

Bad Kitty

Nick Bruel

Publisher :
Neal Porter Book
Roaring Brook
Press
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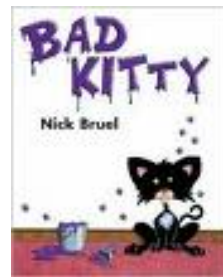
Jenn Duncan

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Nick Bruel

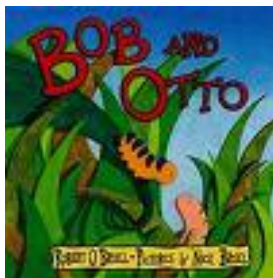
Author and Illustrator of

Bad Kitty



About the Nick Bruel:

Nick lives in Tarrytown, NY with his wife Carina and their cat Esmerelda. One can't help but wonder if Esmerelda is the inspiration for, Bad Kitty. Nick Bruel is the author and illustrator of Boing, a New York Times bestseller, Bad Kitty, and Who is Melvin Bubble?. Bob and Otto was written by his father, Robert O. Bruel, and discovered by Nick at the time of his father's death. Bruel is a talented author and beloved illustrator.



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Other books written and illustrated by the author:

A complete listing of books illustrated by Nick is available on the link below.

<http://us.macmillan.com/search/2278885/Nick+Bruel>

Boing, Roaring Brook Press (Brookfield, CT), 2004.

Also author of *How to Be a Real Good Cartoonist*, 2003. Contributor to *Syncopated Comics*.

Annotation:

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With the alphabet as his jumping off point, Nick Bruel describes just how things can go from bad to worse when good cats go bad. Kitty is not happy when she's told that her favorite foods are all gone and all that's left are Asparagus, Beets, Cauliflower, Dill...and 22 other equally disliked veggies. So she: Ate my homework, Bit grandma, Clawed the curtains, Damaged the dishes, and so on, through Z. Only when tastier things arrive (An Assortment of Anchovies, Buffalo Burritos, Chicken Cheesecake...) does she Apologize to Grandma. Even readers who've mastered their ABCs will giggle at the grumpy cat's reactions to a new menu.

Genre: Family Fiction

Point of view: Third Person

Theme: ABC book as well as a story about a misbehaving kitten who makes a turn for the worse when his owners run out of kitty food.

1. The title conjures up images of a destructive kitty who is into mischief. The actual main character actually only becomes bad when his owners run out of cat food and try feeding him healthy food.

Conflict: External Conflict

Conflict Resolution : The kitty was finally given some yummy cat food to eat.

Characters:

1. Kitty; A.K.A bad kitty. A black kitty with a lot of personality
2. Kitty's owners
3. Doggie; a tan and brown spotted furry friend

Setting: Inside the kitty's house

Interest level: Grades Pre-K – 4th

Reading level: Kindergarten (read aloud) thru 5th grade

Booktalk:

What happens when a good cat goes bad? Pick up Bad Kitty, by Nick Bruel to revel in the hilarious antics one kitty creates when her cat food runs out.

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Discussion questions:

Pre reading:

1. What type of situations upset cats?
2. What do cats eat?
3. Have you ever heard of a bad kitty?

During reading:

1. What made good kitty angry? (pg. 3)
2. Why is she now referred to as “bad kitty”? (pg. 8)
3. How does the kitty react to the menu change in the beginning of the book? (pg. 9)
4. Describe five things that kitty does when she is angry (pg. 11)
5. How would you feel if your cat acted in the same way?

Post reading:

1. Would you have purchased the tasty foods at the end of the story for bad kitty?
2. How do you think she will behave now with new puppy around?
3. Why did bad kitty decide to apologize to grandma?

Language:

Word or Phrase	Definition	Page Number
Delicious	Very tasty	3

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Fennel	A type of onion	5
Xigua	A fruit that looks like a watermelon but is smaller in size	7
Hurled	Spit	11
Loitered	Hung out somewhere not welcome	12
Quarreled	Argued	15
Affection	Love and attention	27
Lulled	Sang softly	31
Reward	Give something special to	32

IAS met by content:

Subject	Kindergarten	First Grade	Second Grade	Third Grade
Language Arts	K.1.3, K.1.8, K.3.6, K.1.5, K.1.11, K.1.18	1.3.1, 1.3.3, 1.3.5, 1.6.1, 1.4.4, 1.6.2	2.3.1, 2.3.7, 2.4.6, 2.5.6, 2.6.4, 2.6.8	3.1.1, 3.1.4, 3.4.2, 3.5.8, 3.2.4, 3.3.8
Health/ Science	K.3.1, K.3.2, K.3.3, K.3.4, K.3.6	1.3.7, 1.3.8, 1.3.9	2.2.4, 2.2.5, 2.2.6, 2.2.7	3.4.1, 3.4.2, 3.4.4, 3.4.5, 3.4.7, 3.4.8

Anticipation statements

Directions: Please answer T for True or F for False to the statements below. Please read the statements before as well as after the story.

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Pre Reading Answer	Statement	Post-Reading Answer
	It is nice to destroy items when you are angry	
	Kitty's like to eat vegetables	
	Cats and dogs make very good family pets	
	Dogs and cats often play very well together	

Read alike: Please see attached publisher document.

Subject area connections:

A. Discussing Emotions:

1. Have each student journal their feelings for one week (Monday –Friday). (Kindergarteners will draw pictures of their emotions.) The following week, they will evaluate their feelings and discuss strategies in how to manage their feelings.

Web Resources:

A Place of Their Own “emotions” webpage

http://www.aplaceofourown.net/question_detail.php?id=188

Whole Family focuses on children’s emotions

http://www.wholefamily.com/aboutyourkids/child/emotions_1.html

NAEYC focuses on developing children’s emotional expressions

<http://journal.naeyc.org/btj/200307/>

Standards met by the above activity:

Kindergarten	First Grade	Second Grade	Third Grade
K.1.1, K.1.3, K.1.8, K.3.6, K.1.5, K.1.11, K.1.18	1.2.2, 1.3.1, 1.3.3, 1.3.5, 1.6.1, 1.4.4, 1.6.2	2.2.1, 2.3.1, 2.3.7, 2.4.6, 2.5.6, 2.6.4, 2.6.8	3.1.2.3.1.1, 3.1.4, 3.4.2, 3.5.8, 3.2.4,3.3.8

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B. Nutrition

1. This book can be included in the unit discussing nutrition. Ask the students to name at least ten foods mentioned in the book that they have never tried to eat before. The next day, bring in the top 5 foods listed as “never tried” and have the children sample them.
2. Next, allow the students to write about this experience in their journals and illustrate the entry with a picture of what they thought their face may have looked like when first tasting the new food.

Web Resources:

Great Nutrition Field Trip Idea: <http://www.nifs.org/>

Kids Health homepage

http://www.kidshealth.org/parent/nutrition_fit/center/nutrition_center.html

NAEYC Nutrition edition journal

<http://journal.naeyc.org/btj/200605/>

Standards met by the activity above:

Kindergarten	First Grade	Second Grade	Third Grade
K.1.3, K.1.8, K.3.6, K.1.5, K.1.11, K.1.18	1.3.1, 1.3.3, 1.3.5, 1.6.1, 1.4.4, 1.6.2	2.3.1, 2.3.7, 2.4.6, 2.5.6, 2.6.4, 2.6.8	3.1.1, 3.1.4, 4.4.2, 3.5.8, 3.2.4, 3.3.8

Resources:

1. American Veterinary Medical Association

<http://www.avma.org/careforanimals/kidscorner/default.asp>

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- a. The AVMA website can outline proper care of animals as the students can learn the proper foods and discipline for animals.
2. Great Local Nutrition Field Trip Ideas: <http://www.nifs.org/>
- a. NIFS is a wonderful place for an early childhood and lower elementary field trip! This trip could reinforce the reasons for proper eating and exercise regiments.

Book activities:

1. Caring for Animals (Language Arts)

Activity: Ask a local human society to bring a few pets to visit your classroom.

Ask the animal professional to speak about the proper care and treatment of animals.

The Human society can also teach children the importance of being kind to all animals.

- 1. Have the students write a persuasive story about the importance of properly caring for animals/pets as well as the benefits and impact loving pet can have on their life.

Web Resources:

Caring for Animals Lesson Plan:

http://www.edhelper.com/ReadingComprehension_54_444.html

Animal Training webpage

<http://www.animaltraining.org/>

Standard met by the activity above:

Kindergarten	First Grade	Second Grade	Third Grade
K.1.1, K.1.3, K.1.8, K.3.6, K.1.5, K.1.11, K.1.18	1.2.2, 1.3.1, 1.3.3, 1.3.5, 1.6.1, 1.4.4, 1.6.2	2.2.1, 2.3.1, 2.3.7, 2.4.6, 2.5.6, 2.6.4, 2.6.8	3.1.2.3.1.1, 3.1.4, 3.4.2, 3.5.8, 3.2.4, 3.3.8

Letter Recognition (Language Arts)

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Activity: Have the children create a classroom bulletin board full of healthy foods to eat using each letter of the alphabet. As the children complete the bulletin board, bring in several of the healthy food choices listed for them to sample.

Web Resources:

Alphabet Recognition Lesson Plans:

http://www.teachology.com/teachers/lesson_plans/language_arts/alphabet/

The Reading Genie by Auburn University <http://www.auburn.edu/~murraba/letters.html>

Literacy Center; Alphabet webpage

http://www.literacycenter.net/lessonview_en.htm

Standards met by the activity above:

Kindergarten	First Grade	Second Grade	Third Grade
K.1.3, K.1.8, K.3.6, K.1.5, K.1.11, K.1.18	1.3.1, 1.3.3, 1.3.5, 1.6.1, 1.4.4, 1.6.2	2.3.1, 2.3.7, 2.4.6, 2.5.6, 2.6.4, 2.6.8	3.1.1, 3.1.4, 4.4.2, 3.5.8, 3.2.4, 3.3.8

Bibliography:

Nick Bruel Web site, <http://www.nickbruel.com/> (January 24, 2006).

Bad Kitty, Roaring Brook Press (New Milford, CT), 2005.

MacMillan Publisher’s website

<http://us.macmillan.com/search/2278885/Nick+Bruel>

Art Medium used:

The illustrator did not specify the medium used to create the pictures in *Bad Kitty*.

In my opinion, he used water color and black pen to outline the pictures.

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1. The colors are vibrant and truly allow you to feel the energy that is present throughout the entire book.
2. I believe children could recreate Bruel's illustrations using water color and black pen.

Discussion questions for illustrations:

Pre reading:

1. Why do you think the purple paint is left dripping on the title?
2. What do the purple paw prints lead you to believe about this kitty?

During Reading:

1. Why does the kitty get upset?
2. How do the colors on the pages give you clues to how kitty is feeling?
3. Looking at kitty's expressions, tell me how she is feeling on pages 18 and 19.

Post reading:

1. How do Nick Bruel's illustrations capture the story?
2. Could you retell the story using JUST the pictures in this book?

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