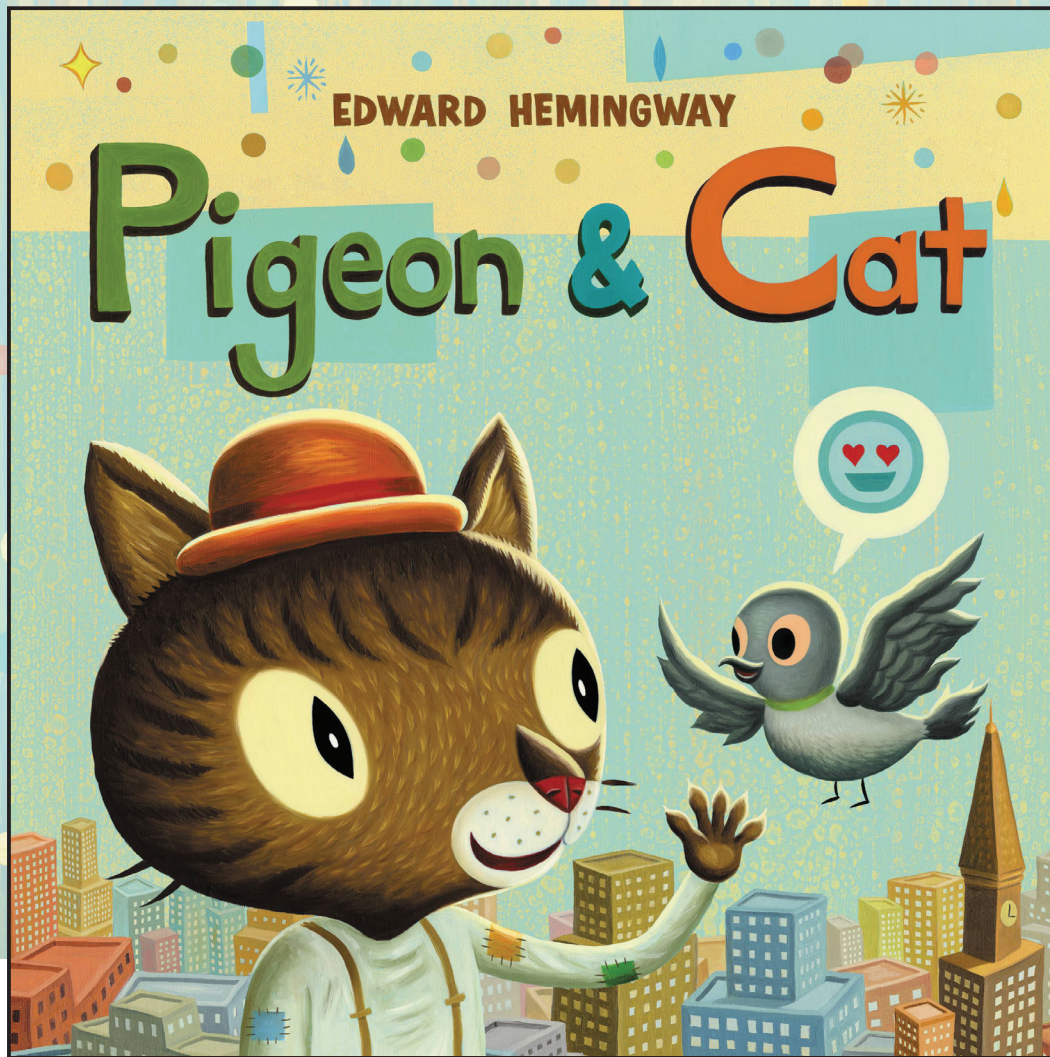


# CURRICULUM GUIDE



978-0-316-31125-0

**IN AN ABANDONED CITY LOT**, Cat lives alone in a cardboard box. He leaves only to find food. One day, Cat discovers an unbroken egg too beautiful to eat. Soon, out pecks Pigeon, and they become fast friends. Cat is happy to share his box with Pigeon. But when Pigeon flies far away from where they live, Cat must brave the city to rescue his friend. This journey will forever transform his understanding of home.

This sweet celebration of urban community explores unlikely friendships, the creative spark within us, and how to give comfort and kindness in small, impactful gestures.

**"[A] heartwarming story of friendship and community." —The Horn Book**

**"A sweet tale celebrating the joys of both personal and communal togetherness." —Kirkus Reviews**

The Common Core State Standards addressed by the discussion questions and activities in this guide are noted throughout. For more information on the Common Core, visit [corestandards.org](http://corestandards.org).



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# DISCUSSION QUESTIONS

Unless otherwise noted, all discussion questions align with the following Common Core State Standards: **CCSS.ELA-LITERACY.RL.K.1; CCSS.ELA-LITERACY.RL.1.1; CCSS.ELA-LITERACY.RL.2.1**

- Carefully read the author's description of the setting on the first two pages of the story. What feeling do you have as you read about where Cat lives? What key words does the author use that create this feeling in the reader?
- Why does Cat sleep in his box with one eye open?
- Why do you think that Cat rarely leaves the lot? Cat feels the lot is "his alone." What does that say about him?
- How does Cat's personality change after discovering the overturned nest with the unbroken egg inside? **CCSS.ELA-LITERACY.RL.K.3; CCSS.ELA-LITERACY.RL.1.3; CCSS.ELA-LITERACY.RL.2.3**
- What is unique about the way Pigeon communicates with Cat?
- Look at the illustration on the page where Pigeon first learns to fly to the top of the lot. Identify how Pigeon is feeling as she learns to fly by matching words to the emojis in the illustration.  
**CCSS.ELA-LITERACY.RL.K.7; CCSS.ELA-LITERACY.RL.1.7; CCSS.ELA-LITERACY.RL.2.7**
- Describe the difference between how Pigeon and Cat feel about the world outside of the lot.
- Look closely at the illustration of Pigeon flying high above the city skyline. Where did Pigeon find the first gift that she brought back to Cat in the lot?  
**CCSS.ELA-LITERACY.RL.K.7; CCSS.ELA-LITERACY.RL.1.7; CCSS.ELA-LITERACY.RL.2.7**
- How does Cat transform a wall in the lot with Pigeon's gifts?
- Why do you think that the illustrations Cat creates while looking for Pigeon are drawn in shades of black and grey? **CCSS.ELA-LITERACY.RL.K.7; CCSS.ELA-LITERACY.RL.1.7; CCSS.ELA-LITERACY.RL.2.7**
- What motivates Cat to leave the lot? How is this time different from the times that cat left the lot in the beginning of the story?  
**CCSS.ELA-LITERACY.RL.K.3; CCSS.ELA-LITERACY.RL.1.3; CCSS.ELA-LITERACY.RL.2.3**
- How does Cat use Pigeon's gift as a way to find Pigeon?
- As Cat searches for Pigeon, how does his feeling about the city and about other animals change? Why do you think that this change happens?  
**CCSS.ELA-LITERACY.RL.K.3; CCSS.ELA-LITERACY.RL.1.3; CCSS.ELA-LITERACY.RL.2.3**
- Cat follows a flock of birds carrying something colorful in their beaks. Where does the flock lead Cat? What does he see as soon as he arrives?
- How does the message, "ALL ARE WELCOME" show how Pigeon changed Cat's attitude by the end of the story?

# ACTIVITIES FOR STUDENTS

## Write a Rebus or Emoji Story

Look at the illustration of all of the different treasures that Pigeon finds and brings to Cat. Choose one item from this illustration to create a rebus story of how Pigeon might have found the item. A rebus story uses images in place of several words, similar to the way Pigeon tells Cat about how she was lost in the storm and how she spent her time waiting for Cat to return to the lot. Imagine where Pigeon may have found the item you select, what she may have thought was special about the item, and how she was able to bring the item back to Cat. Then create drawings or emojis to help you tell this tale.

CCSS.ELA-LITERACY.RL.K.7; CCSS.ELA-LITERACY.RL.1.7; CCSS.ELA-LITERACY.RL.2.7

## Cat Before Pigeon

*Pigeon & Cat* begins with Cat living all alone in a city lot. How do you think he came to live there? Draw a three-panel comic strip that shows the story of what you imagine Cat's life was like before he came to the lot. Include speech and thought bubbles to help tell the story of the beginning of Cat's life.

CCSS.ELA-LITERACY.RL.K.3; CCSS.ELA-LITERACY.RL.1.3; CCSS.ELA-LITERACY.RL.2.3

## Story String

Create a story string to help you retell the story of *Pigeon & Cat*. Cut a piece of yarn or string about thirty inches in length. Design pictures of the setting, characters, problem, some of the important events in the story, and the outcome on 3 x 5-inch index cards. Tape the illustrated cards to the string in this order: setting, characters, problem, events, and solution. Meet with a partner to share story strings as you retell the story of *Pigeon & Cat*.

CCSS.ELA-LITERACY.RL.K.2; CCSS.ELA-LITERACY.RL.1.2; CCSS.ELA-LITERACY.RL.2.2

## Two Portraits of Cat

Cat changes a great deal over the course of the story. Draw a line to divide a piece of drawing paper in half. Label one side "before" and the other "after." Design two portraits of Cat: one before he met Pigeon and one after the two became friends. Think about what colors you would use to show the difference between how Cat felt when he was alone and when he had Pigeon in his life. Include words that describe Cat's feelings at the beginning and at the end of the story as part of your character portraits. CCSS.ELA-LITERACY.RL.K.3; CCSS.ELA-LITERACY.RL.1.3; CCSS.ELA-LITERACY.RL.2.3

## Illustrating Emotion

Choose ONE word to describe the feeling that you had after reading *Pigeon & Cat*. Write your descriptive word in big letters on a piece of art paper. Surround the descriptive word with pictures of events from the story that show the meaning of your descriptive word.

CCSS.ELA-LITERACY.RL.K.2; CCSS.ELA-LITERACY.RL.1.2; CCSS.ELA-LITERACY.RL.2.2

The discussion questions and activities in this guide were created by Leigh Courtney, Ph.D. She teaches in the Global Education program at a public elementary school in San Diego, California. She holds both masters' and doctoral degrees in education, with an emphasis on curriculum and instruction.



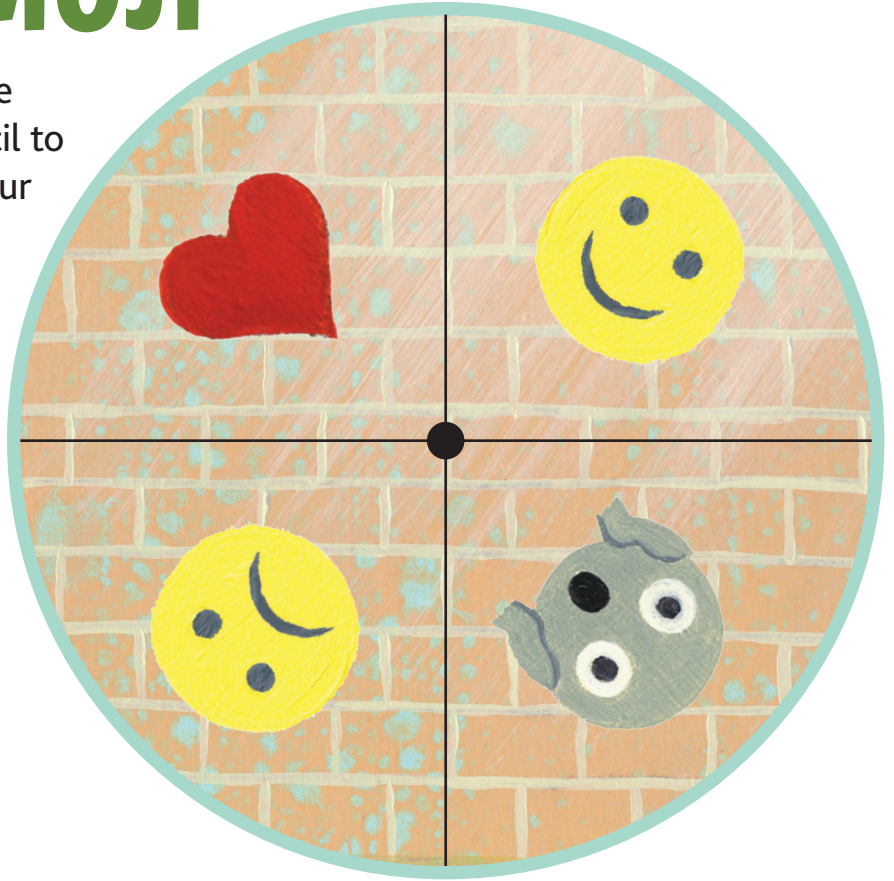
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Name: \_\_\_\_\_

# SPIN AN EMOJI

Place a paperclip in the center of the emoji circle. Use the point of a pencil to hold the paperclip in place. With your other hand, flick the paper clip so that it spins around the circle. On which emoji does your paper clip land? Find a part of the story that expresses the feeling of this emoji. Below, draw the emoji and describe the corresponding story event. Spin again and enter details for a different emoji.

CCSS.ELA-LITERACY.RL.K.3; CCSS.ELA-LITERACY.RL.1.3; CCSS.ELA-LITERACY.RL.2.3



**Emoji**

**Example from the Story that  
Matches the Feeling of the Emoji**

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Name: \_\_\_\_\_

# COMPARING CHARACTERS

Think carefully about the characters of Pigeon and Cat. How are the two similar to one another? How are they different? Write words that describe each character in the Venn diagram to show what the two have in common and what makes each character unique.

CCSS.ELA-LITERACY.RL.K.3; CCSS.ELA-LITERACY.RL.1.3; CCSS.ELA-LITERACY.RL.2.3

PIGEON



CAT



Name: \_\_\_\_\_

# MAKING CONNECTIONS



Readers help to make sense of books by noticing how the stories connect to other books they've read, experiences they've had, or similar things happening in the real world. Think carefully about *Pigeon & Cat* and make connections! **CCSS.ELA-LITERACY.RL.K.9; CCSS.ELA-LITERACY.RL.1.9; CCSS.ELA-LITERACY.RL.2.9**

## TEXT TO TEXT

Connections you can make between the story and other books you have read.

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## TEXT TO SELF

Connections you can make between the story and your own life experiences.

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## TEXT TO WORLD

Broader connections you can make to the larger world—to things you have seen or learned from television, movies, newspapers, etc.

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