



ARTWORKS FOR SCHOOLTIME

2022-23 Learning Module Series 4

to accompany the Van Wezel **Schooltime** Performance of

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PETE THE CAT: Pete's Big Hollywood Adventure by Deb Lombard

EARLY LEARNING STANDARDS:

Creative Expression Through the Arts

Creative Movement – 4 years to Kindergarten

1. Continues to engage in individual and group movement activities to express and reprove sent thoughts, observations, imagination, feelings, experiences and knowledge .

Language and Literacy

Language Arts Sentences and Structures – 4 years to Kindergarten

2. Connects words, phrases and sentences to build ideas -
Combines sentences that give lots of detail, stick to the topic and clearly communicate intended meaning.

Social Studies:

SS.K.G.1.1 Describe the relative location of people, places, and things by using positional words.

Dance:

DA.K.C.1.2 Perform creative movement in a specific order.

DA.1.S.1.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

DA.2.S.1.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

Language Arts:

ELA.K.C.5.1 Use a multimedia element to enhance oral or written tasks.

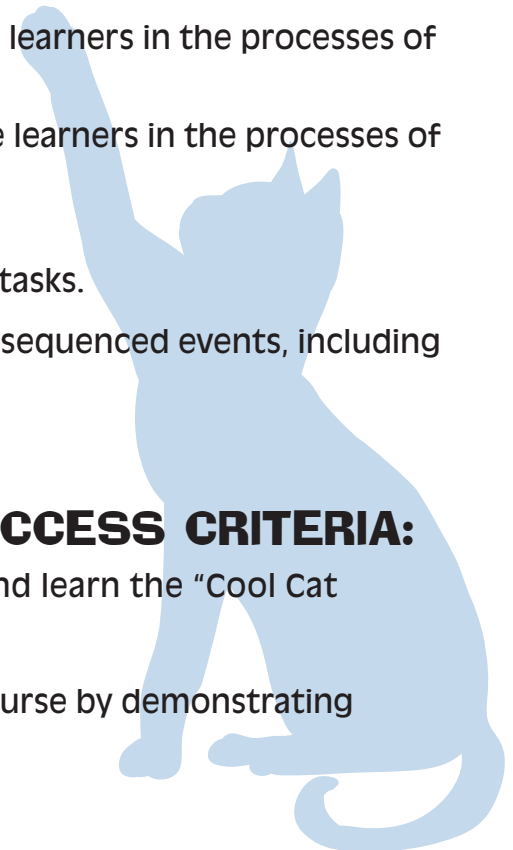
ELA.1.C.1.2 Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.

ELA.2.R.3.2 Retell a text to enhance comprehension.

STUDENT LEARNING INTENTIONS AND SUCCESS CRITERIA:

Today I will... explore pathways, levels, and locomotor moves and learn the "Cool Cat Boogie" dance.

I will know I am successful when... I can complete the obstacle course by demonstrating pathways and levels, trying my best to do the "Cool Cat Boogie"!



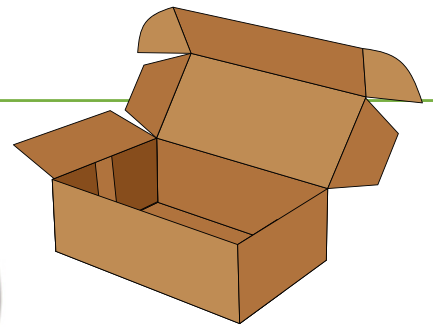
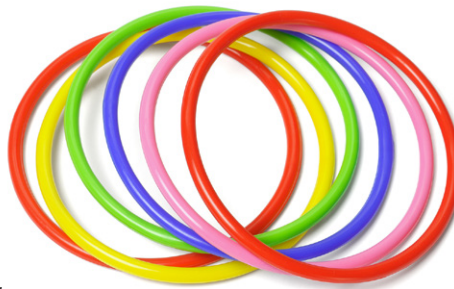
GOALS:

Students will be able to:

- ✿ Accurately demonstrate locomotor movements.
- ✿ Travel in different directions and at various levels.
- ✿ Observe and describe the story in a brief movement sequence.

MATERIALS:

- ✿ Props:
 - Hula hoop
 - Big cardboard box or chair
 - Small stool
 - Individual dance spots or poly spots
- ✿ Attachment 4: Pathways, Directions and Locomotor Moves



GUIDING QUESTION(S):

- ✿ Can dancing make you feel good?
- ✿ Can anyone dance?

SKILL BUILDING AND PROCEDURE FOR LESSON:

Activity 1: Movement Name Game

Remind the students that just like in the book *Pete the Cat and the Cool Cat Boogie*, Pete learns that everyone has their own special way of moving and he's his grooviest when he's being himself. Begin with the whole group standing in a circle. Demonstrate taking a step into the circle while saying your name with a move that is all yours. Have everyone repeat your name and movement. Be sure each student says their name in a loud, clear voice.

How to Play

- ✿ The first person begins the circle rotation by loudly saying their name while at the same time doing a movement.
- ✿ The whole group repeats back the name and movement.
- ✿ The next student says their name and does a movement of their own.
- ✿ Again, the whole group repeats back their name and movement.
- ✿ This call and response continues around the circle until everyone has had a turn.

Ask: Were there any moves that were too hard for you?

What did you do instead?

Activity 2: Adventure Dance

In the Adventure Dance we are going to explore pathways and levels. Levels in dance refer to the height of our body in the space. Are we low to the ground, or in the middle, or up high? Let's do a quick exploration. Let's all freeze in a high shape like a pointy pencil. Can you make this same shape at a medium level? How about low?



Now we are going to explore Pathways. A pathway is the design the dancer makes on the floor as they are moving. We can make a curvy, straight, zigzag or squiggly design on the floor. (Demonstrate each)

Have the students spread out and find their personal space. Remind them that dancers speak with their bodies, not their mouths. This is a quiet activity. When the music is playing, the students dance the movements that you call from the following list. When the music stops, students must freeze and listen to the next direction.

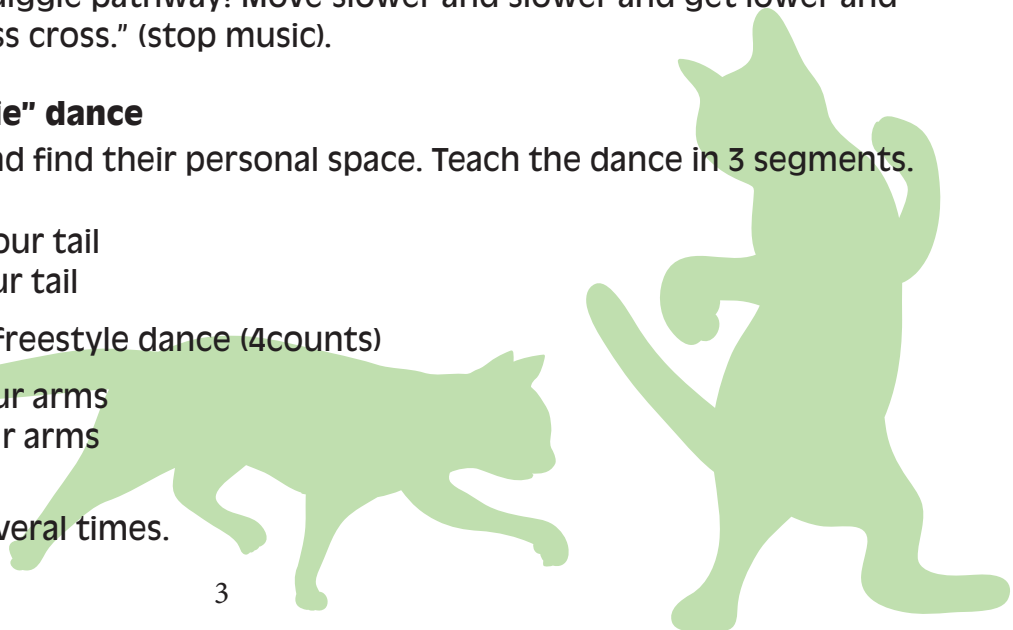
- ✿ When the music starts, say "Move around the room making a curvy path. Now add some arms. Now move at a medium level. Write your name with your hands, arms or whole body using a large amount of space. Now write your name using a small amount of space."
- ✿ Freeze (stop music. Give the next direction).
- ✿ "Move around the room making straight lines." (start music). Then say "Move backwards. Move sideways at a low level. Watch out for your friends! Now stay in one place and move like a robot."
- ✿ Freeze (stop music. Give the next direction).
- ✿ "Move around the room making zig zag lines on the floor." (start music). "Now let's make BIG zig zag lines on the floor. How does your movement change when you make LITTLE zig zag lines on the floor? How low can you go? Try adding your elbows! Move like a secret agent spy, remember those zig zag lines!"
- ✿ Freeze (stop music. Give the next direction).
- ✿ "Move around the room making a squiggly line on the floor. Make sure you are being careful to be squiggly and not zigzag!" (start music). Now add your arms. Fly like a bird at a high level, but keep that squiggly pathway! Move slower and slower and get lower and lower until you are sitting criss cross." (stop music).

Activity 3: "The Cool Cat Boogie" dance

Have the students spread out and find their personal space. Teach the dance in 3 segments.

- 1- Slide to the right and shake your tail
Slide to the left and shake your tail
- 2- Clap clap clap, Clap clap clap, freestyle dance (4counts)
- 3- Jump to the front and roll your arms
Jump to the back and roll your arms
Air guitar (8 counts)

Put it all together and repeat several times.



MAIN ACTIVITY:

The Cat Cave Obstacle Course

In the book *Pete the Cat: CaveCat Pete*, Pete takes a walk and invites all his friends to go on a picnic. We are going to create an obstacle course that will look like Pete's walk to the picnic.

A. Read the Book *Pete the Cat: CaveCat Pete*

B. Review Pete's path.

1. Out the door and down the steps
2. Climb the tree and look for friends
3. Go around the lake
4. Flies on a pterosaur
5. Crawls through the forest
6. Pete gets to the picnic and celebrates with a dance: "The Cool Cat Boogie"!
7. As students watch, create obstacle course, asking for guidance. "How can we make it look like we are going down steps? Should we skip or gallop around the lake?"

C. Demonstrate how to follow Pete's walk by using directional cues.

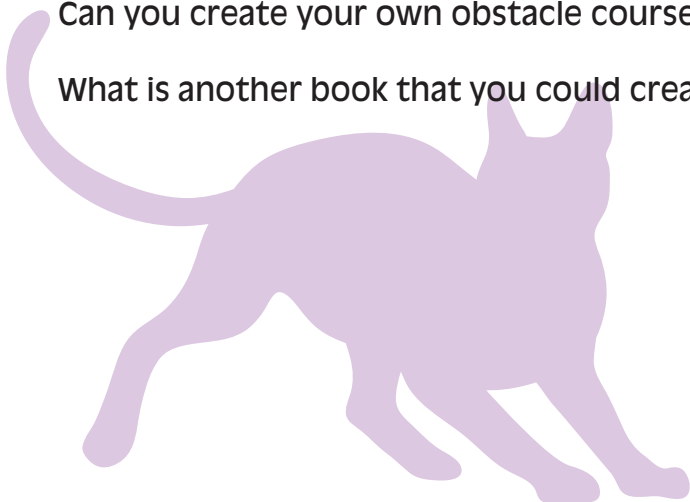
- Open the gate and push out the door (Step across the carpet squares or poly spots. Change level with each step - high, medium, low)
- Pretend to climb a tree (step up on stool) and look for your friends
- Go around the lake by moving around the hula hoop in a circular pathway. (Let them decide if they will gallop, walk, march, or tip toe)
- Hop on your pterosaur and fly to the forest (choose a pathway for this)
- Crawl thru forest (large cardboard box, or under a chair)
- Get to the picnic and do "The Cool Cat Boogie!"

Have students line up and once the first one has gone around the lake the next student will start. When they have completed the course, they return to the end of the line. Repeat several times.

REFLECTION QUESTIONS (EXIT TICKET):

Can you create your own obstacle course?

What is another book that you could create an obstacle course for?



ATTACHMENT 1
Pathways, Directions and Locomotor Moves

LOCOMOTOR MOVES

MOVEMENTS THAT TAKE YOU FROM ONE PLACE TO ANOTHER

RUN HOP SKIP JUMP
WALK SLIDE LEAP MARCH
TIPTOE GALLOP CRAB WALL SLITHER

PATHWAYS

The trail left by the dancer moving through the dance space

STRAIGHT SQUIGGLY
CURVY ZIG ZAG
A COMBINATION OF THE ABOVE

DIRECTION

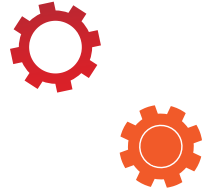
The actual direction of the movement

FORWARD BACKWARD
SIDEWAYS DIAGONALLY



WHERE, WHO AND WHAT? A Dramatic Adventure Pete the Cat Style

Grades: Pre-K through 3
by Maria Schaedler-Luera



STANDARDS

ELA

Early Learning: 4 years-Kindergarten. 1. Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems.

ELA.K.R.1.1 Describe the main character(s), setting, and important events in a story.

ELA.1.R.1.1 Identify and describe the main story elements in a story.

ELA.2.R.1.1 Identify plot structure and describe main story elements in a literary text.

ELA.3.R.1.1 Explain how one or more characters develop throughout the plot in a literary text.

Theater

Early Learning: 4 years-Kindergarten. 1. Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally or nonverbally, with others using a variety of objects in own environment.

TH.K.S.2.1 Pretend to be a character from a given story.

TH.1.S.3.2 Describe characters and plot development discovered during dramatic play.

TH.2.F.1.1 Create and sustain a character inspired by a class reading or activity. **TH.3.S.3.1** Create and sustain imagined characters and relationships, using basic acting skills, to tell a simple story.

SEL

Self and Social Awareness

Learning Intention: Today I will learn how actors create setting, characters and plot.

Success Criteria: I know I am successful when I engage my body and imagination and take turns with my colleagues to show different emotions, places, people and situations.



INTRODUCTION

In the show *Pete's Big Hollywood Adventure*, Pete the Cat and his friend Callie go on a big musical adventure where they have many opportunities to meet different characters. They meet pirates, dinosaurs, robots and many other fun characters. Every character they meet acts, moves, talks in their own unique way. In this lesson, students will have the opportunity to develop their acting skills and practice what is like for an actor when they create different story elements.

GOALS

This lesson is designed to allow students to develop their self and social awareness while learning parts of a story and important language arts and theater vocabulary. Students will have a chance to create, investigate, make choices, take turns and develop their own characters and plot as part of different settings.

VOCABULARY

Setting- The when and where of a story. What is the location of the story?

Characters- The who of a story. Who do we meet in the story?

Plot- The what of a story. What happens in the story?

Actor- The artist who becomes the characters of stories.

Audience- The group of people watching the actors become characters.

Pantomime- When actors become characters and act using their bodies without words.



GUIDING QUESTIONS

What do we see in a story? Who are the people in a story? What is a character? What do actors do? How can we become characters of a story? How do we know where a story takes place? What happens in a story?

SKILL BUILDING

Character Charades

Objective:

This exercise helps students think outside the box - coming up with new ways to express a common idea. Students will practice nonverbal communication skills, such as body language and facial expressions.



Materials

- ✿ Slips of paper that have a character name and image*
 - ✿ Bag or container to hold slips of paper.
- *See Attachment

DIRECTIONS

- ✿ Review the vocabulary words- Pantomime, Actor and Audience.
- ✿ Divide students in groups of 5-6. Students will take turns being an audience and being actors.
- ✿ A volunteer from the group takes out a slip of paper containing a character name and image.
- ✿ The teacher calls "action" and students act out the character chosen using pantomime.
- ✿ The audience tries to guess the character chosen.
- ✿ Repeat until every student has a chance to pantomime.

MAIN ACTIVITY

Snapshot

Objective:

This exercise helps students improve characterization and their ability to understand how emotions connect with what is happening in a situation or story.

Directions:

- ✿ Review the vocabulary words- Setting, Character, and Plot. Choose a setting (Where or When) and discuss with students which characters (Who) we normally see in that setting and what they would be doing (plot). For example:

Setting: school

Characters: students, teachers, custodians, principal, etc.

Plot: recess time, learning in class, having lunch at the cafeteria, etc.

Discuss what characters are feeling in the different plot scenarios: students are happy during recess time, etc.

- ✿ Divide students into groups of 5-6. Students will take turns being an audience and being actors.
- ✿ Actors will form a line on stage or play area and turn their back to the audience.
- ✿ The teacher tells students they will use their bodies, gestures and facial expressions to represent any character of their choice in a specific setting doing a specific activity related to the setting.

- ✿ The teacher says “1,2,3 action!” and students turn to the audience and freeze in a position representing the character, their emotion and the plot.
- ✿ When all students have turned to the audience they hold their snapshot for a few seconds to allow the audience to discuss what they see (see prompts below).
- ✿ Repeat the process with the next group until everyone has a chance to be an actor.

Note: With younger students they can turn one at a time and the teacher can tap on their shoulder when it is their turn. Older students can all turn around simultaneously. Students can first hold the frozen statue of the character and then activate it by adding movement (pantomime).

Setting: jungle, school, beach, airport, hospital, supermarket, etc.

Prompts for the Audience Reflection: What do you see? How are actors using their gestures, posture and facial expressions? How are actors similar or different in their statues?

REFLECTION

Did you enjoy becoming different characters? What were your favorite characters to make? What were your favorite characters to watch? Was it easy to guess what others were creating? What did you learn about stories today?



ATTACHMENT 1



Firefighter



Doctor



Teacher



Superhero



Detective



Dancer



Musician



Police Officer



Animal Trainer



Scientist



Farmer



Athlete



PETE THE CAT'S BIG HOLLYWOOD ADVENTURE

by Kat Sjogren

STANDARDS:

Social Studies:

SS.K.G.1.1 Describe the relative location of people, places, and things by using positional words.

SS.K.G.1.2 Explain that maps and globes help to locate different places and that globes are a model of the Earth.

SS.1.G.1.2 Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes

SS.1.G.1.3 Construct a basic map using key elements including cardinal directions and map symbols.

SS.2.G.1.1 Use different types of maps (political, physical, and thematic) to identify map elements.

SS.3.G.1.1 Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.

Visual Arts:

VA.K.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information

VA.1.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

VA.2.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

VA.3.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.



Early Learning Standards:

VII. Social Studies

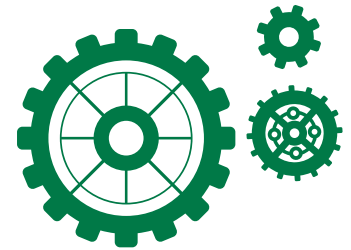
D. SPACES, PLACES AND ENVIRONMENTS

2. Identifies own environment and other locations

VIII. Creative Expression Through the Arts

A. SENSORY ART EXPERIENCE

1. Uses imagination and creativity to express self with intention using a variety of open-ended, process-oriented and diverse art materials



STUDENT LEARNING INTENTIONS AND SUCCESS CRITERIA:

Today I will... *learn that maps and globes help to locate different places and that globes are a model of the Earth. I will learn to look at maps and identify key elements and construct a map using key elements.*

I will know I am successful... when I can give my table partner directions from my classroom to the cafeteria or playground at my school. I will also be able to construct a treasure map that includes cardinal directions, icon symbols, and land formations.

MATERIALS:

- ✿ Photos of various maps
- ✿ Antique Looking Vintage Stationary or Manilla Construction Paper,
- ✿ Black Fine Point Sharpie Marker
- ✿ Colored markers.



GOALS:

Students will: Look at a variety of maps. They will learn to identify key elements such as the compass rose, cardinal directions, title, and key/legend with symbols. Students will construct their own map using these key elements.

Guiding Question(s): How can I construct an imaginary treasure map in order to have my friends go on a journey and end up at the same designated spot? What mapping elements will I use so they can understand the directions clearly.

SKILL BUILDING AND PROCEDURE FOR LESSON:

In the performance, "Pete the Cat" and "Callie the Calico" get lost in the world of movies after they sneak into the Hollywood Studios. They go on a journey inviting their Dinosaur friends to a picnic and on another journey to hunt for pirate treasure. There are several ways that they could've given their friends directions in order to meet up with them. They could tell them, or they could construct a map.

Let's look at different types of maps.

Attachment 1 *Map of the World.*

This map shows the entire world even though the world is round. Where is North America? Where is Florida? North, south, east, and west are known as the cardinal directions. These are the main points on a compass. The mnemonic device to remember these is “**Never Eat Soggy Waffles.**” The first letter of each word is the same as the cardinal direction that it represents.

Attachment 2 *Globe.* *Globe Definition & Meaning | Britannica* GLOBE meaning: an object that is shaped like a large ball with a map of the world on it.

Attachment 3 *Map of Florida.* What body of water do we live on? Where is Sarasota? Where is Bradenton?

Attachment 4 *Map Depicting The Van Wezel Performing Arts Hall.*

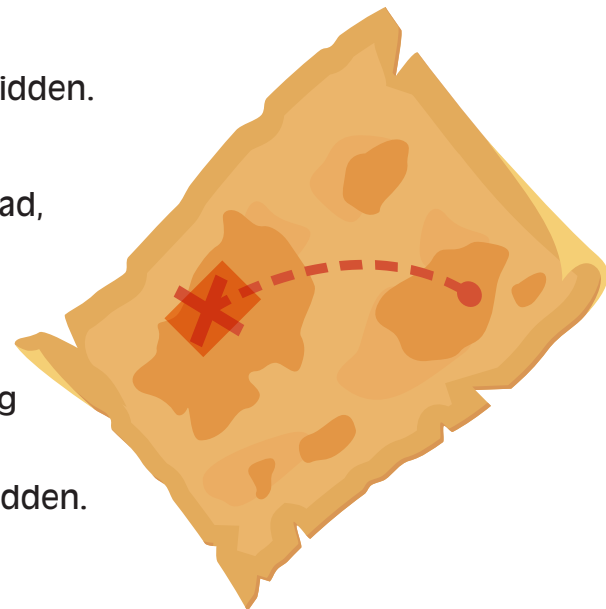
Maps use symbols/icons to label real-life features and make the maps clearer. With so many features on a map, there would not be enough space to label everything with text. Symbols can be small pictures, letters, lines or colored areas to show features like restaurants, grocery stores, gas stations, art centers, or bus stations. What icons do you see on this map? What do they stand for?

Attachment 5 *Pirate's Treasure Map.* This is an imaginary map, but it uses many of the same elements as real maps. Where is the Compass Rose? A compass rose, sometimes called a windrose, or Rose of the Winds, is a figure on a map, used to display the orientation of the cardinal directions: North, East, South, and West.

Let's practice giving directions to our table partner. **Explain** to your table partner how to get to the cafeteria or the playground from your classroom. **For example**, *walk out of the classroom and turn right, go down the hall past the 3 bulletin boards that are displaying art projects, go through the orange double doors that will take you to the outdoor patio. Go down the sidewalk past the principal's office and turn left, go through the door and you're at the cafeteria.*

Main Activity: Construct a treasure map using the elements of mapping that you learned about today. Using your marker draw the cardinal directions at the top. Remember, “Never Eat Soggy Waffles” North at the top, then East to the right, South at the bottom, and West to the left. **See Attachment 6. *Sample of Completed Project.***

- ✿ Draw a rectangle shape to show where the treasure is hidden.
- ✿ Draw a **map key** at the bottom of the paper.
- ✿ Make up at least 3 icons such as forest, pond, houses, road, snake pit, quicksand, etc.
- ✿ Place these on the map and draw a line depicting which direction to go in order to find the treasure.
- ✿ Remember, this is an imaginary map so have fun creating your map to the hidden treasure.
- ✿ Don't forget “X” marks the spot where the treasure is hidden.
- ✿ Color in the map using colored markers.



REFLECTION QUESTION:

Exit Ticket: Table tour or table partner discussion of the Treasure maps. Name some of the elements that you notice in your classmates' treasure maps. What do you notice that's different in their map from your treasure map. Now that you've constructed an imaginary map, do you think you could construct an actual map giving directions to your house? What steps would you take in order to construct the map?

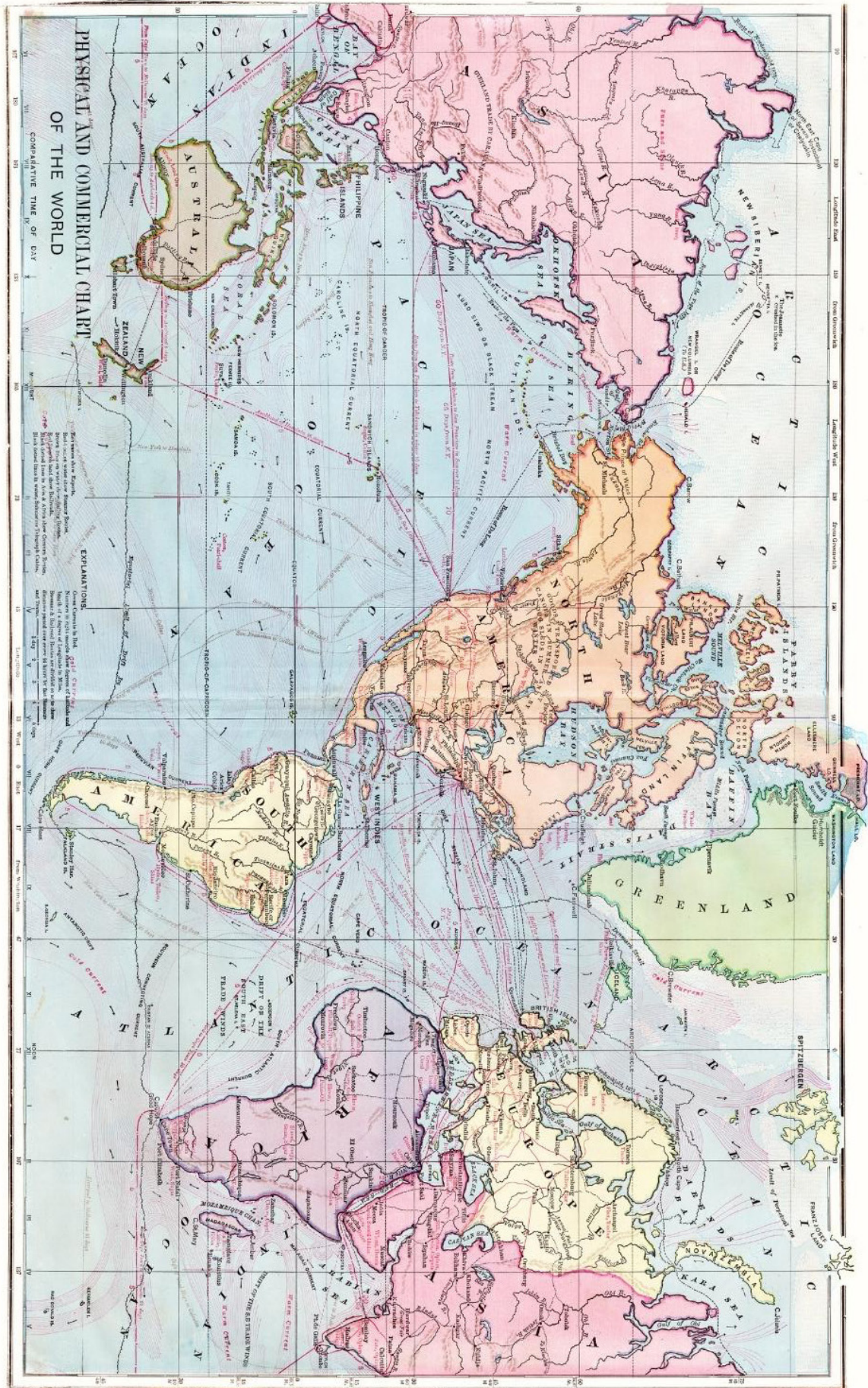
EXTENSION PROJECT:

Using google maps or a similar mapping option search your home address, a favorite place you like to visit or would like to visit someday. Print out the map in black and white. Using colored pencils highlight areas that are of special interest to you. Create a color key with a description of these areas. You can also print out a satellite version in black and white create a colorful key and highlighted map.



ATTACHMENT 1

Map of the World.



ATTACHMENT 2

Globe



ATTACHMENT 3

Map of Florida



ATTACHMENT 4

Map Depicting The Van Wezel Performing Arts Hall.



ATTACHMENT 5

Pirate's Treasure Map



ATTACHMENT 6
Sample Treasure Map



Cat Depot Presents FUN FACTS ABOUT FELINES



1. Coats

- ✿ Over 99% of calico cats and tortoiseshell (tortie) cats are female.
- ✿ About 80% of ginger cats are male.
- ✿ Tabby cats will have the letter “M” on their foreheads.
- ✿ Tabby, calico, and tortie are not breeds of cat; rather, descriptions of the color of the cat’s coat.



2. World Records

- ✿ On average, cats live 12-18 years. The world record for the oldest cat is held by a cat named Crème Puff who lived to be 38 years old!
- ✿ Cats can have extra toes. These cats are called polydactyl. It’s more common for cats to have extra toes on their front feet, but they can have them on their back feet, too. The world record for the most toes on a cat is 28!



3. History of cats

- ✿ The first recorded interactions between humans and cats was 10,000-12,000 years ago in an area known as the Fertile Crescent (present-day Western Asia).
- ✿ Cats first became domesticated when humans transitioned from hunter-gatherers to farmers. Crops attracted rodents. Cats ate the rodents. Humans became closer to cats.

4. Animal Shelters

- ✿ The first American animal shelter was opened in 1869 in Bensalem, Pennsylvania. It was called the Women’s Humane Society. They took in dogs and horses.
- ✿ About 67% of American households have at least 1 pet.
- ✿ Every year, about 6.3 million animals enter animal shelters. Of those, about 3.2 million are cats. Each year, about 4.1 million animals are adopted from animal shelters. Of those, about 2.1 million are cats.

5. Cat's Ears

- ✿ Cats can rotate each of their ears 180 degrees, which gives them the ability to hear sounds easily from any direction.
- ✿ If you ever see a cat with the tip of its ear missing, that cat has been through the TNVR process (trap-neuter-vaccinate-return). Outdoor cats can be brought to some animal clinics to be fixed so that they stop having babies. Those cats have the top half-inch of their ear cut (Don’t worry! This happens during their sterilization surgery and it doesn’t hurt). This is called ear tipping.

6. Cat's Eyes

- ✿ The pupil of a cat’s eye is horizontal because that shape allows the pupil to change size much faster than the round pupil humans have.



When there is a lot of light, the pupil will look like a slit or a sliver. When there is very little light, the pupil will dilate and become very round. A cat's pupil may also dilate when it is nervous.

- ✿ Cats can have two different colored eyes. This is called heterochromia.
- ✿ When meeting a new cat, it is a good idea to slow blink at them. This shows the cat that you are not a threat. If they slow blink back at you, they are showing you that they do not feel threatened.
- ✿ Cats see better in low light than they do in bright light or in no light at all.
- ✿ Cats aren't color blind, but it's believed that cats see color in much less intense hues than humans do.
- ✿ It is believed that cats see best at 2-3 feet away.
- ✿ White cats who have 1 blue eye and 1 eye of a different color are more likely to be deaf than any other coloration of cat. These cats are often times deaf in the ear on the same side of the body as the blue eye.
- ✿ All kittens are born with blue eyes. The adult color is evident at around 7 weeks of age.
- ✿ While a human's range of vision is usually about 180 degrees, a cat's range of vision is about 200 degrees. This means that cats can see slightly behind themselves.



7. Cat's whiskers

- ✿ A cat's whiskers are typically the width of its body.
- ✿ Cats use their whiskers to help them determine how wide of a space they can fit through.
- ✿ A cat's whiskers can also detect changes in air pressure as slight as a butterfly wing flapping.

8. Cat's Tails

- ✿ A cat's tail helps them with balance. However, a cat can live without a tail. Several breeds of cats are born with short tails or no tails at all. Sometimes cats need to have their tails amputated, due to injury.



- ✿ Cats also communicate with their tails. A tail that is up and curved at the tip making a question mark is showing that the cat is content and comfortable. Sometimes, a cat's tail will be straight and twitching very quickly. This usually means they are excited and ready to interact. If a cat's tail is between its legs or curled around its legs, that is usually an indicator that the cat is scared.
- ✿ The domestic cat is the only cat that can hold its tail up vertically while walking. Most other types of cat either hold their tails horizontally or tucked between their legs.

9. Things cats do

- ✿ Most people think that cats purr when they're happy. While that is true for many cats, cats sometimes also purr when they're anxious, stressed, or sick. This helps them to self-regulate and make themselves feel better.
- ✿ Cats are known for rubbing their faces on people and on everything they come in contact with. They do this because cats have scent glands in their faces, filled with pheromones. Pheromones are chemicals that cause attraction. So when a cat rubs its face against you or something in your home, they're marking you with their scent so that you smell familiar to them and to also let other cats know that you have been claimed.
- ✿ Just like dogs, cats can get zoomies, too. When cats get zoomies, they're telling you that they have not had enough exercise and they need to get out their pent-up energy.
- ✿ If a cat goes belly-up, they're showing you that they feel comfortable in your presence. They don't necessarily want you to rub their belly, but by exposing the most vulnerable part of their body they're telling you that they trust you.
 - ✿ Cats can jump up to 6 times their own height. So a 10 inch tall cat can potentially jump up to 60 inches (5 feet).
 - ✿ Did you know that having a cat as a pet can have positive physical and emotional benefits for humans? They can improve your general well-being, lower stress and anxiety, lower risk of heart disease, improve sleep quality, reduce the feeling of loneliness, support recovery from mental illness, and their purring can be healing.
 - ✿ Just like people, cats lose their baby teeth and grow adult teeth. This usually happens when they're about 5 months old. Checking a cat's teeth is one of the first indicators veterinarians use to determine their age.



10. Other fun cat facts:

- ✿ Tigers share over 95% of their DNA with house cats.
- ✿ Cats are crepuscular, which means that they are most active at dawn and at dusk.
- ✿ It is possible for kittens from the same litter to have different fathers.

