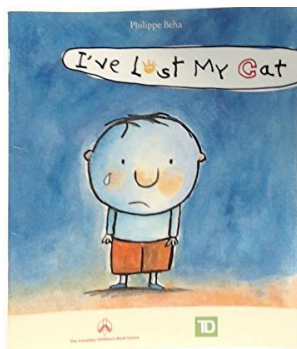


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EN / FR



I've Lost My Cat by Philippe Beha

Book synopsis: A boy has lost his cat, and he cannot seem to find it. His friends bring him many wonderful animals that they believe look like his cat, but none of them do. Will he find his furry friend?

Themes covered:

- Worry, sadness
- Similarities/differences

Time of the year:

- November

Secondary books linked:

- *Ruby Finds a Worry*

Tier 1 universal practices – for the whole group

- **Reading the story** with the **whole group** (teacher is reading a physical copy of the book with the group, rather than having them listen to the story on video).
- Asking the children questions about the book to keep them engaged and to take the message of the story one-step further.
- **Using props** (e.g. **puppet or plush animal in the form of a cat**) can help increase the children's interest in the story.

Tier 2 targeted practices – for some children in a small-group setting

- **Re-reading** the same story with a **small-group** of selected children at Tier 2.
- Owning a second copy of the book, which could be lent to each child at Tier 2 to read with their **parents at home** (book to be lent on rotation).
- Video link to read aloud version for parents:
<https://youtu.be/kLAX5J5FWcl?si=celGmMGk31FM65Ck>

Tier 3 individualized practices – for few children on a one-to-one basis

- **Re-reading** the same story with a child at Tier 3 on a **one-to-one basis**.
- Owning a second copy of the book, which could be lent to the child at Tier 3 to read with his/her **parents at home**.
- Video link to read aloud version for parents:
<https://youtu.be/kLAX5J5FWcl?si=celGmMGk31FM65Ck>

Adaptations for special needs:

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- May need to read the book in chunks.
- Using descriptive language to help them better understand what's happening in the story.

S = social development

E = emotional development

EHDAA = special needs



MAKING YOUR OWN QUESTIONS FOR STORYTIME

S

E

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I've Lost My Cat By Philippe Beha

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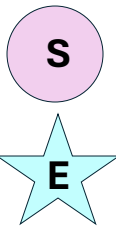
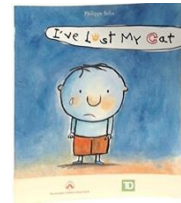
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ACTIVITY CARDS OVERVIEW

I've Lost My Cat by Philippe Beha



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EMOTIONAL DEVELOPMENT

Indoors

- Matching emotions (pages 4-7)

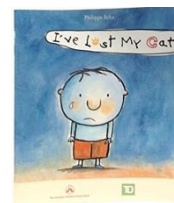


SOCIAL DEVELOPMENT

Indoors

- Sorting games: same vs. different (pages 8-11)
- Same vs. different (pages 12-13)
- Create an animal (pages 14-15)

MATCHING EMOTIONS



INDOOR ACTIVITY

Materials needed:

- [Emotion face cards](#)

Tier 1 universal practices – for the whole group

- **Matching emotions** – inviting the children to match an emotion to a particular scene in the story, using the cards: worry, fear, frustration, anger, disappointment, sadness, joy and surprise. Helping the children relate by linking the story to them losing a preferred object. Modeling to the kids and role playing the scenarios with the children.
- **Different ways we show 'sad'** – accompanying the children to make a poster with real pictures (comparing with the character in the book)
- **Center activities** – having the children identify/name their favourite toy/object – explore other alternate items/activities that they could love equally (work on rigidity)

Tier 2 targeted practices – for some children in a small-group setting

- Repeating activity with a small group (2 or 3) of selected children at Tier 2, as they may benefit from added exposure, which is more personalized.
- Having personal photos sent in by their parent(s) can be beneficial to help them relate on a more personal level.

Tier 3 individualized practices – for few children on a one-to-one basis

- Repeating the same activity with a child at Tier 3, along with the support of an adult, as they often struggle with recognizing different emotions felt within their body.
- The adult can help by providing various examples to help the child to tune into different experiences.
- Having personal photos sent in by their parent(s) can be beneficial to help them relate on a more personal level.

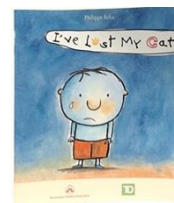
EHDA

* See instructions at the back of the card



This toolkit was developed by Martine Demers and Catherine Korah (CEBM), and Lucie Brisebois (RSB) with the collaboration of K4-K5 teachers

MATCHING EMOTIONS



EHDA

INDOOR ACTIVITY

Special attentions for K4:

- Simplifying the activity by using only the basic primary emotions.
- Young children may struggle to put words to what they are feeling, they may benefit from the adult modeling with some personal examples.

Special attentions for Tier 3

- Children at Tier 3 often have great struggles facing and naming their emotions, even though they are often 'filled' with big emotions. This is very vulnerable and challenging for them. Adults need to help by compensating, naming and giving lots of grace as their efforts are great.

Adaptations for special needs:

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- Simplifying the activity by using only the basic primary emotions.
- Using descriptive language and modeling to help them identify the different emotions on the cards.

S = social development

E = emotional development

EHDA = special needs



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Happy/Heureux



Mad/Fâché



Worried/Inquiet



Frustrated/Frustré



Silly/Coquin



Proud/Fier



Surprised/Surpris



Excited/Excité



Scared/Apeuré



Tired/Fatigué

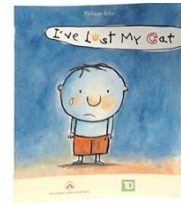


Sad/Triste



Upset/Déçu

SORTING GAMES: SAME VS DIFFERENT



INDOOR ACTIVITY



Materials needed

- A variety of sorting games

Tier 1 universal practices – for the whole group

- Providing games that sort items by color, size, texture and shape.
- Going over the concept with the children before playing the sorting games.

Tier 2 targeted practices – for some children in a small-group setting

- Repeating this activity with a small-group (2 or 3) of selected children at Tier 2 in an **alternate location** with fewer distractions.
- Children at Tier 2 often enjoy sorting and organizing things. This activity offers a great opportunity for teamwork and mutual assistance. Assigning sorting and cleaning jobs can prove to be great fun.

Tier 3 individualized practices – for few children on a one-to-one basis

- Repeating this activity with a child at Tier 3 in an **alternate location**, on a one-to-one basis, with the support of an adult (could perhaps invite a friend).
- Children at Tier 3 often benefit from being given the assignment of organizing equipment, sorting and tidying it up, as this gives them an additional chance to move around and expend some of their accumulated energy. Subsequently, they would also benefit from gaining recognition for a job well done. They will need to be guided and prompted to learn their task.

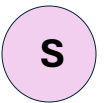
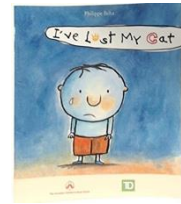
EHDAA

* See instructions at the back of the card



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SORTING GAMES: SAME VS DIFFERENT



INDOOR ACTIVITY

Special attentions for K4:

- With 4-year-olds, this activity may be best done in small groups in order for them to have the support they need. Some will need additional help from an adult.

Special attentions for Tier 3

- Some children at Tier 3 may become frustrated with some of these games that have lots of small pieces and require good fine motor ability. Make sure to choose games that are suitable.

Adaptations for special needs:

EHDA

- Some children with special needs may find this activity difficult given their fine motor abilities. Make sure to adapt accordingly.
- Going over the concept of each sorting game with the children before playing them.

 = social development

 = emotional development

 = special needs



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SORTING BY COLOR



SHAPE SORT

SORTING GAMES: SAME VS DIFFERENT



BIG & SMALL SORTING

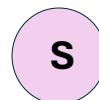
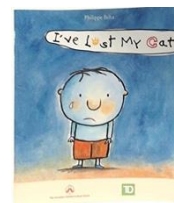
GAMES & ACTIVITIES



Category Sorting



SAME VS. DIFFERENT GAME



INDOOR ACTIVITY

Materials needed

- Images of different items or animals

Additional/alternate materials

- Pictures of real animals
- Concrete objects

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Tier 1 universal practices – for the whole group

- Inviting the children to compare people to animals, different environments we live in, how we protect ourselves from the weather, etc.

Tier 2 targeted practices – for some children in a small-group setting

- Repeating this activity with a small-group (2 or 3) of selected children at Tier 2 in an **alternate location** with fewer distractions.
- Asking them to choose THEIR favorite animal and making a comparison between themselves and their animal. Hopefully they will choose different enough animals to provide a wider range of comparisons.

Tier 3 individualized practices – for few children on a one-to-one basis

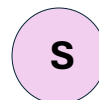
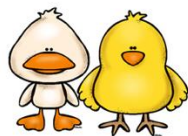
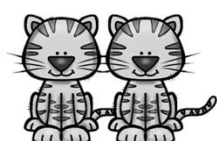
- Repeating this activity with a child at Tier 3 in an **alternate location**, on a one-to-one basis, with the support of an adult (could perhaps invite a friend).
- Asking them to choose THEIR favorite animal and making a comparison between themselves and their animal.

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* See instructions at the back of the card



SAME VS. DIFFERENT GAME



INDOOR ACTIVITY

Special attentions for K4:

- Minimize the number of items discussed to make sure this activity isn't too long.
- Be mindful that some comparison may be more difficult for them than others (e.g. two different animals vs. two same animals with varying features).

Special attentions for Tier 3

- Minimize the number of items discussed to make sure this activity isn't too long.

Adaptations for special needs:

EHDAA

- Will be easier to use concrete objects for the children to compare the same vs. different (e.g. items in the classroom)
- Can link this activity to the book *I've Lost My Cat* to help them have a more concrete understanding of the same vs. different
- Minimize the number of items discussed to make sure this activity isn't too long.
- Be mindful that some comparison may be more difficult for them than others (e.g. two different animals vs. two same animals with varying features).
- Use descriptive language to help them identify the similarities and differences (e.g. soft texture). Match the item to the visuals on the sheet.

 = social development

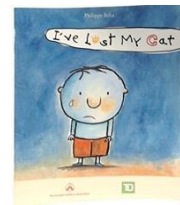
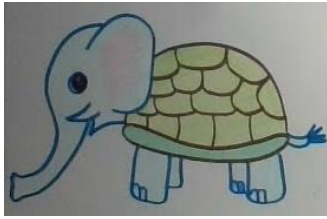
 = emotional development

 = special needs



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CREATE AN ANIMAL



S

EHDA

INDOOR ACTIVITY

Materials needed

- An assortment of colour paper
- Coloured crayons, scissors, glue

Additional/alternate materials

- Photographs
- Pre-cut animal body parts

EHDA

Tier 1 universal practices – for the whole group

- Providing children with an assortment of sheets that they can use to craft their own animal by colouring, cutting and glueing the pieces together.
- They could also be made into puppets on sticks which can be played with.
- They can either make their animal look real or mix and match to invent a brand-new creature! This activity enables children to have fun and be imaginative!!
- If desired, all the animals/creatures could be displayed on a bulletin board located in the hallway for everyone to see.

Tier 2 targeted practices – for some children in a small-group setting

- Repeating this activity with a small-group (2 or 3) of selected children at Tier 2 in an **alternate location** with fewer distractions.
- Having them create an animal that represents them or one that they like.
- Once completed, the children can glue them onto a wide stick to use as a play puppet. Then, they can enjoy doing mini roleplays that can help them manage social situations they may be struggling with.

Tier 3 individualized practices – for few children on a one-to-one basis

- Repeating this activity with a child at Tier 3 in an **alternate location**, on a one-to-one basis, with the support of an adult (could perhaps invite a friend).
- inviting the child at Tier 3 to make an animal that either represents them or is one that they are fond of.
- Once completed, the animal can be glued onto a wide stick and used as a puppet for play. The child can then enjoy doing mini role-plays that can help them manage social situations they may be struggling with.

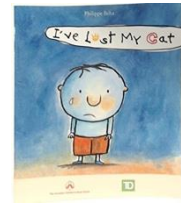
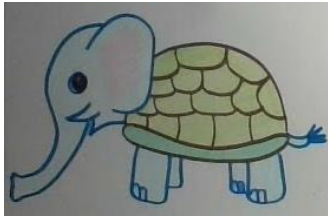
EHDA

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CREATE AN ANIMAL



S

EHDAA

INDOOR ACTIVITY

Special attentions for K4:

- With 4-year-olds, this activity may be best done in small groups in order for them to have the support they need. Some will need additional help from an adult to design their animal creation.
- Might be easier to use photographs or pre-cut animal body parts for some of the children.

Special attentions for Tier 3

- Encouraging something that is attainable, which can be done into micro-steps in order for it to be realistic. This way small achievements can be motivating and encouraging. Otherwise, this can be frustrating to the child.

Adaptations for special needs:

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- Some children with special needs may find this activity difficult given their fine motor abilities. Use photographs or pre-cut animal body parts instead.

S

= social development



= emotional development

EHDAA

= special needs



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