

# **It's Raining Cats...and Cats!**

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**Teacher's Guide and  
Lesson Plans Connected to the Common Core**

**Written by Jeanne Prevost, M.A.T.**

## READING

### LEARNING GOALS

We ask and answer questions about our reading to increase our understanding. We refer to the text to support our answers.

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### COMMON CORE STANDARD

**Reading Literature 3.1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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### MATERIALS

Line drawing of a cat

Question paper

A document camera and projector, optional

Multiple choice and open response assessment

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### VOCABULARY

Calico

Operation

Veterinarian

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### ESSENTIAL QUESTION

Why is it important to control the population of pet cats?

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### PROCEDURE

#### ACTIVATOR

1. Color the picture and label the parts of a cat.
2. Share pictures. Discuss briefly and list: What are the characteristics of cats?

#### READ

- a. Read aloud to class, or
  - b. Read with a partner or small group.
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3. Invite volunteers to ask questions about the story. Let the questions hang unanswered for a short while.
4. Distribute question papers.
5. Instruct students to write a very good thinking question on the paper while you reread the story aloud. As students listen to the story again, they may stop at any point to write down their question. Discuss how questions beginning with "Why...?" or "How...?" usually provide for interesting discussion.

#### SUMMARIZER

1. If available, use a document camera and projector for this summarizing activity. If unavailable, simply read student questions out loud, then point out and read aloud the part of the text that supports the answer to the question.
2. You may choose student questions to discuss ahead of time, or choose volunteers' questions on the spot.
3. Project and read each selected question to the class.
4. Discuss the question. On the camera/projector, show and read the part of the text that supports students' answers and opinions.
5. End with the essential question: Why is it important to control the population of pet cats? List student ideas on the board, chart, or projector and provide guidance to elicit any reasons the students don't bring up on their own. Reasons for controlling the population of pet cats include:
  - a. There are more cats in the world than homes for them
  - b. Every cat is an individual personality with feelings and needs, not just a number
  - c. Taking care of a cat requires a commitment of time and money
  - d. Cats without a home may suffer neglect
  - e. If you own too many cats, you cannot care for them adequately

ASSESSMENT – *It's Raining Cats...and Cats!* **READING**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

1. What is the main problem in this story?
  - a. Jim wants to sell lemonade.
  - b. Jim wants to get more cats.
  - c. The family has too many cats.
  - d. The veterinarian cannot help the family's cats
2. Why is Jim upset at the beginning of the story?
  - a. His cat Molly has stitches.
  - b. His cat Molly is sick.
  - c. His cat is about to have kittens.
  - d. It is about to rain.
3. Why does the family have too many cats?
  - a. People drop off kittens at their house.
  - b. It is raining cats.
  - c. The family's cats have many litters of kittens.
  - d. Molly had kittens.
4. What is the solution to the problem of too many cats?
  - a. Make sure you take your cat to the veterinarian for an operation.
  - b. Drop off all your kittens at an animal shelter before they breed.
  - c. Give the cats and kittens away to everyone you know.
  - d. The problem has no solution.

5. Why is it important to control the population of pet cats? Use examples from the story to support your answer.

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ANSWER KEY FOR ASSESSMENT – *It's Raining Cats...and Cats!* **READING**

NAME \_\_\_\_\_ KEY \_\_\_\_\_

DATE \_\_\_\_\_

1. What is the main problem in this story?
  - a. Jim wants to sell lemonade.
  - b. Jim wants to get more cats.
  - c.  The family has too many cats.
  - d. The veterinarian cannot help the family's cats
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  - b. Drop off all your kittens at an animal shelter before they breed.
  - c. Give the cats and kittens away to everyone you know.
  - d. The problem has no solution.

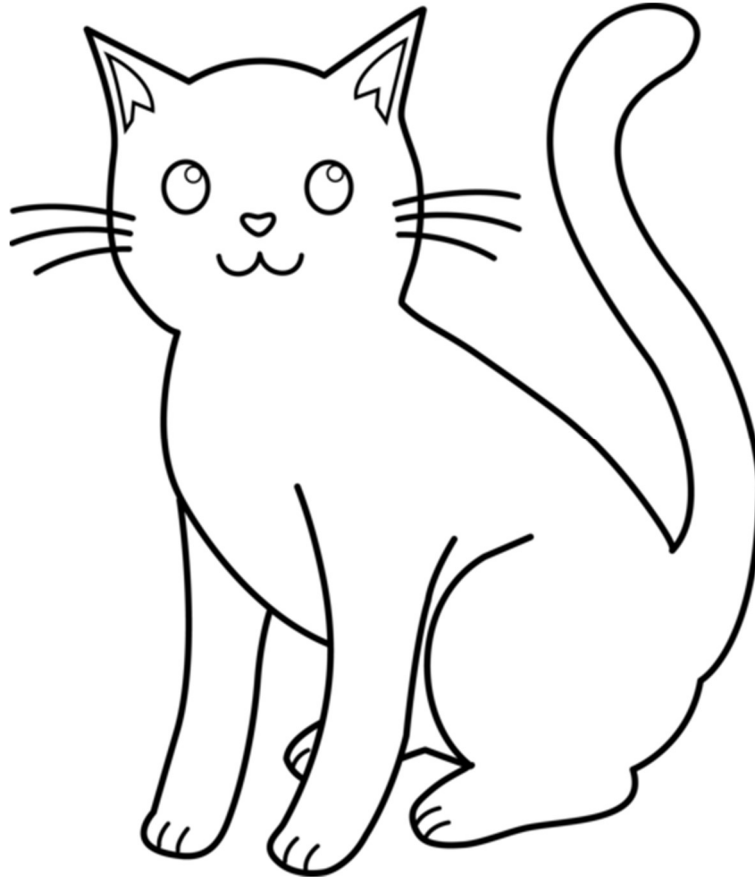
5. Why is it important to control the population of pet cats? Use examples from the story to support your answer.

Students should state a reason from the list generated by the class when discussing the essential question. Students should give an example from the story to support the reason such as: Jim could not play with Molly when there were too many cats.

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## DRAW A CAT

Using the word bank below, identify where those parts are on a cat.



source: [premiumbpthemes.com](http://premiumbpthemes.com)

## WORD BANK

head	paws	mouth	eyelashes
chest	nose	shoulder	tail
front legs	hind legs	whiskers	
ears	eyes		



BLACKLINE MASTER

Student question forms. Copy two-sided and cut in threes. Give one or more to each student.

My question about *It's Raining Cats...and Cats!*

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My question about *It's Raining Cats...and Cats!*

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My question about *It's Raining Cats...and Cats!*

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## LANGUAGE

### LEARNING GOALS

Nouns name a person, place, thing, or idea.

Verbs name an action or being.

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### COMMON CORE STANDARD

**Language 3.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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### MATERIALS

*It's Raining Cats...and Cats!*

Chart or board

Noun and Verb paper, pencils

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### VOCABULARY

Noun

Verb

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### ESSENTIAL QUESTION

What is the difference between a noun and a verb?

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### PROCEDURE

#### ACTIVATOR

Connect to a previous lesson. Or, ask students to guess the answer to the question above.

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## TEACH

1. Divide a chart paper or board in half. Write "Jim, hospital, cat carrier" in one section. Then write "arrived, unlatched, tumbled" in the other section.
2. Ask students to guess why you grouped the words that way. What is the function of each set of words? What do the words in the same group have in common? Students should realize that nouns name places, people or things; verbs name actions.
3. Do a few more examples together. Read the sentence: "Mommy, look." Have students indicate in which group each word belongs.
4. Instruct students to work with a partner at their desks, picking out nouns and verbs from *It's Raining Cats...and Cats!* and listing them in groups on the paper provided.

## SUMMARIZER

Check and discuss student work.

Summarizing statement: "In a story, the nouns are the pictures and the verbs move the pictures."

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NAMES: \_\_\_\_\_

NOUNS AND VERBS

PUT NOUNS HERE: people, places, things	PUT VERBS HERE: what the people, places, things DO.

## LIFE SCIENCE

### LEARNING GOALS

Cats belong to the class of animals known as mammals. Cats, like all mammals, have a predictable life cycle. Cats, like all animals, need food, water, and shelter to thrive.

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### COMMON CORE STANDARD

**Reading Informational Text 3.3.** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

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### MATERIALS

Pictures of cats in four stages of the life cycle: suckling, kitten, adult, pregnant adult

Graphic organizer for cycles

Word bank for life cycle stages

Scissors, crayons, glue

Optional: Internet and projector. Depending on age and maturity of children this pleasant and not too graphic video shows a mother cat before, during, and after giving birth. <http://www.youtube.com/watch?v=CaSpFPrWyxU>

Multiple choice and open response assessment

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### VOCABULARY

Life Cycle

Reproduction

Suckling

Mammal

Pregnant

Characteristic

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### ESSENTIAL QUESTION

What are the stages in the life cycle of a mammal?

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## PROCEDURE

### ACTIVATOR

1. Project the YouTube video showing a cat giving birth. Emphasize that people should not let their cats have kittens. This video provides an alternative experience for parents who would like to show their children the cycle of life.
2. If not using above video, the class can have a brief discussion about students' experiences and questions about kittens.

### DISCOVERY ACTIVITY

1. Cut out the pictures and words and place them in the correct areas of the life cycle diagram.
2. Check with a partner or a teacher before gluing in place.

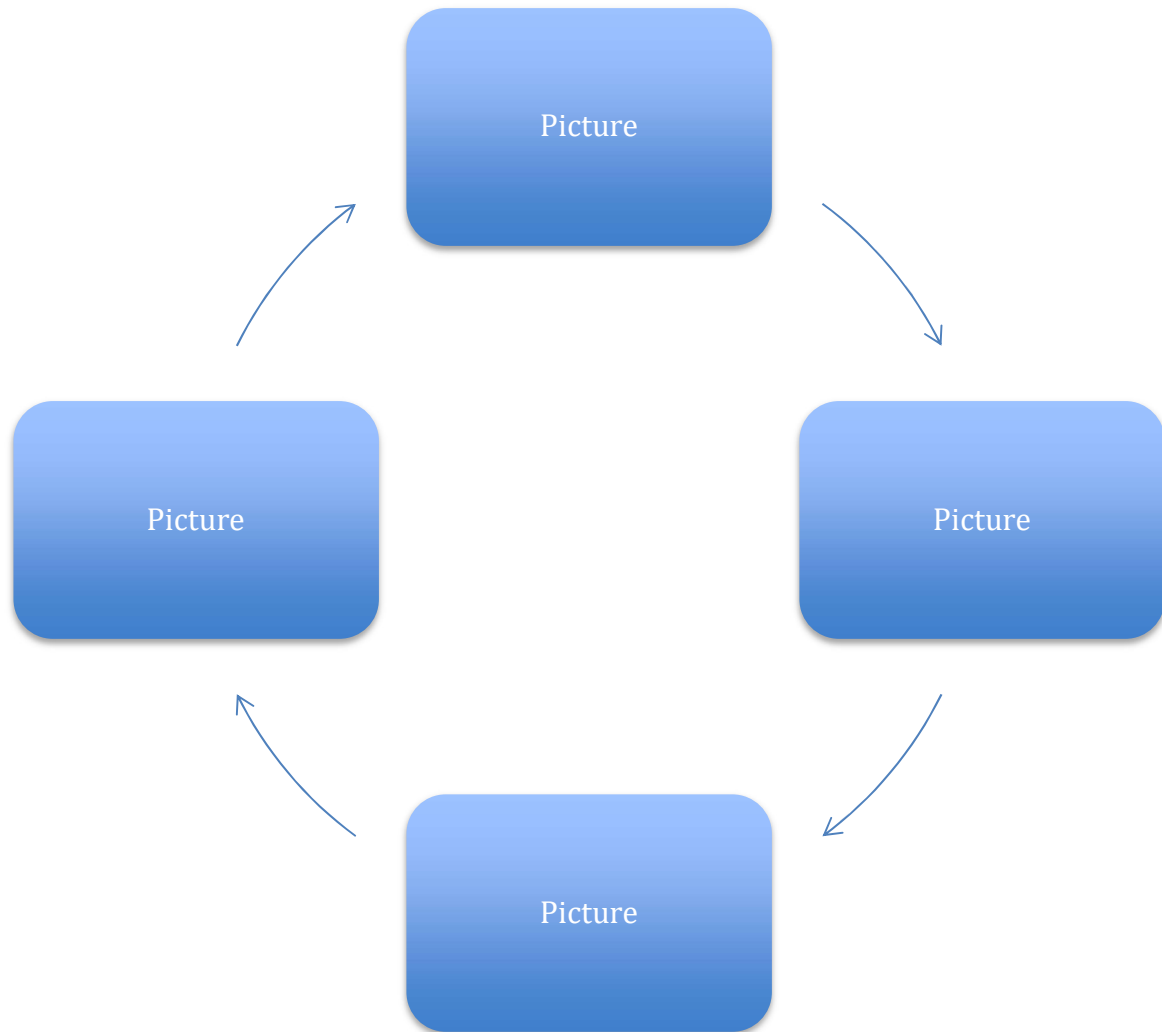
### SUMMARIZER

Display one student's correctly completed life cycle diagram so students can check and discuss their work. If available, use a document camera and projector for this summarizing activity.

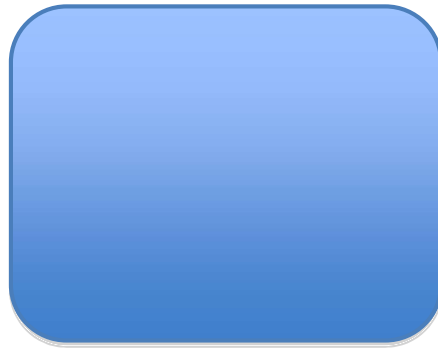
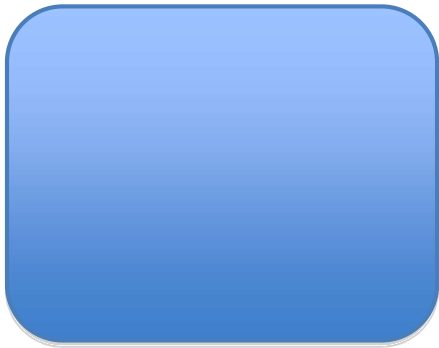
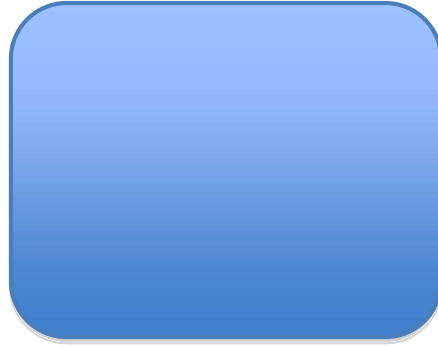
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ACTIVITY MASTER – *The Life Cycle of Cats*

NAME \_\_\_\_\_ DATE \_\_\_\_\_



PICTURES AND ORD BANK FOR LIFE CYCLE



ADULT

PREGNANT ADULT

KITTEN

SUCKLING



## ADDITIONAL INFORMATION: CHARACTERISTICS OF MAMMALS

There are five groups of vertebrates (animals with backbones). These are

- Mammals
  - Birds
  - Reptiles
  - Amphibians
  - Fish
- 

Questions for discussion:

What do all of the above classes of animals have in common? (*ans. They all have backbones*)

What are some of the differences between the above types of animals? (*Encourage students to name some of the obvious differences between the classes of animals above.*)

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These differences are called characteristics.

What are some of the characteristics of mammals? (*Encourage students to put forth their own thinking on this.*)

The characteristics of mammals are:

- Have hair or fur
  - Breathe air with lungs
  - Are warm-blooded (they maintain their body temperature)
  - Babies are born alive
  - Babies drink milk from the mother
- 

Cats are mammals because they have all of the characteristics listed above. What other animals are mammals?

ASSESSMENT - *It's Raining Cats...and Cats!* **LIFE SCIENCE**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

Directions: Write T if the statement is true. Write F if the statement is false.

1. A life cycle is the repeated pattern of birth, growth, and reproduction. \_\_\_\_\_
2. Mother cats feed their young milk. \_\_\_\_\_
3. A suckling is a baby animal that drinks milk from its mother. \_\_\_\_\_
4. Newborn kittens are able to go hunting on their own. \_\_\_\_\_
5. All mammals breathe air with lungs. \_\_\_\_\_
6. All mammals lay eggs. \_\_\_\_\_
7. Baby mammals drink milk from their mothers' bodies. \_\_\_\_\_
8. Mammals can have fur, scales, or feathers. \_\_\_\_\_
9. A cat's life cycle stages include: suckling, kitten, adult, pregnant adult. \_\_\_\_\_
10. A cat's life cycle stages include: suckling, kitten, adult, death. \_\_\_\_\_

ASSESSMENT ANSWER KEY - *It's Raining Cats...and Cats!* **LIFE SCIENCE**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

Directions: Write T if the statement is true. Write F if the statement is false.

1. A life cycle is the repeated pattern of birth, growth, and reproduction.   T
2. Mother cats feed their young milk.   T
3. A suckling is a baby animal that drinks milk from its mother.   T
4. Newborn kittens are able to go hunting on their own.   F
5. All mammals breathe air with lungs.   T
6. All mammals lay eggs.   F
7. Baby mammals drink milk from their mothers' bodies.   T
8. Mammals can have fur, scales, or feathers.   F
9. A cat's life cycle stages include: suckling, kitten, adult, pregnant adult.   T
10. A cat's life cycle stages include: suckling, kitten, adult, death.   F

## WRITING

### LEARNING GOALS

We write our opinions. We introduce the topic and we state our opinion.  
We write reasons to support our opinion.

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### COMMON CORE STANDARD

- Writing 3.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons.
- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
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### MATERIALS

Model of an opinion piece: *Cats Are Cool*  
Nonfiction section of *It's Raining Cats...and Cats!*  
Chart or board  
Paper and pencils

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### VOCABULARY

Opinion  
Supporting reasons

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### WRITING PROMPT

Write a newspaper editorial stating why animals should be spayed or neutered.

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### PROCEDURE

#### ACTIVATOR

Project or show to students the double page spread with cats all over the house and invite comments.

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## TEACH

1. Read aloud and project the model opinion piece *Cats Are Cool*. Highlight statement and each reason.
  2. On chart paper or board, create a list together of reasons that support the opinion that pet animals must be neutered or spayed. Use the nonfiction section at the back of the book for guidance.
  3. Instruct students to write an opinion explaining why pets should be neutered. Students must include a statement and three reasons. *Cats Are Cool* may be used as a structure model, and the list of reasons on the chart or board may be used to help students give three reasons.
  4. Refer to the essential question from the reading lesson: Why is it important to control the population of pet cats? Reasons for controlling the population of pet cats include:
    - a. There are more cats in the world than homes for them
    - b. Every cat is an individual personality with feelings and needs, not just a number
    - c. Taking care of a cat requires a commitment of time and money
    - d. Cats without a home may suffer neglect
    - e. If you own too many cats, you cannot care for them adequately
  5. SUMMARIZER
  6. Students may share their opinion pieces in small groups. A few volunteers may share with the whole class. Early finishers may make illustrations to accompany their writing.
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OPINION ASSESSMENT RUBRIC

**WRITING**

TRAIT	4 ADVANCED	3 GRADE LEVEL	2 DEVELOPING	1 BEGINNING
IDEAS	I wrote a clear, focused opinion with many interesting details and more than three reasons.	I wrote a clear opinion with three reasons.	I wrote an opinion but I need to add more reasons to make it clear.	I need to focus on one clear opinion and include reasons so my writing will be interesting.
ORGANIZATION	I wrote an inviting introduction, an impressive conclusion, and the reasons are in an order that makes sense.	I wrote an introduction, a conclusion, and three reasons in an order that makes sense.	I need to add an introduction, or a conclusion, or put my paragraph in order so my meaning is clear.	I need to add an introduction and conclusion, or write reasons in an order that makes sense.
VOICE	My writing shows my feelings and personality, and shows that I care very much about the topic.	Most of my writing shows my feelings and personality.	Some parts of my writing show my feelings and personality.	I need to show my feelings and personality in my writing.
WORD CHOICE	I chose interesting, unusual, and "sparkling" words that fit my meaning.	I chose some interesting words that fit my meaning.	I used words that are simple and/or repeated the same words more than twice.	I need to choose clear, correct, and interesting words to make my writing shine.
SENTENCE FLUENCY	My sentences are all different and expressive. They are smooth and interesting to read.	My sentences are easy to read and they sound interesting.	My sentences need to be clearer, smoother, and interesting.	My sentences are too simple or not very clear.
CONVENTIONS	I used correct grammar, punctuation, spelling, and paragraphing throughout.	I made 4 or fewer mistakes per page in grammar, punctuation, spelling, or paragraphing.	I made more than 4 errors per page in grammar, punctuation, spelling, and paragraphing.	My paper is difficult to read and understand because of mistakes in grammar, punctuation, and spelling.
PRESENTATION	My paper is clean, and well laid out. My handwriting is neat with perfect letter formation.	My handwriting is neat with proper letter formation.	I need to improve my letter formation or my neatness.	My paper needs to have fewer scribbles or eraser marks, and correct letter formation.

## OPINION WRITING MODEL

### Cats Are Cool

I believe that cats are the best pet animals in the world. Cats are so terrific because they are clean, they can be as quiet as a mouse, and they give you love.

The first reason why cats are excellent is that they are clean. They do potty in their litter box. They wash themselves and don't need baths. Cats don't roll in the mud like dogs. Cats don't get smelly and dirty.

Another reason cats are cool is that they are quiet in the house. They don't bark when people come over. When cats feel calm they make their people relaxed also. Cats are world experts on relaxation.

The third thing I really like about cats is that they cuddle with you. Cats enjoy being rubbed and scratched. They sit in your lap and purr. Cats give you love and affection and make you feel content.

Cats are cool. A cat is the best pet a kid could ever have.

## MATHEMATICS

### LEARNING GOALS

Create number sentences using a letter to represent an unknown quantity. Solve multi-step word problems using addition, subtraction, or multiplication.

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### COMMON CORE STANDARD

3.Operations and Algebraic Thinking.8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

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### MATERIALS

Funny word problems about cats

A document camera and projector, optional

Open response assessment

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### VOCABULARY

Multi-step problem

Number sentence

Equation

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### ESSENTIAL QUESTION

How do I tell if a problem requires one step or more than one step?

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### PROCEDURE

#### ACTIVATOR

1. As a warm up, have students solve the simple one-step problem in the box.



### TEACH

2. Model how to solve multi-step problems using problems #1 and #2.
3. Probe, question, and check with students to ascertain understanding.
4. Have students work on the remainder of the word problems independently or with a partner. Circulate and assist, or form a small focus group.

### SUMMARIZER

5. Students may check their work by having a “math meeting.” A math meeting means small groups of students share their answers and strategies. If there are disagreements, students rethink and rework the problem to see which solution is correct.
6. Discuss the essential question: How do I tell if a problem requires one or two steps?

WORD PROBLEMS – *It's Raining Cats...and Cats!* **MATHEMATICS**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

Warm up:

Lady had 3 litters of 5 kittens each this year. How many kittens did she have in all?

Number sentence: \_\_\_\_\_

Answer with label: \_\_\_\_\_

1. Madison and Koala each gave birth to 7 kittens. Four of the kittens unrolled toilet paper. How many of the kittens were better behaved?

Step 1 number sentence: \_\_\_\_\_

Step 2 number sentence: \_\_\_\_\_

Answer with label: \_\_\_\_\_

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2. One year, Lady had 3 litters of 5 kittens each. The next year, she had two litters, and each litter had 8 kittens. How many kittens did Lady have in two years?

Step 1 number sentence: \_\_\_\_\_

Step 2 number sentence: \_\_\_\_\_

Step 3 number sentence: \_\_\_\_\_

Answer with label: \_\_\_\_\_

3. Jim had 134 tiger-striped cats, 76 orange cats, 34 Siamese cats, and 40 black and white cats. 196 cats climbed the drapes. The rest jumped on the furniture. How many cats jumped on the furniture?

Step 1 number sentence: \_\_\_\_\_

Step 2 number sentence: \_\_\_\_\_

Answer with label: \_\_\_\_\_

\_\_\_\_\_

4. Jim had 134 tiger-striped cats, 176 orange cats, 89 Siamese cats, and 40 black and white cats. If 264 were girls, how many of Jim's cats were boys?

Step 1 number sentence: \_\_\_\_\_

Step 2 number sentence: \_\_\_\_\_

Answer with label: \_\_\_\_\_

\_\_\_\_\_

5. Molly gave birth to 13 kittens every year for 6 years. 56 of her kittens played on the roof and the rest played inside. How many stayed inside?

Step 1 number sentence: \_\_\_\_\_

Step 2 number sentence: \_\_\_\_\_

Answer with label: \_\_\_\_\_

6. Four-step problem:

- a. Ivan, Jack, and Lenny eat canned cat food. Ivan eats 5 ounces a day. Big Jack eats 6 ounces a day, and little Lenny needs only 4 ounces a day. At the end of one week, how many ounces of canned cat food will all three cats have eaten?

Step 1 number sentence: \_\_\_\_\_

Step 2 number sentence: \_\_\_\_\_

Step 3 number sentence: \_\_\_\_\_

Step 4 number sentence: \_\_\_\_\_

Answer with label: \_\_\_\_\_

6b. In 4 weeks, how many ounces will Jack alone eat?

Number sentence: \_\_\_\_\_

Answer with label: \_\_\_\_\_

CHALLENGE:

6c. In 4 weeks, how many pounds of food will all three cats consume?

(1 pound=16 ounces.)

Step 1 number sentence: \_\_\_\_\_

Step 2 number sentence: \_\_\_\_\_

Answer with label: \_\_\_\_\_

**WORD PROBLEMS ANSWER KEY** - *It's Raining Cats...and Cats!* **MATHEMATICS**

NAME \_\_\_\_\_ KEY \_\_\_\_\_ DATE \_\_\_\_\_

Warm up:

Lady had 3 litters of 5 kittens each this year. How many kittens did she have in all?

Number sentence:  $15 \times 3 = K$   $K=15$

Answer with label: 15 kittens \_\_\_\_\_

1. Madison and Koala each gave birth to 7 kittens. Four of the kittens unrolled toilet paper. How many of the kittens were better behaved?

Step 1 number sentence:  $7+7=k$  or  $7 \times 2=k$   $k=14$

Step 2 number sentence:  $14-4=n$   $n=10$

Answer with label: 10 kittens were better behaved.

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2. One year, Lady had 3 litters of 6 kittens each. The next year, she had two litters, and each litter had 8 kittens. How many kittens did Lady have in two years?

Step 1 number sentence:  $3 \times 6=a$   $a=18$

Step 2 number sentence:  $2 \times 8=b$   $b=16$

Step 3 number sentence:  $18+16=c$   $c=34$

Answer with label: 34 kittens

3. Jim had 134 tiger-striped cats, 76 orange cats, 34 Siamese cats, and 40 black and white cats. 196 cats climbed the drapes. The rest jumped on the furniture. How many cats jumped on the furniture?

Step 1 number sentence:  $134+76+34+40=c$   $c=284$

Step 2 number sentence:  $196 + j = 284$   $j=88$  OR  $284-196=j$   $j=88$

Answer with label: 88 cats jumped on the furniture

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4. Jim had 134 tiger-striped cats, 176 orange cats, 89 Siamese cats, and 40 black and white cats. If 164 were girls, how many of Jim's cats were boys?

Step 1 number sentence: 134+76+34+40=c c=284

Step 2 number sentence: 164 + b = 284 OR 284-164=b b=120

Answer with label: 120 boy cats

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5. Molly gave birth to 13 kittens every year for 6 years. 56 of her kittens played on the roof and the rest played inside. How many stayed inside?

Step 1 number sentence: 13x6=k k=78

Step 2 number sentence: 78-56=i i=22

Answer with label: 22 kittens stayed inside

6. Four-step problem:

- a. Ivan, Jack, and Lenny eat canned cat food. Ivan eats 5 ounces a day. Big Jack eats 6 ounces a day, and little Lenny needs only 4 ounces a day. At the end of one week, how many ounces of canned cat food will all three cats have eaten?

Step 1 number sentence: 5x7=I I=35

Step 2 number sentence: 6x7=J J=42

Step 3 number sentence: 4x7=L L=28

Step 4 number sentence: 35+42+28=F F=105

Answer with label: 105 ounces of food in all

6b. In 4 weeks, how many ounces will Jack alone eat?

Number sentence: 42x4=z z=168

Answer with label: 168 ounces of food

CHALLENGE:

6c. In 4 weeks, how many pounds of food will all three cats consume?

(1 pound=16 ounces.)

Step 1 number sentence: 105x4=f f=420

Step 2 number sentence: 420 / 16 = p p=26 pounds, 4 ounces

Answer with label: 26 pounds, 4 ounces

WORD PROBLEMS DIFFERENTIATION SHEET **MATHEMATICS**

Teachers may choose numbers to make the problems more or less challenging.

NAME \_\_\_\_\_ DATE \_\_\_\_\_

Warm up:

Lady had \_\_\_\_ litters of \_\_\_\_ kittens each this year. How many kittens did she have in all?

Number sentence: \_\_\_\_\_

Answer with label: \_\_\_\_\_

6. Madison and Koala each gave birth to \_\_\_\_ kittens. \_\_\_\_ of the kittens unrolled toilet paper. How many of the kittens were better behaved?

Step 1 number sentence: \_\_\_\_\_

Step 2 number sentence: \_\_\_\_\_

Answer with label: \_\_\_\_\_

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7. One year, Lady had \_\_\_\_ litters of \_\_\_\_ kittens each. The next year, she had \_\_\_\_ litters, and each litter had \_\_\_\_ kittens. How many kittens did Lady have in two years?

Step 1 number sentence: \_\_\_\_\_

Step 2 number sentence: \_\_\_\_\_

Step 3 number sentence: \_\_\_\_\_

Answer with label: \_\_\_\_\_

8. Jim had \_\_\_\_ tiger-striped cats, \_\_\_\_ orange cats, \_\_\_\_ Siamese cats, and \_\_\_\_ black and white cats. \_\_\_\_ cats climbed the drapes. The rest jumped on the furniture. How many cats jumped on the furniture?

Step 1 number sentence: \_\_\_\_\_

Step 2 number sentence: \_\_\_\_\_

Answer with label: \_\_\_\_\_

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9. Jim had \_\_\_\_ tiger-striped cats, \_\_\_\_ orange cats, \_\_\_\_ Siamese cats, and \_\_\_\_ black and white cats. If 264 were girls, how many of Jim's cats were boys?

Step 1 number sentence: \_\_\_\_\_

Step 2 number sentence: \_\_\_\_\_

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Answer with label: \_\_\_\_\_

\_\_\_\_\_

10. Molly gave birth to \_\_\_\_ kittens every year for \_\_\_\_ years. \_\_\_\_ of her kittens played on the roof and the rest played inside. How many stayed inside?

Step 1 number sentence: \_\_\_\_\_

Step 2 number sentence: \_\_\_\_\_

Answer with label: \_\_\_\_\_

6. Four-step problem:

b. Ivan, Jack, and Lenny eat canned cat food. Ivan eats \_\_\_\_ ounces a day. Big Jack eats \_\_\_\_ ounces a day, and little Lenny needs only \_\_\_\_ ounces a day. At the end of one week, how many ounces of canned cat food will all three cats have eaten?

Step 1 number sentence: \_\_\_\_\_

Step 2 number sentence: \_\_\_\_\_

Step 3 number sentence: \_\_\_\_\_

Step 4 number sentence: \_\_\_\_\_

Answer with label: \_\_\_\_\_

6b. In \_\_\_\_ weeks, how many ounces will Jack alone eat?

Number sentence: \_\_\_\_\_

Answer with label: \_\_\_\_\_

CHALLENGE:

6c. In \_\_\_\_ weeks, how many pounds of food will all three cats consume?

(1 pound=16 ounces.)

Step 1 number sentence: \_\_\_\_\_

Step 2 number sentence: \_\_\_\_\_

Answer with label: \_\_\_\_\_