

The SEL Interactive Read Aloud Collection

Tulare County Office of Education

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Pigeon and Cat by Edward Hemingway

SEL Competencies:

Self-Awareness: Understanding emotions and how they affect behavior, especially in relationships with others.

Self-Management: Managing and expressing emotions, especially during conflicts or challenges in relationships.

Social Awareness: Understanding and empathizing with others' feelings and perspectives.

Relationship Skills: Communicating effectively and resolving conflicts through empathy and cooperation.

Responsible Decision-Making: Making decisions that positively impact relationships and help solve problems in a healthy way.

Background

Pigeon and Cat by Edward Hemingway is a charming and humorous story about an unlikely friendship between two characters, a pigeon and a cat. Despite being very different from one another, the pigeon and the cat come together and try to understand each other's behaviors. This book explores themes of cooperation, empathy, and the challenges of building friendships, particularly when individuals come from different backgrounds or have differing perspectives. As the characters learn more about each other, they find common ground, illustrating how differences can be embraced and turned into strengths when approached with kindness and understanding.

Before You Read

What do you think the title *Pigeon and Cat* might mean? What do you imagine the story is about? (Encourages students to predict the theme of the story and think about the nature of relationships.)

What do you know about pigeons and cats? How are they different? (Introduces the characters and invites students to think about differences between them.)

Have you ever made friends with someone who is very different from you? What was that like? (Encourages students to reflect on their own experiences with friendship and differences.)

What do you think might happen if a pigeon and a cat tried to be friends? (Sets the stage for thinking about conflicts and resolutions in relationships.)

Why is it important to try and understand someone else's feelings, even if they are different from yours? (Prepares students for themes of empathy and

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| | understanding in the story.) |
| While You Read Guiding Questions | <p>At the beginning of the story, how do you think the pigeon feels about the cat? Why? (SEL Competency: Self-Awareness – Reflecting on the character’s feelings and how they may impact their actions.)</p> <p>What do you think the cat thinks about the pigeon at first? How do you know this? (SEL Competency: Self-Awareness – Understanding how the cat’s feelings may affect their perception of the pigeon.)</p> <p>When the pigeon and cat try to interact, what are some of the challenges they face? How do they each react to these challenges? (SEL Competency: Self-Management – Reflecting on how both characters manage their emotions during difficult moments.)</p> <p>How do the pigeon and cat start to understand each other better? What steps do they take to build a connection? (SEL Competency: Social Awareness – Developing empathy and recognizing how communication helps build relationships.)</p> <p>What does the cat learn about the pigeon’s perspective? How does this help them understand each other better? (SEL Competency: Social Awareness – Gaining insight into others’ feelings and building empathy.)</p> <p>How does the pigeon try to connect with the cat? How does the cat respond to the pigeon’s efforts? (SEL Competency: Relationship Skills – Recognizing how both characters try to build a positive connection despite their differences.)</p> <p>At one point, the pigeon and cat struggle to communicate. What do you think is the reason for this? How could they handle this situation differently? (SEL Competency: Responsible Decision-Making – Thinking about how decisions and communication impact relationships.)</p> <p>How does the interaction between pigeon and cat change throughout the story? What do you think they learn about each other? (SEL Competency: Relationship Skills – Developing stronger communication and understanding through mutual efforts.)</p> <p>What emotions do the pigeon and cat experience throughout the story? How do they deal with these emotions? (SEL Competency: Self-Management –</p> |

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| | <p>Understanding how both characters manage their feelings during conflicts and interactions.)</p> <p>At the end of the story, what do you think the pigeon and cat's relationship looks like? How did their differences help them grow together? (SEL Competency: Social Awareness – Reflecting on how embracing differences can create positive relationships.)</p> |
| After Reading | <p>K-2 Activity: "Friendship Bridges"</p> <p>Objective: To help younger students understand the importance of accepting differences and finding common ground in friendships.</p> <p>Materials:</p> <ul style="list-style-type: none">• Large paper• Crayons, markers, or colored pencils• Scissors (optional)• Construction paper (optional) <p>Instructions:</p> <ol style="list-style-type: none">1. Discussion: After reading, discuss how the pigeon and the cat overcame their differences and became friends. Talk about how they learned to communicate and understand each other better.2. Create a Friendship Bridge: Have students draw a picture of a bridge on a piece of paper. The bridge will represent how the pigeon and cat built a connection. On each side of the bridge, have students draw or write about a difference between themselves and a friend.3. Finding Common Ground: In the center of the bridge, ask students to draw or write about one thing they have in common with the friend (or the characters in the story). This can be something small like enjoying the same activity or having a similar feeling about a situation.4. Sharing: After the activity, invite students to share their bridges with the class and explain how they can use common ground to build better friendships. |

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3-5 Activity: "Character Role-Play"

Objective: To help students practice empathy and communication by role-playing the pigeon and cat's interactions.

Materials:

- Index cards
- Markers or pens

Instructions:

1. **Discussion:** After reading, discuss the challenges the pigeon and cat faced in communicating and understanding each other. Talk about the importance of trying to see things from another person's point of view.
2. **Role-Play:** Give students a scenario from the story (e.g., when the pigeon and cat struggle to communicate) and ask them to act it out. One student will play the pigeon, the other will play the cat. Encourage students to practice using kind words and gestures to overcome their differences.
3. **Reflection:** After the role-play, discuss how it felt to walk in someone else's shoes and what strategies helped both characters communicate better. Ask students how they can apply these strategies in real-life situations with their own friends.

6-8 Activity: "The Perspective Challenge"

Objective: To engage older students in understanding multiple perspectives and how empathy and communication can resolve conflicts.

Materials:

- Paper
- Pens or pencils

Instructions:

1. **Discussion:** After reading, have a class discussion about how the pigeon and cat's initial struggles were due to misunderstandings and differences in perspective. Discuss how being empathetic toward others' viewpoints is

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| | <p>crucial in resolving conflicts.</p> <ol style="list-style-type: none">2. The Perspective Challenge: Ask students to write a short letter as if they were the pigeon, explaining their feelings about trying to be friends with the cat. Then, have them switch and write a letter as if they were the cat, explaining their perspective.3. Group Discussion: Once students have written their letters, have them share their letters with a partner and discuss how understanding both perspectives could help resolve conflicts. Discuss how both characters learned to embrace their differences and find a way to connect.4. Reflection: Conclude by having students reflect on how understanding someone else's perspective can help them build better relationships with people who might be different from them. |
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