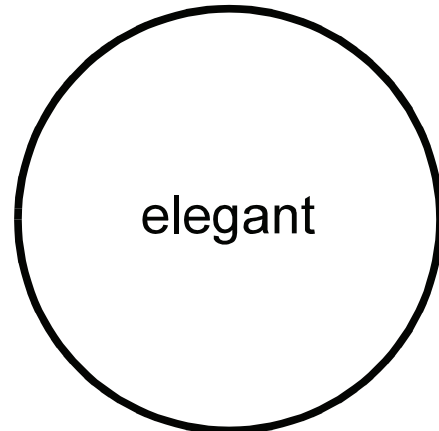
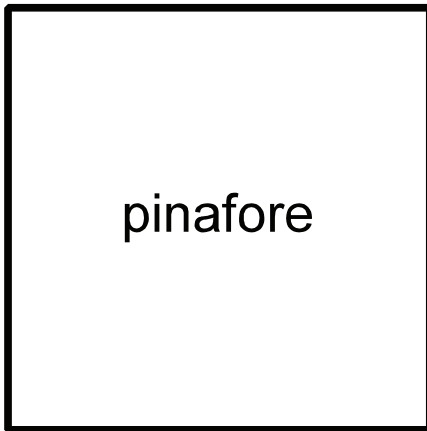
4.



Name _____ Date _____

The Tale of Tom Kitten Vocabulary

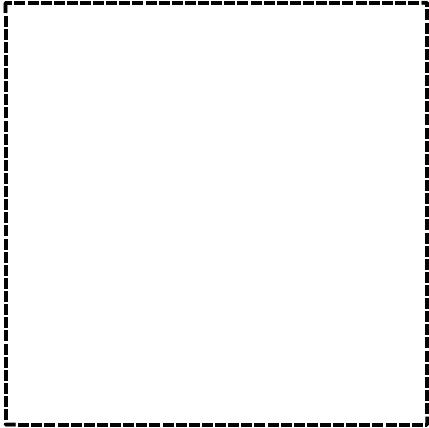
Cut out the shapes. Paste the shapes where they belong in the spaces on the next two pages. Then use each word in a sentence. When you are done, illustrate one of your sentences on the back of the next page.



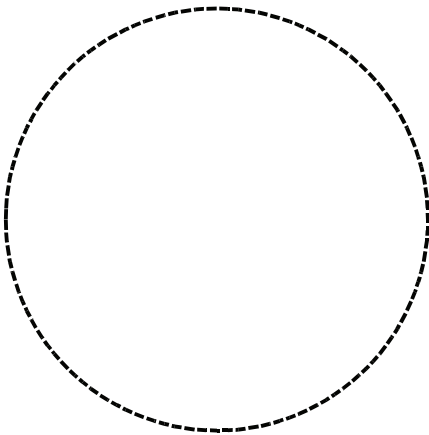
Name _____ Date _____

The Tale of Tom Kitten Vocabulary

1.



2.

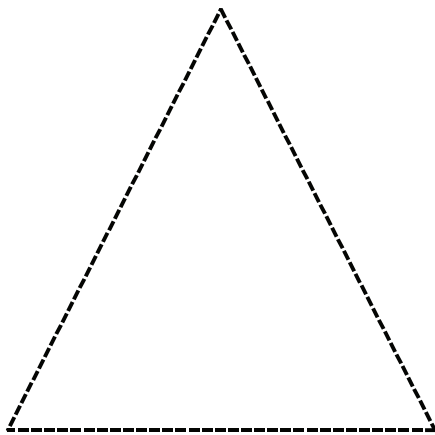


Name _____ Date _____

3.



4.



Name _____

Date _____

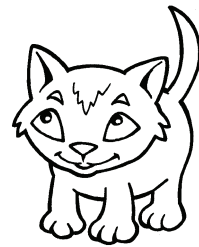
The Tale of Tom Kitten Spelling Cards

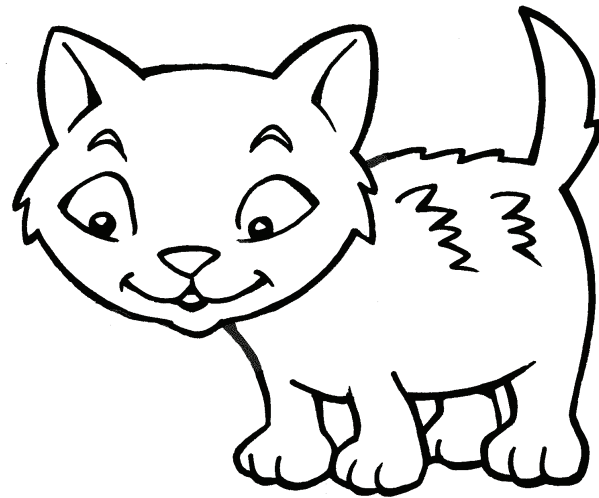
Cut out the cards. Next, say the word on a card. Then, spell the word out loud. Finally, write the word two times on the back of the card. Follow the same steps with each of the remaining cards.

kitten



fur



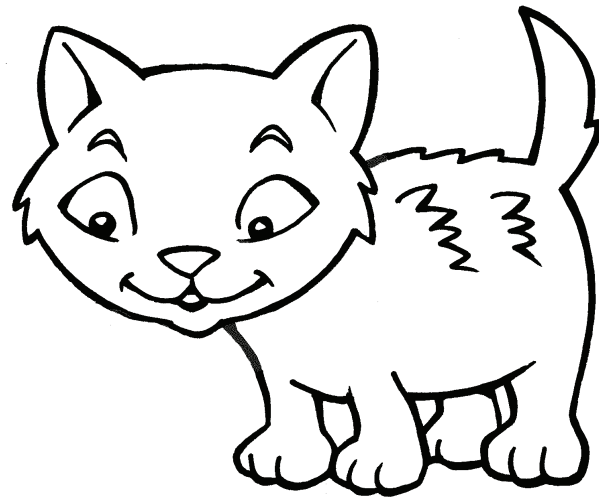


scrub



brush



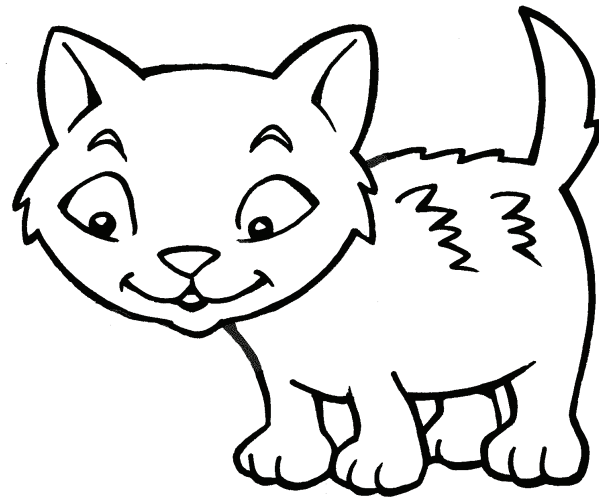


comb



tail



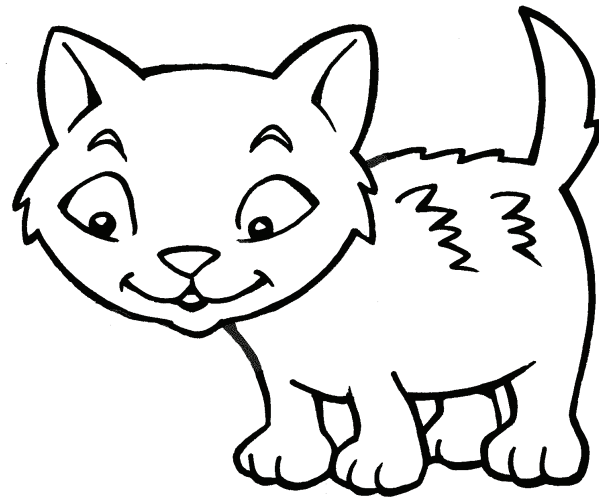


whisker



scratch





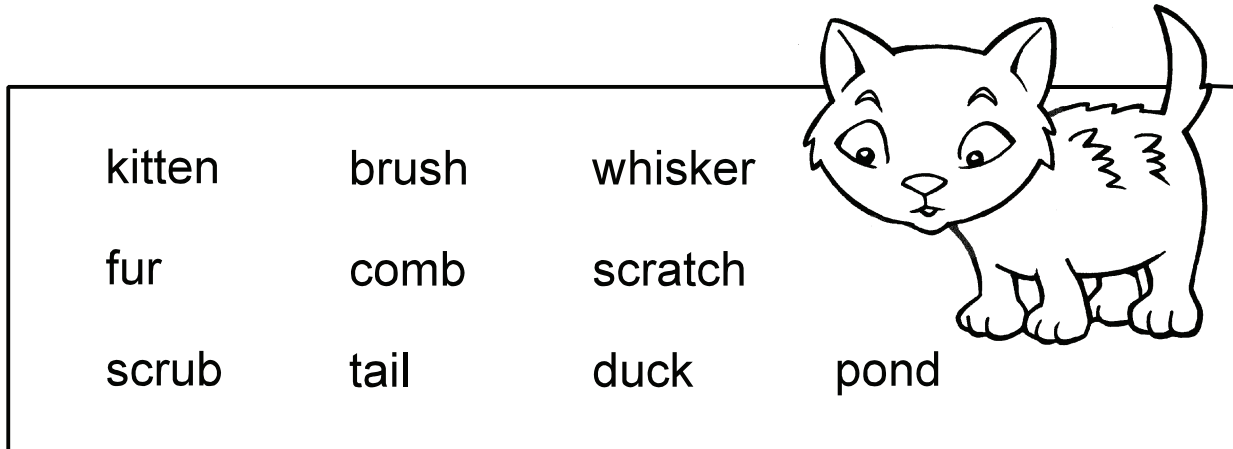
duck



pond



The Tale of Tom Kitten Spelling Activity



1. Divide the class into groups of two.
2. Instruct students to take turns writing a spelling word on an index card. Continue until each group has a card for each word.
3. Players place the cards facedown between themselves.
4. Players roll a die or flip a coin to see who goes first.
5. Player A turns over a card and pronounces the spelling word.
6. At a given signal, both players look in the dictionary for the word.
7. The first player to locate the word wins the spelling card.
8. Play continues until all the cards have been won.
9. The player with the most spelling cards wins the game.

The Tale of Tom Kitten Reading Comprehension

Mark the correct answer.

1. This sentence is from the book:

"She sent them upstairs; and I am sorry to say she told her friends that they were in bed with the measles; which was not true."

In this sentence, the word upstairs means —

- (A) toward the top of a hill.
- (B) to a higher floor.
- (C) to a lower floor.
- (D) in the most important place.

2. Where did this story take place?

- (A) in the country
- (B) in the city
- (C) in a forest
- (D) in a shopping center

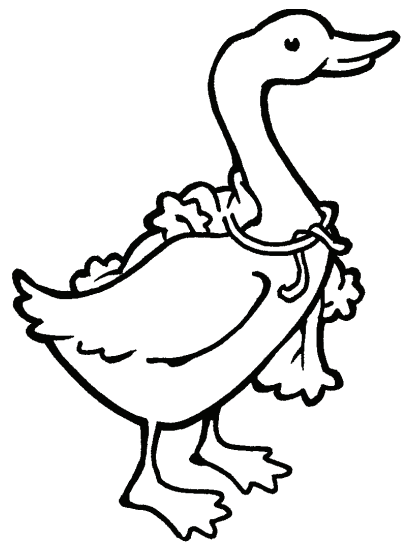
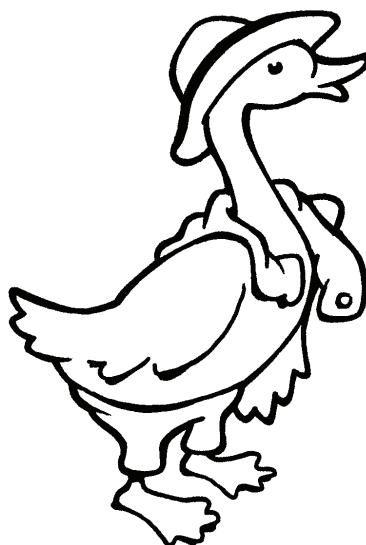
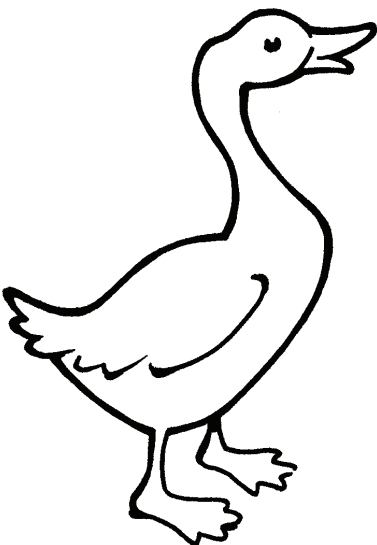


3. What did Mrs. Tabitha Twitchit do just after she pulled her kittens off the wall?

- Ⓐ She hugged them.
- Ⓑ She sent them to bed.
- Ⓒ She took them back to the house.
- Ⓓ She smacked them.

4. Who wore Tom's clothes after they came off?

- Ⓐ Mr. Drake Puddle-Duck
- Ⓑ Rebecca Puddle-Duck
- Ⓒ Jemima Puddle-Duck
- Ⓓ Mrs. Drake Puddle-Duck

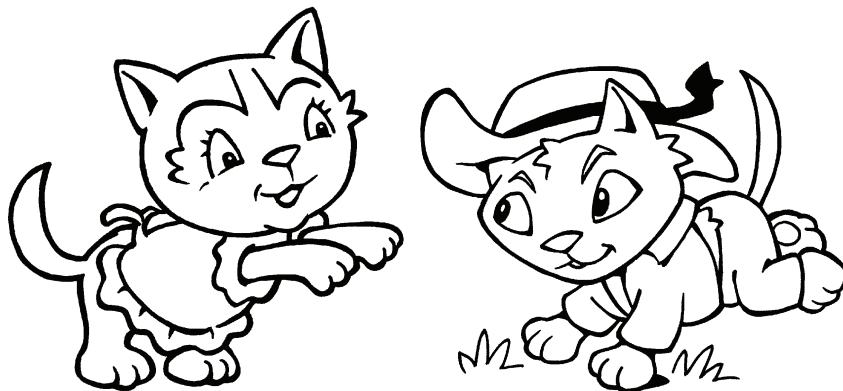


5. What is the main idea of this story?

- Ⓐ Three kittens are told to stay dressed up, but instead lose their clothes and get in trouble.
- Ⓑ Mrs. Tabitha Twitchit is having friends over for tea so she washes and dresses her children.
- Ⓒ One morning, a family of ducks finds some clothes on the ground and tries them on.
- Ⓓ After walking down a garden path, three kittens decide to sit on a rock wall.

6. Mrs. Tabitha Twitchit was upset because —

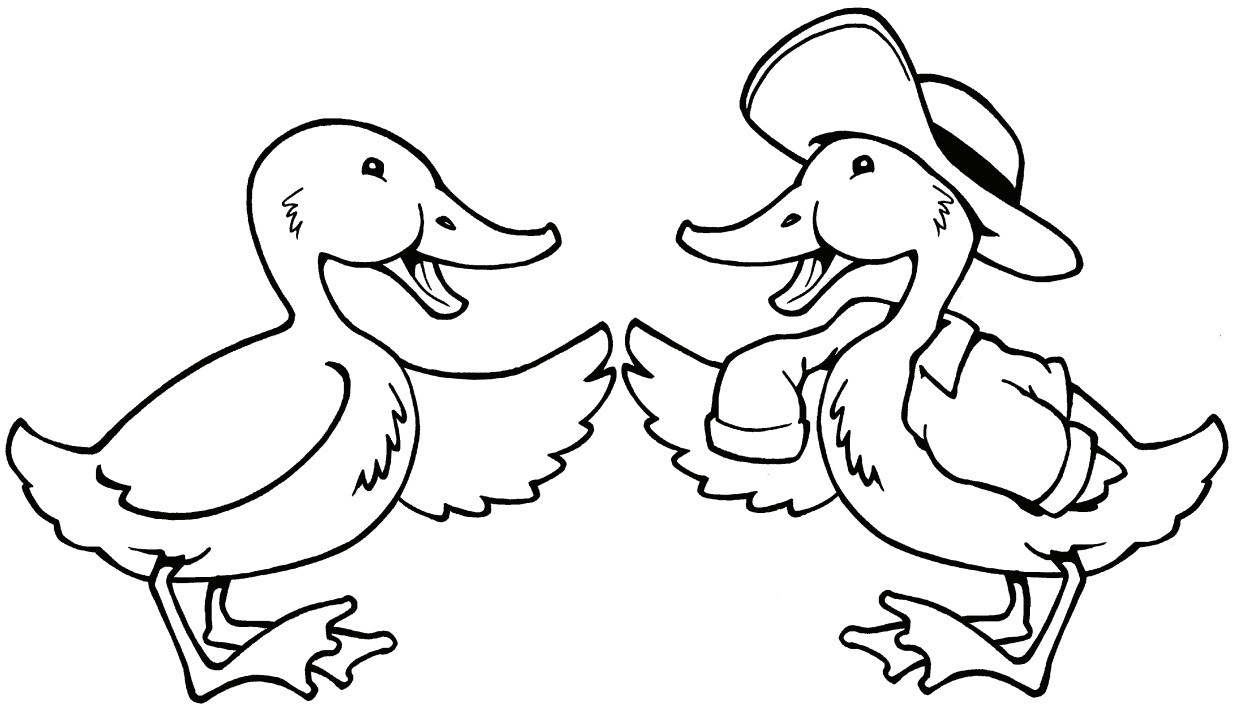
- Ⓐ the Puddle-Ducks pushed Mittens off the wall.
- Ⓑ the kittens did not keep their nice clothes on.
- Ⓒ the kittens were sick with the measles.
- Ⓓ she did not like the guests who were coming for tea.



7. What will most likely happen to the kittens next time Mrs. Tabitha Twitchit is having company?
- Ⓐ They will be sent outside to wait in the garden.
 - Ⓑ They will be dressed and kept in the house until the guests arrive.
 - Ⓒ Mrs. Tabitha Twitchit will ask Mr. Puddle-Duck to baby-sit the kittens.
 - Ⓓ They will have to clean the house.
8. What was the most likely reason Tom scratched his mother?

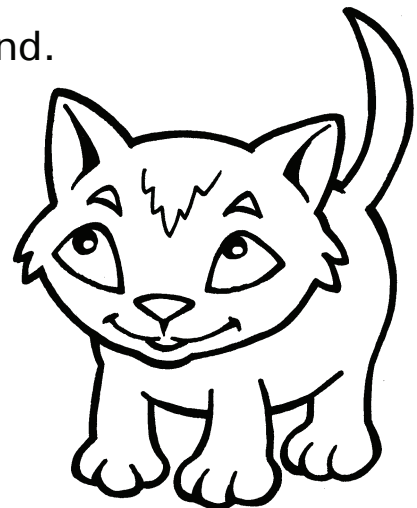
- Ⓐ He was happy.
- Ⓑ He was lonely.
- Ⓒ He was angry.
- Ⓓ He was excited.



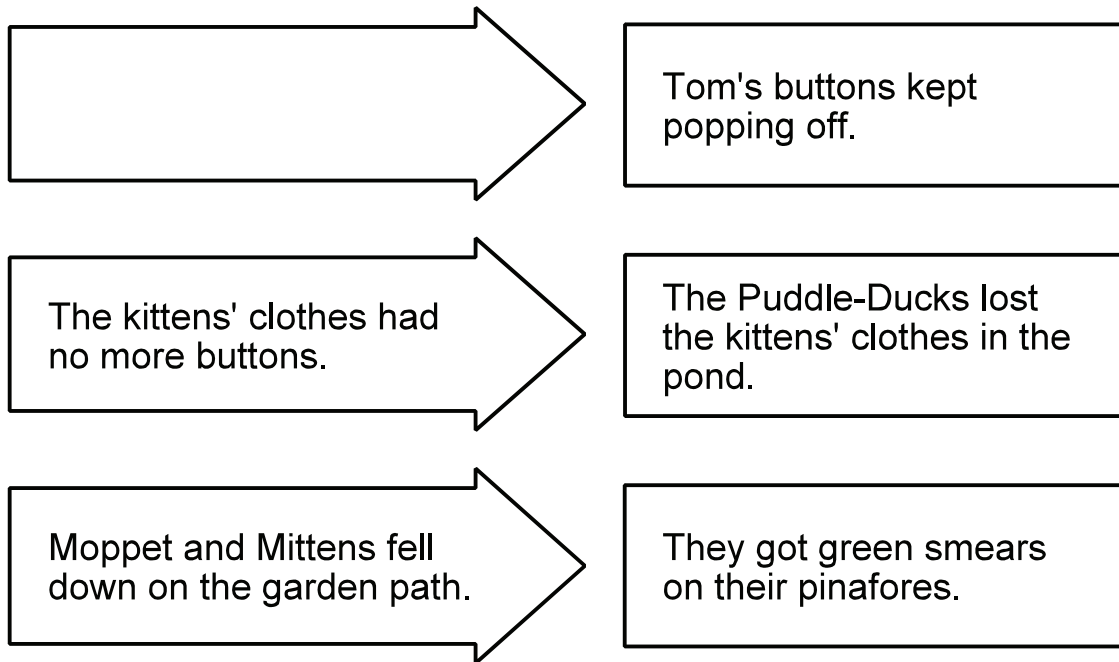


9. Which of these events from the story could happen in real life?

- Ⓐ A mother cat has friends over for tea.
- Ⓑ A mother cat dresses up her little kittens in clothes.
- Ⓒ A duck puts on a kitten's clothing.
- Ⓓ Three ducks go swimming in a pond.

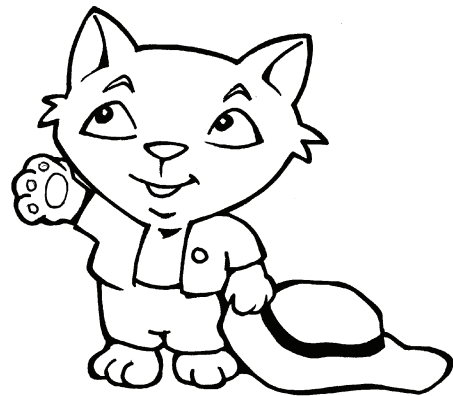


10. Look at the diagram. It shows some causes and their effects from the story.



What belongs in the blank space?

- (A) Tom's mother did not sew very well.
- (B) The Puddle-Ducks kept pulling off his buttons.
- (C) Tom kept pulling on his buttons.
- (D) Tom was too fat for his suit.



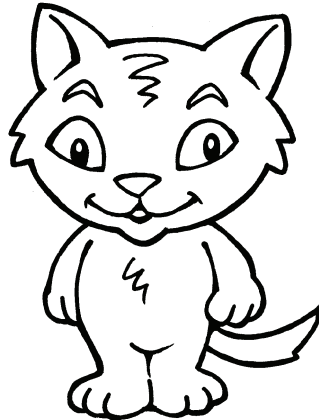
Name _____

Date _____

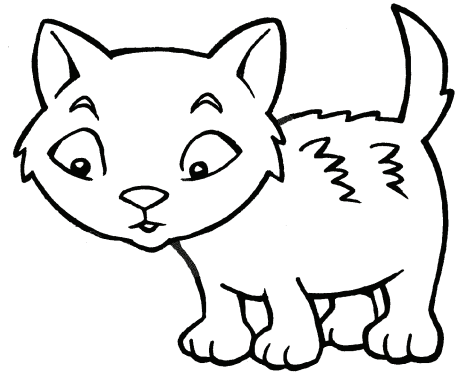
The Tale of Tom Kitten Mathematics

1. Look at the three kittens.

youngest kitten



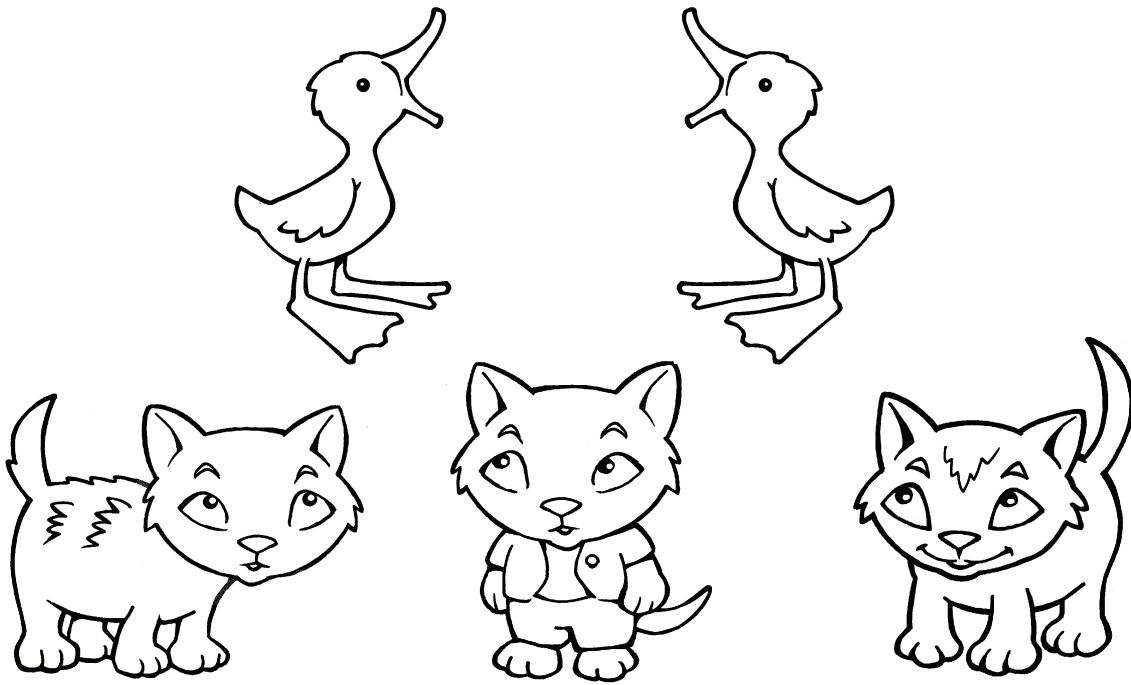
oldest kitten



Tom is older than Moppet. Mittens is younger than Moppet. Write the names on the kittens in the correct order from youngest to oldest. Then mark your answer below.

- (A) Mittens, Moppet, Tom
- (B) Tom, Mittens, Moppet
- (C) Moppet, Mittens, Tom
- (D) Mittens, Tom, Moppet

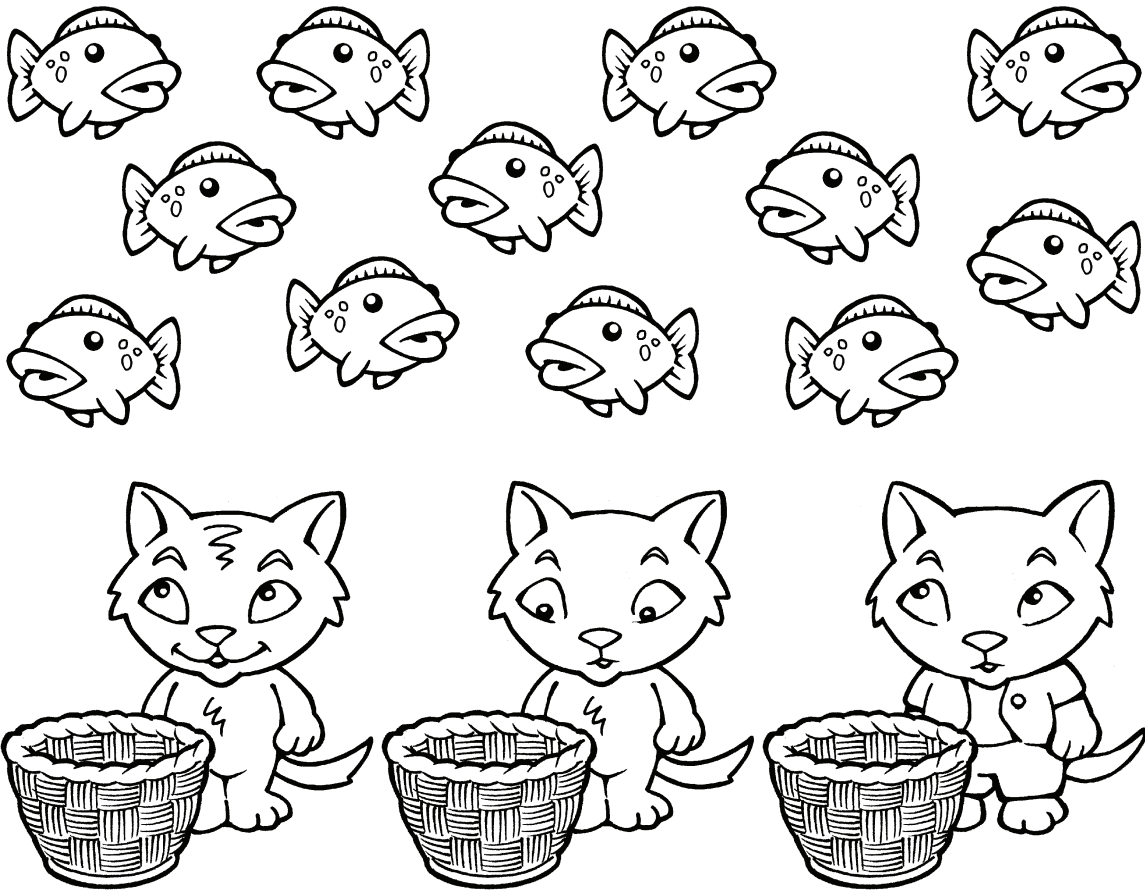
2. Mrs. Tabitha Twitchit has 3 kittens and Mr. and Mrs. Puddle-Duck have 2 ducklings.



Which number sentence could be used to find how many more kittens there are than ducklings?

- (A) $3 + 2 = \square$
- (B) $2 + \square = 3$
- (C) $3 - 2 = \square$
- (D) $2 - 3 = \square$

3. Moppet, Mittens, and Tom are going to share 12 fish.



How many fish will each kitten get if the kittens share them equally?

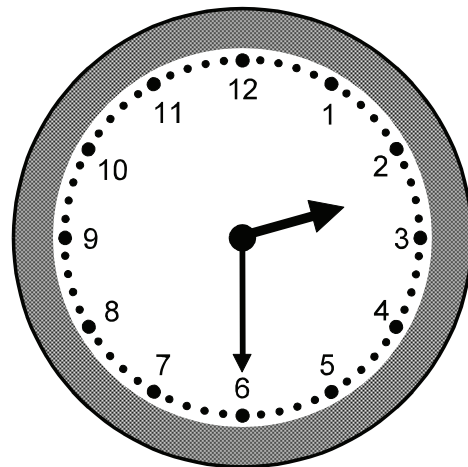
- (A) 2 fish
- (B) 3 fish
- (C) 4 fish
- (D) 12 fish

4. Tom has 12 buttons on his shirt, 5 buttons on his pants, and 2 buttons on his jacket. How many more buttons are on his shirt than on his pants?

- (A) 5 buttons
- (B) 7 buttons
- (C) 17 buttons
- (D) 19 buttons



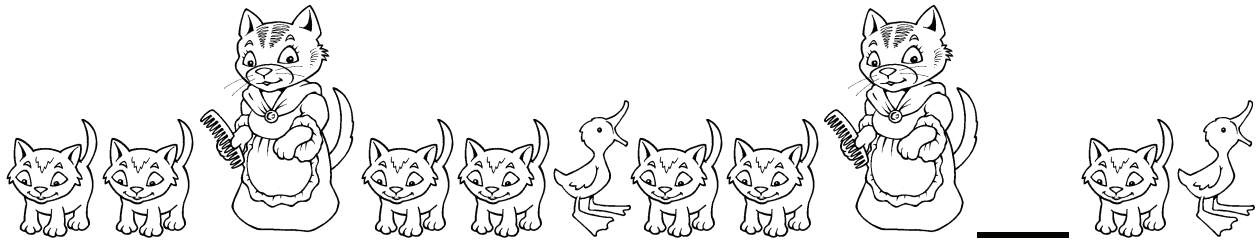
5. Mrs. Tabitha Twitchit told the kittens to be home at the time shown on the clock.



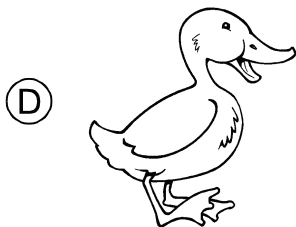
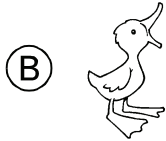
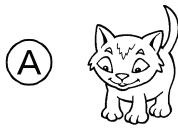
What time is shown on the clock?

- (A) 6:10
- (B) 2:30
- (C) 3:30
- (D) 2:60

6. Look at the pattern.



What goes in the empty space?



7. Each kitten has 2 ears, 1 tail, and 4 legs. Which table could be used to find out how many ears 4 kittens have?

(A)

Number of Kittens	1	2	3	4
Number of Ears	2	4	6	8

(B)

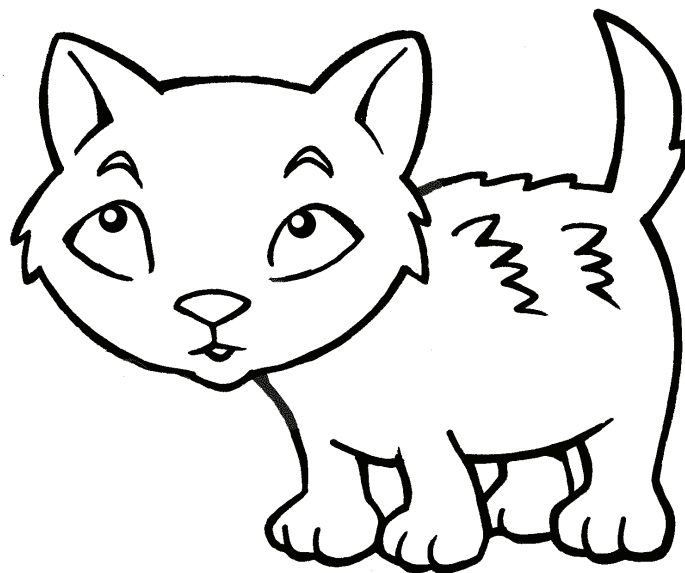
Number of Kittens	1	2	3	4
Number of Ears	4	8	12	16

(C)

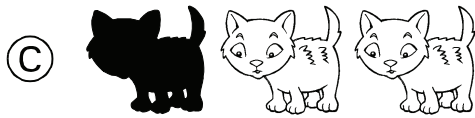
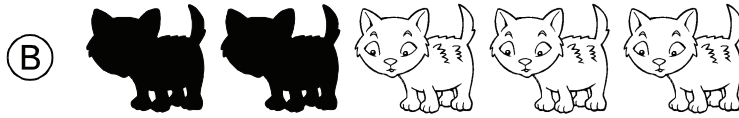
Number of Kittens	2	4	6	8
Number of Ears	4	8	12	16

(D)

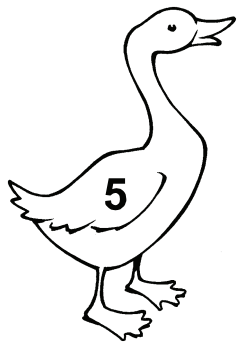
Number of Kittens	1	2	3	4
Number of Ears	4	5	6	7



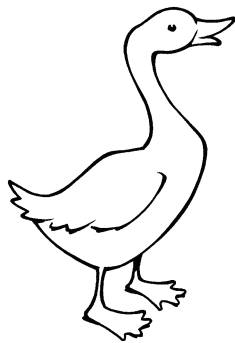
8. Find the set of kittens that has $\frac{2}{3}$ of the kittens shaded.



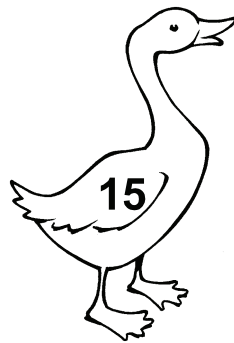
9. Look at the pattern of numbers on the ducks.



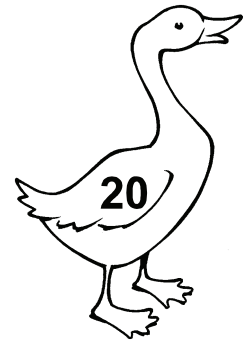
Mrs. Puddle-Duck



Mr. Puddle-Duck



Jemima



Rebecca

What number should be on Mr. Puddle-Duck?

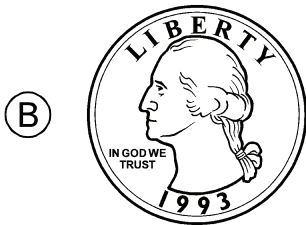
(A) 6

(C) 10

(B) 14

(D) 25

10. New buttons for Tom's clothes cost one quarter. Which of the following shows one quarter?



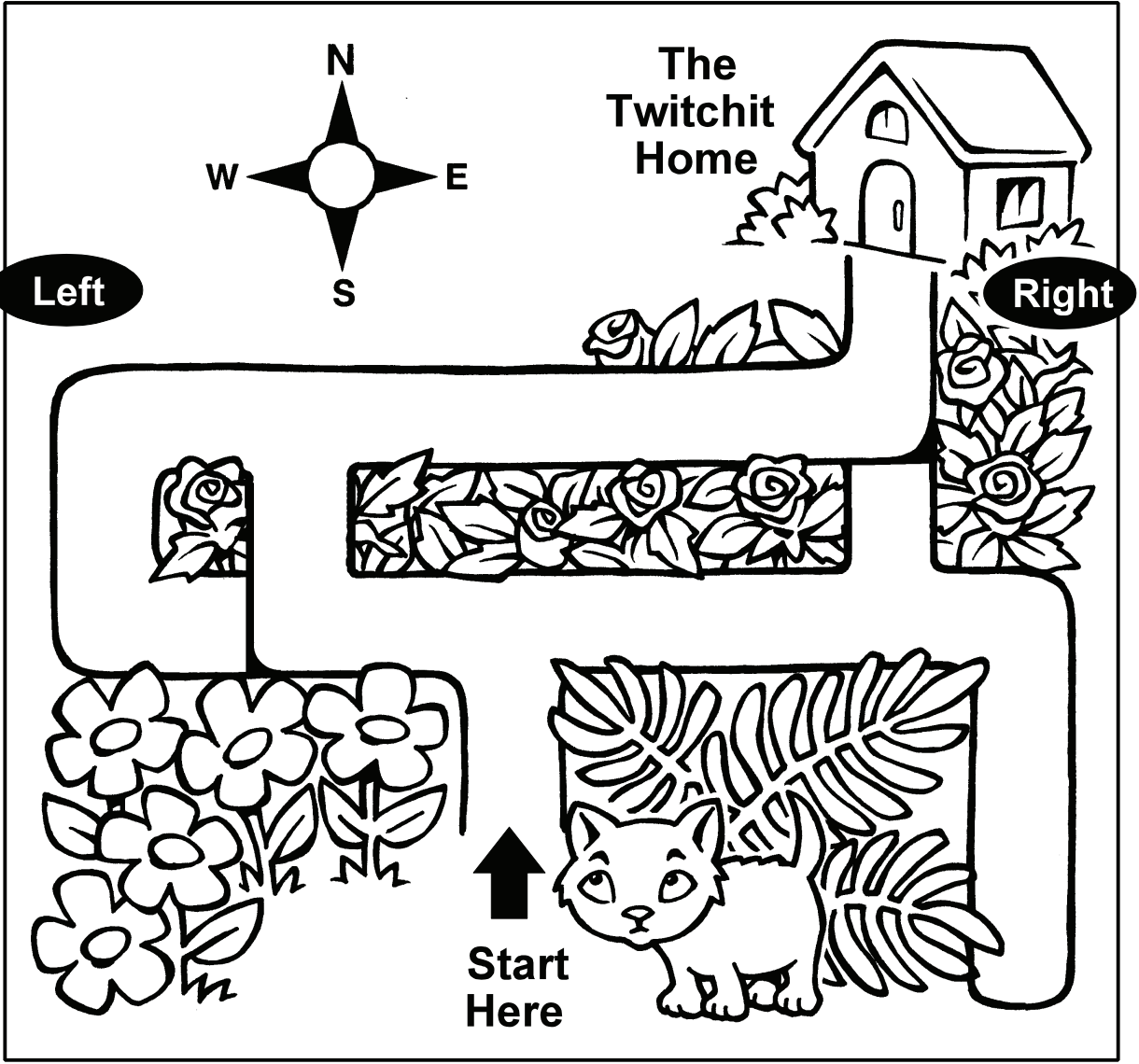
Name _____ Date _____

**The Tale of Tom Kitten
Writing Composition**

Pretend that Mrs. Tabitha Twitchit is having more friends over for tea. Tell a story about what happens to Mittens, Tom Kitten, and Moppet.

The Tale of Tom Kitten Social Studies

Use this map of the garden to help Tom Kitten find his way back to his home. On the back, write down directions to describe the path Tom should take.



Name _____ Date _____

The Tale of Tom Kitten Science

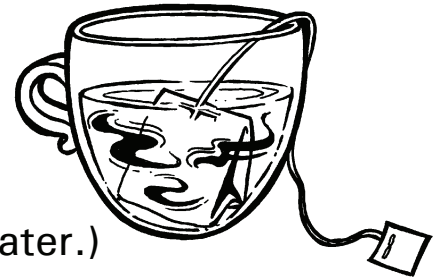
In the story, Mrs. Tabitha Twitchit had friends over for tea. Tea is a drink made from the leaves of the tea plant.

Tea leaves are made of different things. Some of these things break up and mix into water, and some do not. Do you know what the part of the leaves that does not break up and mix into the water is called? The part of the leaves that do not break up and mix into the water is called *cellulose*. This experiment is a way for you to see this happen.

Take a teabag.



Put the teabag into a cup of warm water.
(Have a grownup help you with warm the water.)



After a few minutes, the water should have turned from clear to a darker brown color. The brown mixture is made from those very small parts of the tea leaves that break up and flow through the bag into the water. Remove the teabag, and use scissors to cut the teabag open. Still inside the teabag is the part of the tea leaves that does not break up and mix with water.

This is the *cellulose*.



When you go home today, explain to your parents what *cellulose* is.

Name _____ Date _____

The Tale of Tom Kitten Fine Arts - Art

Choose your favorite character in the story. Make a mask of this character. Label the back of the mask with the title of the book, the author, and the character.

or

Think of your favorite scene from the book. Draw the scene on a piece of paper. Then hang your drawing on the wall, on the chalkboard, or on a bulletin board.

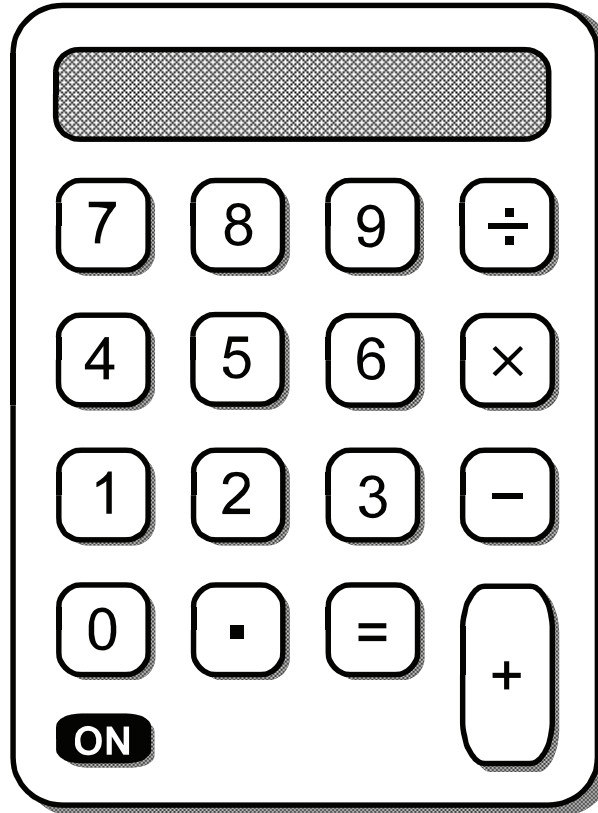
or

The kittens in the story lost their clothes. Do you think they might have kept their clothes on if they had been easier to wear? Redesign the kittens' clothes to make them easier to wear. Draw your designs on a piece of paper.

Name _____ Date _____

The Tale of Tom Kitten Technology

Look at your calculator.



Solve this problem.

$$440 \times 7 = \underline{\hspace{2cm}}$$

Turn your calculator upside down. You will see the name of a musical instrument. Write the name of the musical instrument.

Now you are ready to go to your computer with a teacher or a parent.

1. Open a browser (example: Safari, Internet Explorer, Firefox, etc.).
2. Open a search engine (example: www.yahoo.com, www.ask.com, and www.bing.com).
3. Click on "Images" at the top of your screen.
4. Find the long blank box on the web page.
5. Type in "oboe."
6. Press the "Enter" key or use the mouse to click the button that says "Search."

Now you can see what an oboe looks like!

Draw a picture of an oboe.



CONNECTION® TO LITERATURE
The Tale of Tom Kitten
Answer Key

Reading Comprehension

1. B to a higher floor.
2. A in the country
3. D She smacked them.
4. A Mr. Drake Puddle-Duck
5. A Three kittens are told to stay dressed up, but instead lose their clothes and get in trouble.
6. B the kittens did not keep their nice clothes on.
7. B They will be dressed and kept in the house until the guests arrive.
8. C He was angry.
9. D Three ducks go swimming in a pond.
10. D Tom was too fat for his suit.

Mathematics

1. A Mittens, Moppet, Tom
2. C $3 - 2 = \square$
3. C 4 fish
4. B 7 buttons
5. B 2:30


6. A 

7. A

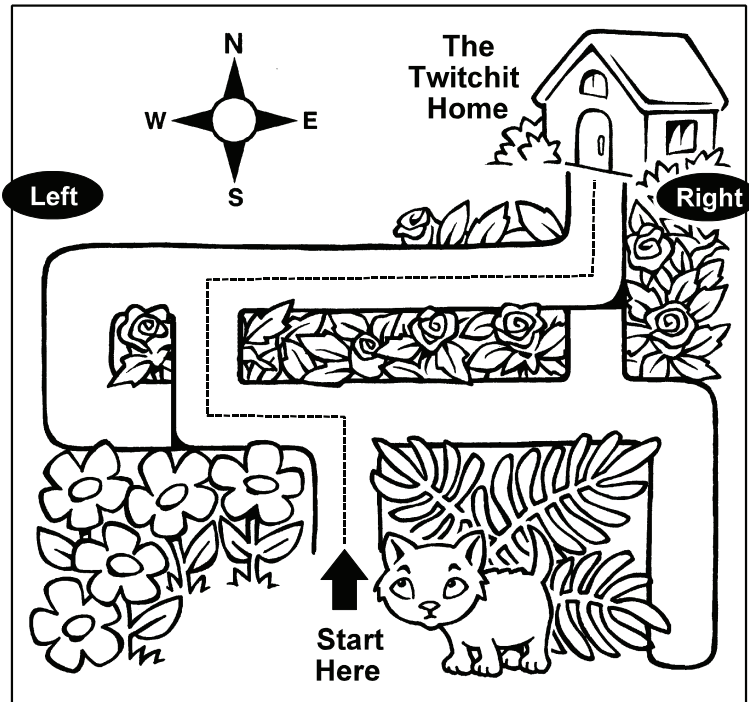
Number of Kittens	1	2	3	4
Number of Ears	2	4	6	8

8. D 

9. C 10

10. B 

Social Studies



Directions will vary. Here are some possible answers:

Tom should go north then turn west. Next, he should turn north. He should then turn east and finally turn north to arrive at his home.

OR

Tom should go north and then turn left. Next, he should turn north. He should then turn right and finally turn north to arrive at his home.

Technology

Oboe

CONNECTION® TO LITERATURE
The Tale of Tom Kitten
TEKS Alignment - Grade 1

Reading Comprehension

1	3F
2	9
3	4B
4	4B
5	4B
6	9B
7	4A
8	9B
9	9
10	4B

Writing Composition

17A-E
18A

Mathematics

1	11C
2	3A
3	11B
4	3B
5	8B
6	4
7	12A
8	12B
9	5A
10	12B

Social Studies

5A,B

Science

b.1A
b.1B
b.2A
b.2B
b.2C
b.2E

Fine Arts - Art

2A-C

Technology

5A
8B