

Glamourpuss

by Sarah Weeks, illustrated by David Small

1. Collaborate with a Physical Education teacher and brainstorm ways of moving—for both people and pets.
2. Which animals make good pets? Do research and use two-column notes to present the pros and cons of each.
3. Write an essay to persuade someone to adopt a cat (or a dog). Use your research in your argument.
4. Collect data and graph the results to show what kind of pets your classmates (or school mates) own.
5. What is a “gazillionaire”? Find out the real labels for the wealthy, then learn about money: denominations, designs, values.
6. Which breeds of dogs would fit in a small carrying bag? Read, research and draw a labeled plan, including measured dimensions.

Big Idea

Sometimes we find friends in unexpected places.

Overarching questions

How do we learn about others? How do we make friends?

CCSS

CCSS.ELA-Literacy CCRA.R.3 Analyze

R.4 Interpret words

R.6 Assess (You can cut and paste the full CCSS)

L.3 Apply knowledge

L.5 Demonstrate understanding

Target vocabulary

devoted, unbridled, descended, luxury, preposterous, disdain

Text dependent questions

What words describe Glamourpuss?

How are Glamourpuss and Bluebelle similar?

What can we learn about the story from “reading” the illustrations? What clues do these give us about the pets’ feelings?

Explain what “steal her thunder” means.

What is the “lap of luxury”?

Find synonyms you could use for *disdain*, *preposterous*, and *first-rate*.

How do we know that Glamourpuss was feeling left out?

How does the author use humor to explain Glamourpuss’ feelings?

CCSS Activity

Brainstorm questions that could be asked about what makes pets special. Have each student interview a school adult and then write a narrative to share what was learned.