

# Dr. Seuss Day

*Dr. Seuss would be 108 years old on March 2, 2012. Celebrate his birthday!*

*"I like nonsense, it wakes up the brain cells. Fantasy is a necessary ingredient in living, it's a way of looking at life through the wrong end of a telescope. Which is what I do, and that enables you to laugh at life's realities."* Dr. Seuss

*"The more that you read, the more things you will know. The more that you learn, the more places you'll go."*

We celebrate the wonderful works of Dr. Seuss on his birthday, March 2. This can be extended to a week or even a month, as there are so many great books to celebrate.

- Make a library display.
- Read the more difficult books to your class.
- Ask school staff and/or other interested people to come into the class to read a favourite Dr. Seuss book to the class.
- Many of the books are on CD - enjoy the stories this way, too.
- Turn a book into a reader's theatre play.
- Make a graph of the favourite books.
- Have a Dr. Seuss read-a-thon on March 2.



"We have parents/grandparents come in in the morning to read Dr. Seuss. Then we have centres where they have fun with rhyming words. The kids especially like to make up nonsense words, just as Dr. Seuss does!"

"We make fancy hats like Bartholomew Cubbins and wear them to our Green Eggs and Ham breakfast.... We scramble eggs - I put in a drop or two of food colouring to make the eggs a pale shade of green."

"We talk about the silly rhymes and the invented words in the books. We look at the funny creatures. Then we draw our own and name them with an imaginary word."

"After reading *If I Ran the Zoo*, you can do a writing activity with the story starter 'If I ran the school.....'"

"I read one of the simplest Dr. Seuss books to my kindergarten class several times - Hop on Pop, Red Fish, Blue Fish or the Foot Book. Then I tell them to read it. Many of them do very well! I get them to put the finger under the words, too, so they match the words and the spoken words. They think they are very smart!"

Books...

You can read them in your house  
You can read them with a mouse  
You can read them here or there  
You can read them ANYWHERE.

"In the weeks before March 2, we read lots and lots of Dr. Seuss books. I keep a list of them up on a chart. On Dr. Seuss Day, we vote for the favourite book of all. We graph the choices, and discuss why we like these books."

<http://www.seussville.com/games/>

This site has lots of games that your students can play if you have internet connections.

"I made a neat bulleting board. I bought a Seuss border. The title of the board was 'Oh, the places you'll go...when you know how to read!' Each child coloured and cut a red and white Seuss hat and printed his/her name on it."

## Have a Dr. Seuss Week!

The teacher begins with a discussion of Dr. Seuss. Complete a KWLW chart with the students on what they know about Dr. Seuss. Discuss the books that Dr. Seuss wrote that they are familiar with and take a vote of their favourite book. The teacher will then read *And to Think I Saw it on Mulberry Street*. This is the first book that Dr. Seuss wrote. Can the class discover the answers to the following questions?

- 1 What is Dr. Seuss's real name? \_\_\_\_\_
2. Where was he born? \_\_\_\_\_ Can you find that on a U.S. map?
3. What was the name of his first book? \_\_\_\_\_
4. How many books did Dr. Seuss write? \_\_\_\_\_
5. Who finished writing Dr. Seuss's last book? \_\_\_\_\_
6. When was Dr. Seuss's birthday?

Everyone continues to work on the KWLW chart filling in what they learned. The teacher reads *Oh the Places You'll Go*. Write about a place you would like to go.

The teacher can model with them how to compare and contrast two of the previously read books, using a Venn diagram. The teacher will determine what two items will be compared/contrasted. A more complicated Venn diagram of three items could be added if teacher feels that the class is capable of this level. The teacher will then read *Green Eggs and Ham*. Did you know that this was written on a bet? Another famous man bet Dr. Seuss \$50 that he couldn't write a book with only 50 words. Are there only 50 words in the book? Make alpha-

betized word lists to check it out.

Have the students take a vote on their favourite Dr. Seuss book. This information can then be graphed during math class. After the vote, the teacher and class can then e-mail another Grade Two class to report the results of the vote. The other class will then respond with their vote.

"I like to find as many of the Dr. Seuss books as possible that my Grade One students can read. *Green Eggs and Ham* has only 50 words, so with a little help all the students should be able to read this book. Teach some words that are unfamiliar. On March Second we have a special SSR time where everyone reads these simple books. The Grade Two and Three classes in my school do this, too, with the more difficult books. One year everyone in the school went into the gym and sat on mats and read Dr. Seuss books - it was fun! My Grade Ones came in wearing cat hats."

"We use the Seuss books to teach rhyming and phonological awareness in Kindergarten. We find the rhyming words in the books and see how they are the same."

"We do creative writing after reading the Seuss books. We write what we would like to do on a rainy day, what foods we didn't like until we tried, what odd things we imagine we might see on our street, etc. We also design a special hat for Bartholomew Cubbins

## **A Silly Seuss Week**

**Mixed up Monday** - We wear mixed up clothing (shirts on backwards, inside out, etc.)

**Top hat Tuesday** - We make the red and white striped hat and bow and focus on the books *The Cat in the Hat* and *The Cat in the Hat Comes Back*

**Wacky Wednesday** - We wear silly socks and have a relaxed reading time in our socks with Seuss books. Picture below.

**Theodore Thursday** - We learn about the man Theodore Geisel and the third graders come to partner read Seuss stories with the kindergarteners.

**Funny Food Friday** - We focus on the book *Green Eggs and Ham* and make green eggs and ham. Picture and directions below.

"We have a reading week on the first week of March, to celebrate Dr. Suess's birthday. We read his books all week, and on Friday afternoon we wear pajamas and the kids can bring a favourite stuffie. We have important people from the community come in and read their favourite books to the kids."

"Dr. Suess's birthday is Mar 2. We are having a Mr. Brown read *Mr. Brown Can Moo!* and a podiatrist will talk and read *The Foot Book*. We're also hanging signs on their coat hooks that morning that say: Cat in the Hat says, 'Get Hooked on Books'.

"We had an exciting Seuss day too! After reading 'One Fish, Two Fish' ... we made beautiful collage pictures of fish. Two kids drew 'The Cat in The Hat' swimming with the fish. After *The Foot Book* we made the baby powder footprints. We also made paper hats and bow ties - they looked adorable! They drew pictures of their favourite book and one girl read her book to another child. We joined the other classes Seuss videos. What a blast!"

<http://www.randomhouse.com/seussville/>

Lots to explore!

<http://www.randomhouse.com/seussville/games/>

The poem to the right tells children about the games they can play.

"We do lots of reading things that day! Parents and other adults are invited in to read to their child's class.

High school students are scheduled to read to classes throughout the day. I use the Dr. Seuss book, *The Sneetches*, and I have the kids who want to be star-bellied Sneetches bring in a t-shirt (I ask for old ones, and I turn them inside out if they have writing on) ahead of time. I use 'wonder-under' (available at fabric stores - for attaching appliqués) and iron on a green fabric star for them to wear that day. In the evening, we have guest readers from the community...police officer, firefighter, radio dj, librarian from the public library, known dramatic readers (I live in a small community). The evening ends with cake and milk in the cafeteria. One note..... the first two years we did bring in a published author, then a storyteller the next year. We dropped this because of the expense, and the kids liked to listen to the people they had seen around town just as much as these professionals."

"This is a project my kids did last year. I found a picture of the cat and the hat and made the hat so that it fit on one piece of construction paper and the cat 'head' fit on another piece. We read the book *The Cat in the Hat* and the kids decided to give the Cat in the Hat a new look. They coloured the hat and the cat's tie any way they wanted. Then we put the hat on the cat. We used pipe cleaners for the whiskers. They look wonderful! I am going to display them in our window with a sign that says something like 'A New Look for the Cat in the Hat' and put their projects all around the sign. My kids really enjoyed giving the Cat a new look."

"We had a fabulous day today! Earlier in the week we read the books we based today's activities on. *The Cat In The Hat*, *Bartholomew and the Oobleck*, *The Foot Book*, and *Yertle the Turtle*. Today we started our celebration with a breakfast of green eggs prepared and served by the grade one parents. Then we started half-hour center rotations. Each class got to participate in three different experiences. Each teacher chose a project and we rotated our classes. One was making and experimenting with Oobleck. The next was measuring with 'feet', sorting shoes, and various other 'feet' activities. And the last was making a turtle out of two paper plates. This afternoon our mayor (who is too funny for words) came to read to them. He read *Oh The Places You'll Go*. He wore his Dr. Seuss hat and earmuffs. The kids loved it. We purchased one balloon for each child so the library was filled with balloons. The kids loved it! We are all exhausted, but it was a day that they'll remember."

"On Friday, all the grade one classes wore pajamas to school and brought Dr. Seuss books, pillows, and blankets for a special 'Reading Slumber Party'. After lunch, my kids got to lie on the floor with blankets and pillows and I read *The Sleep Book* (with most of the lights out - two of my youngest really fell asleep!)"

"Last year my school (1-5) had each classroom of students move from teacher to teacher to hear a different Dr. Seuss tale. All the teachers stayed in their own room, and one person in each class had a map to tell him/her where to go next. Some of the teachers showed a Dr. Seuss video. We rotated every 20 minutes. At the end of the rotation, we all voted on our favourite story we had heard that day, and we wrote one of the teachers to thank them. The kids loved going to different rooms that they never get to see, and teachers loved seeing students that they used to have. We voted to do it again this year."

"Our high school kids in an English class are going to write Dr. Seuss like stories (lots of rhyming) and come and read them to the class. This was a hit last year.

Try to get a celebrity in your town or sports figure to come and read to the class. Last year we had the Language Arts chairperson for the district read a Dr. Seuss book.

My kids bring in all of their Dr. Seuss books and we have a collection in the room for 2 weeks. For a week, they must read a Dr. Seuss book for reading workshop each day."

"For the cutest snack, a mom last year made large sugar cookies. She then made cupcakes in ice cream cones. Then she used frosting to 'glue' the upside down cone to the cookie. They were then frosted with white frosting all over, and then she took thin strips of fruit roll ups and put them around the cone like stripes on a Dr. Seuss hat."

"We are also playing Dr. Seuss games. We play twister with Dr. Seuss hats on and Putt Putt trying to get the ball in the hat. Throwing a bean bag into a hat is another game. I also had kids bring in Dr. Seuss games. There are several of them. In the evening I invite the families in and they have to solve Dr. Seuss trivia. This is information the kids already have learned about Dr. Seuss. This is the 3rd year we are doing this. It has been a huge hit! I'm excited just writing about it!"

## A Great Celebration!

"On Dr. Seuss's birthday I made a cake mix cake - white and AFTER it had finished baking I poked holes in it with a fork. Then I took a lime jello and using only the hot water mixed it - I did not add the cold water - and poured it on top of the cake. The jello ran down and made 'cool' fingers of green in the cake. I also iced the cake green.

Then I had the children bring in all their Dr. Seuss books and we graphed them for most copies or least. We also really enjoyed reading Dr. Seuss books throughout the month and on March 17th had green eggs (scrambled) and regular ham. Surprisingly (to me) everybody ate it!

My favourite stories were the Sneetches and The Pale Green Pants. We loved the Pale Green Pants (it's a short story in the Sneetches book and hilarious).

This year I got an inflatable helium balloon from Clown Alley that is the Cat in the Hat, plus the suit. For whiskers, I am using broomstraws coloured black with marker and attached via rubber cement."

## Dr. Seuss Day Ideas

1. Encourage your students to invent new creatures by mixing and matching animal parts. Give them wacky names and write about what they can do, what they eat, etc.
2. Read *The Cat in the Hat* to your class. Then make up rhymes for other living things and draw a picture. You might get a bee in a tree, a pig in a wig, a fish on a dish, etc.
3. Make green eggs and ham in honor of the big day. You only need a little food colouring to make those eggs green!
4. Give each child a handout of a place mat with a dish on it. Have them design a meal and give it a new colour. Maybe they would like a hamburger with purple fries!
5. After reading *The Lorax*, have your class write a letter to the Lorax to tell how they plan on keeping the Earth clean.
6. Make a class graph of your favorite Dr. Seuss books!
7. Have your class use their imagination to tell what they might see on Mulberry Street. Use that to make an interactive story.

"We do one Dr. Seuss book each day for a week. You could even do it for a month if you wanted to! Read the first book he had published - *To Think That I Saw It On Mulberry Street*, One day could be *Green Eggs and Ham* Day, another could be *Cat in the Hat* day.

"We discuss the favourite Dr. Seuss books and graph the favourites. I like to read the more difficult ones this week - *Bartholomew and the Oobleck*, *The 500 Hats of Bartholomew Cubbins*, *The King's Stilts*, etc."

"We had a Dr. Seuss Day. Four classes participated. Each classroom had one Dr. Seuss art activity in it. Parents from each class stayed in their child's classroom and ran the activity and the students rotated between the classrooms with their teacher. It was planned so we ended in our own classroom.

In one classroom, the children made Oobleck. In the next, they coloured a picture of Fox from *Fox in Socks* and cut out socks for his feet from wallpaper scraps and put a background behind him. In the next, they coloured the Cat in the Hat and decorated a hat for him using different textured papers that we have. In the last class, they coloured Maisy and glittered the daisy that pops up and down from her head (we cut a slit in the top of her head and the daisy slides up and down).

We had a great afternoon. We bought some small containers with lids from the food service department and the children were able to take a little bit of Oobleck home with them in the containers. We had previously read all of the books to the children."

# The Cat in the Hat

**Themes:** using your imagination for play, house rules, dealing with strangers, telling parents about problems.

**Pre-reading activities:** brainstorm a list of things to do and games to play on a rainy day (make a class book: 'Things to do on a Rainy Day'). Discuss what you should do if your mother is out and a stranger comes to the door.

**Read the story,** noting that the children have 'nothing to do' and do not know what to say to the cat. Discuss whether you would enjoy the cat's tricks. How did the fish feel about the cat's tricks? What would you tell your mother? What good thing did the cat do before he left? (cleaned up all his playthings) What did the children do to solve their problem? (spoke assertively to the cat).

**Follow-up:** as a class or in cooperative groups, make lists of rhyming words for: cat/mat/hat/ that jump/bump/thump day/away/say/play fish/dish/wish cake/rake not/pot/ ball/all/ fall/wall/hall/tall fan/man net/bet/yet it/hit/bit tame/game/shame up/cup  
Make a flip book of things the cat can hold up.

The Cat in the Hat can hold up \_\_\_\_\_ (words and picture)

"For the cutest snack, a mom last year made large sugar cookies. She then made cupcakes in ice cream cones. Then she used frosting to 'glue' the upside down cone to the cookie. They were then frosted with white frosting all over, and then she took thin strips of fruit roll ups and put them around the cone like stripes on a Dr. Seuss hat."

*There are many extension ideas -*

### **Reading Skills**

Antonyms - Have students identify the opposites in the story. Make a chart to use when writing stories.

Character Traits - Discuss the traits of Sam I Am and the other character. Discuss how one of the characters changes his mind. Discuss why they think the character finally tried the green eggs and ham.

Long Vowel Words - Review the long vowel rules/sounds. Use the words in the story to review: *green, like, see, tree, train, rain, goat, boat, say, and may*. Have students work as a group to come up with a rhyme with the long u sound to extend the book.

Blends - Review consonant blends with the words: *green, tree, train, and try*. Brainstorm more words with blends. Classifying - Have students generate a list of green things.

Expression - Have students read the story as a class with expression. Discuss how the character would be saying each line. Discuss how each character would feel after being asked or asking so many times.

Readers Theatre - Rewrite the story in a reader's theatre format so that several children read together. For example, one group could read 'Not in a house!' and the another group could read 'Not with a mouse!'

### **Math**

\*Put word problems in plastic green eggs for students to solve.

\*List ways to eat eggs and make graph of favourite way to eat eggs.

\*Make a list of foods that children do not like and then make a graph.

\*Make green eggs and ham in the classroom - have students graph whether they think they will like green eggs and ham. Graph again after eating. Discuss changes in the graph.

\*Use a recipe and practice measuring ingredients. Students might enjoy making green cookies.

### **Science**

\*Discuss different types of weather. Would the character would have eaten green eggs and ham on a sunny day?

\*Discuss the effect the water would have on the green eggs and ham.

\*Discuss fresh water and salt water.

\*Do a science experiment using eggs. Have students make a hypothesis and design an experiment to test the hypothesis.

### **Writing**

\*Write about personal experiences with eating food for the first time.

\*Write a recipe for Sam I Am that requires eggs. Discuss the difference between his eggs and the eggs we usually eat. Let students decide what type of recipe to write, but make sure they include the ingredients and detailed steps.

\*Write a journal entry as "Sam I Am" about the difficult time he had persuading his friend to eat green eggs and ham.



\*Discuss persuasion. Have students brainstorm activities that sometimes require persuasion. Have them write a story or letter persuading someone to do something or to let them do something.

### Social Studies

\*Discuss different forms of transportation. Discuss the advantages/disadvantages.  
\*Discuss the use of signs. Have students brainstorm different types of signs and where they are located.

### The Cat in the Hat

- What would you do if your parents were out? Are there rules? What would you do if the cat arrived at your house?
- Brainstorm a list of things you could do on a rainy boring day.
- Do balancing exercises with classroom objects.
- What was the cat able to balance?
- Would you like a machine to clean up your messes? What might the machine be like?

"Earlier in the week we read *The Cat in the Hat*. We made paper hats with a pair of rhyming words on each white stripe. Then we posted them on the door with the saying 'Hats off to Dr. Seuss!' with a picture of the Cat in the Hat."

"We spent one day doing *Cat in the Hat* activities.. We listed all the ...at...words we could think of...did a word search.....read *Cat in the Hat*.. and listed things we do on a rainy day.

"The kids decided to give the Cat in the Hat a new look. They coloured the hat and the cat's tie any way they wanted. Then we put the hats on the cat pictures. We used pipe cleaners for the whiskers. They look wonderful! I am going to display them in the window with a sign that says something like 'A New Look for the Cat in the Hat'."

### Cat Hats

"I made Cat in the Hat hats last year and they were a great success! We used large sheets of white paper about 12 x 18. The kids coloured three red stripes on their papers, leaving 2 white stripes. We cut the center out of paper plates. Then we cut tabs and stapled the striped paper in a cylinder to the paper plates and used the centre cut-out part for the top of the hat. We used red wool tied into holes punched in the sides for ties. The kids really enjoyed wearing them and everyone who saw us loved them, too!"

"I make the hats with construction paper and paper plates. Each child gets a sheet of 12 by 18 white construction paper and colours red stripes on it. They turn out very inter-

esting, fat and thin stripes. Take a white 9 inch paper plate and cut the middle out. Roll up the construction paper and staple inside the paper plate. Punch two holes in the plate and tie string. The hats are then tied under the chin. Hope this makes sense. They turn out so cute. I make them each year."

"The hats can be made with large brown paper bags. We did this as a whole-school project last year. The bags need to have the brim rolled several times (not too precisely - they will fit young heads better). We had the kids paint them with white tempera paint and dried, then paint red stripes. Some classes painted the bags before the shaping and rolling - easier to paint, but the paint flaked when the brim was rolled. We then took a picture of the entire school population spelling out READ on the playground. We had tons of individual class projects all day long and the kids still talk about it."

Take 12 x 18 white paper and colour red stripes or glue red paper on in stripes. Roll it into a cylinder. Clip up 5 cm on the lower edge to make tabs. Cut the center out of a large paper plate and fit the tabs through the center and glue or staple.

"When we made our hats the students all cut out their own red stripes and glued them on. Some were fat, some were thin, some were crooked, they all looked great!"

"Here is what I did - I begged a store that uses white paper bags to donate bags for the class. Check with a bakery or specialty store, they usually have white. I wrote each kid's name in the inside, then holding it around the child's head stapled it to fit. The kids used red paint to paint the top of the hat and add stripes. Luckily I had a parent's help! Stuff the bags with paper and then they stand up well."

Here is a cute book for *The Cat in the Hat*.... I am not sure how legal the pictures are for photocopying....!

<http://www.marcias-lesson-links.com/The%20Cat%20in%20the%20Hat.pdf>

"We got a head start on Dr. Seuss activities yesterday with these cute cats...."

<http://www.marcias-lesson-links.com/seussart.html>

See the patterns for cats and hats:

[http://www.hubbardscupboard.org/dr\\_\\_seuss.html](http://www.hubbardscupboard.org/dr__seuss.html)

"Make Dr. Seuss treat hats -- Vanilla wafers, Gummy Lifesavers (various colours), white canned frosting. With a possible stick dip a bit of frosting on the top of the wafer. Add a Gummy Lifesaver, then frost another lifesaver and add to the stack. Three Lifesavers is about right. You can make them multi-colours, or red and white - cherry and peppermint in layers."

"We make 'Cat in the Hat' hats to wear on Dr. Seuss's birthday. We use white construction paper (12 x 18) and colour red stripes across it. First we rolled the construction paper to fit the hole and taped it with scotch tape. We use a paper plate with the centre cut out for the brim of the hat, then we put the cylinder into the hole about an inch. Then we snip the edges of the construction paper to fold back onto the underside edge of the paper plate and tape it down. Finally we paper punch holes on either side of the plate and add ribbon or string to tie on the hat. They love the stovepipe hat! To make it more solid, you can glue on a top with tabs, and then stuff the top part of the hat gently with balled-up newsprint. It is fun to take a class picture with all the hats."

"Earlier in the week we read *The Cat in the Hat*. We made paper hats with a pair of rhyming words on each white stripe. Then we posted them on the door with the saying 'Hats off to Dr. Seuss!' with a picture of the Cat in the Hat."

"We spent one day doing *Cat in the Hat* activities.. We listed all the ...at...words we could think of...did a word search.....read *Cat in the Hat*... and listed things we do on a rainy day. We made red and white hats.

## One Fish, Two Fish

"After reading '*One Fish, Two Fish*' ... we made beautiful collage pictures of fish. Two kids drew 'The Cat in The Hat' swimming with the fish."

In Kindergarten we used to do activities with *One Fish, Two Fish*... and eat Jello Jigglers cut in a fish shape."

## Green Eggs and Ham

There are only 50 words in *Green Eggs and Ham*. The publisher bet Dr. Seuss that he could write a book with only 50 words and this is the result. Can your students find and write down a list of the 50 words?

When you do *Green Eggs and Ham*, it is a good time to discuss foods that the children won't eat and discuss why. Could it be because they have never tried a food and are afraid to try it?

"Last year our Grade One classes had green eggs and ham. Make deviled eggs, tinting the egg yolk mixture green, and then put several small pieces of cubed ham on top of that! Or you can put a drop of green food colouring into scrambled eggs."

"You can use this when you cook up *Green Eggs and Ham*. Sing to: *She'll be Coming Round the Mountain*.

Oh - We'll eat green eggs and ham with Sam-I-am  
Oh - We'll eat green eggs and ham with Sam-I-am  
Oh - We'll eat green eggs and ham  
Oh - We'll eat green eggs and ham  
Oh - We'll eat green eggs and ham with Sam-I-am

'Would you eat them with a mouse?' asked Sam-I-am  
'Would you eat them in a house?' asked Sam-I-am  
'I would not eat them with a mouse  
I would not eat them in a house  
I do not like green eggs and ha-am Sam-I-am!

Keep adding verses as per the book!"

"We read *Green Eggs and Ham*, too. I also made the deviled green eggs and ham with my kids. They loved it. We then made 3 green eggs out of construction paper - white with a green yolk - and wrote rhyming words on them. Then we pasted them to a paper plate.

### **Green Eggs and Ham treat**

Buy some pink coloured fruit leather, and cut it into strips (this is the ham). Melt almond bark or white chocolate in the microwave. Add a few drops of green food colouring. Drop a teaspoon of the green chocolate onto the pink fruit leather for the green egg, and add a yellow or green M&M for the yolk. Let them set, and enjoy!

"Our kitchen is going to prepare and serve green eggs and ham for breakfast to any Grade One students and parents who join us that morning. It is the first time for doing this but I think it will be neat. Later, all of the classrooms will go to the hall and read Dr. Seuss books. Then, surprise, surprise, the Cat in the Hat shows up. The kids love it..."

Another day we had a *Green Eggs and Ham* day. First we listed our favourite colours... and made a little book. I used green construction paper to make the eggs 'whites' in green and added a yellow yolk. Then inside I wrote... 'I will not eat \_\_\_\_\_ eggs and ham. I will not eat them, Sam I am.' and the kids listed their favourite colour and then drew their faces and what they would have looked like if they ate the eggs. It was fun - I like to make class books."

"We made green deviled eggs with ham on top...first the kids each wrote down their own 'recipe' for green eggs and ham. Their recipes were priceless! They also used paper plates to do a spur of the moment *Green Eggs and Ham* craft project...they coloured the plates the colour of their choice, cut out their own 'green eggs and ham' out of

construction paper and glued it on the plate...and then glued a plastic fork onto the plate, too.... These look very cute on display in our room!

"We did a trivia game with questions I made up about the story...each question was written on a small piece of paper and put in a plastic Easter egg...the more difficult questions were in GREEN eggs...the kids (divided in teams) had to reach in a box and pull out an egg...their team could discuss the questions together before answering. They got 2 points for a 'green egg' question and one point for the other coloured eggs (with easier questions).

"Throughout the week kids had their own copies of the book to read by themselves, with partners or use with a story tape...it was fun to hear them, as they read, trying to mimic the storyteller who read on Monday!

"Did you know that *Green Eggs and Ham* has a total vocabulary of 50 words repeated over and over? It goes back to Bennett Cerf betting Dr. Seuss that he couldn't write a book with only 50 different words.

We take index cards and after I have read the story once, then they must tell me as many different words as they can remember. I alphabetize them on a pocket chart, then re-read the story and add the missing words. It is great fun.

By this time of the year most of my kids can read most of the words, so we learn the more difficult ones and re-read the book - then they read it to each other in partners. I have had my class match up with their intermediate class buddies and the Grade Ones read it to their buddies - both groups enjoyed that!

"Bring in an electric frypan. Ask a parent volunteer to bring in one also. Buy a few thin hamsteaks. They aren't too expensive. Let each child break two eggs into a hard plastic cup. Add some milk and some green food colouring. I usually add some cheddar cheese too. The kids love it!"

"In a story about prejudging, 'Sam I Am' tries to get his friend to eat green eggs and ham. Ask students to predict what a drink will taste like before they try it. You will need water, sugar, salt, lemon juice, orange juice, food colouring, plastic cups, straws, paper, and pencils. Mix one batch of each drink: clear (water and sugar), green (orange juice and blue colouring), red (salty water and red), blue (lemon juice, blue, and water), and orange (water and orange). Give students a straw, a paper with *Before* and *After* columns, and a pencil. Have kids write down what they think each drink will taste like under *Before*. Next, they can taste each drink and note it in the *After* column. Discuss the results. On what did they base their assumptions?"

Taste different fruits that are uncommon. Do you pre-judge what it will taste like? Are you right?

# The Foot Book

"After *The Foot Book* we made baby powder footprints. We traced our feet and put them in order from biggest to smallest. Then we lined up by foot size and talked about how the tallest person didn't have the biggest foot and the smallest person didn't have the smallest foot."

*The Foot Book* leads to math questions: My foot is \_ cm long. My foot is \_\_\_\_ blocks long. My foot is bigger than \_\_\_\_\_'s foot. My foot is smaller than \_\_\_\_\_'s foot. My feet can \_\_\_\_\_."

# The Lorax

The Lorax is good to read near Earth Day.

How important are trees? Why do we need them? What can you see around you that are made from them?

Plant a tree in the school yard.

# Horton Hatches the Egg

The animal born from the egg in this book looked more like an elephant than a bird at the end of the story, so you can have fun drawing pictures of things like a girafox, and an allimonk.

The idea for this book came from another time when Dr. Seuss was on the phone doodling. An open window nearby allowed a gust of wind to blow an elephant picture drawn on tracing paper to land on a tree that he was doodling. He began thinking about why an elephant would be in a tree, and the idea for Horton hatching an egg was born.

Themes: seasons, faithfulness, fact and fantasy

Pre-reading discussion: difference between fact and fantasy (when do birds sit on their nests? when do they usually fly south? do elephants sit on eggs?)

Practice Horton's famous credo:

I meant what I said, And I said what I meant, An elephant's faithful One hundred percent! (pocket chart)

Discuss the meaning of being faithful or keeping a promise.

Read story and note all the challenges that Horton had to face. Compare Horton's character with the bird, Mayzie. Ask the children if they thought the ending was fair.

**Follow-up:** Make a story map of all the places Horton went -children can draw one picture each for a class story map.

# Horton Hears a Who

Put a speck of dust on a microscope slide and examine it.

How small are the people on the speck?

Talk about the importance of all people regardless of differences.

# The Five Hundred Hats of Bartholomew Cubbins

Count to 500 by ones, twos, fives, and tens

Make up math problems with 500 as the answer.

Make fancy hats at school for an art project.

Discuss hats worn by people in various occupations.

How would you could the 500 hats? Discuss tally marks.

Give each child a brown paper bag and roll them over to make them shorter and then decorate them. let their imagination run wild and then have a hat parade.....

"We are going to have an open house (literacy night) on March 2nd. Each family brings a hat. The parents and kids listen to *The 500 Hats of Bartholomew Cubbins*. Then they go to the classrooms and decorate the hat with paper, feathers, fabric, etc. We ask for old hats for families that don't bring one, and we collect lots of odd things for decoration. it is lots of fun! After a set period of time there is a parade where the children wear the hats and show off for everyone."

# And To Think I Saw It On Mulberry Street

We also got together with our grade 3 buddies and read *And To Think I Saw It On Mulberry Street*. Then the kids wrote about what they saw on their street - i.e. 'And to think I saw it on Wood Street...' The grade 3's wrote what the grade ones said they saw and then they drew a picture together. They were very creative. We then had them share with the class. It was a lot of fun!

"I love this book! It's such a great book to discuss creativity and imagination.. I have the kids write "And To Think That I Saw It on \_\_\_\_\_ (their street)". They follow a simplified pattern of the book - turning a simple thing they saw into a wildly interesting thing. Some completed stories are very simple and some really get lost in their ideas! For the bulletin board, like the book cover, the background paper is blue and I staple the kids stories to bright yellow paper. I even made the boy on the cover and he is with the display."

"After reading 'And to Think I Saw It on Mulberry Street' students recall all the things they saw on their way to school. You can read the book one day, then make the assignment for homework so that the next morning they come in, make their lists, then use the lists to write a story and illustrate."

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Read the book *To Think I Saw It On Mulberry Street*. After reading the first two pages, stop and discuss what Marco must usually do when he gets home. Talk about what it means when the dad says he usually turns 'minnows into whales'. Talk about imagination. At the end of the story, have the students think what they might see on their way home from school. What could look almost like that item in their imaginations? Have each child write several sentences, ending with 'And to think that I saw it on \_\_\_\_\_ Street!' Make into a class book.

Do a map of the streets around the school. Have the children make street signs by writing their name or a street names on a piece of paper and then cut the paper to look like a street sign. Glue the sign to the top of a possible stick. Stick the bottom end of the stick into a small clump of clay so it stands up.

## Mr. Brown Can Moo, Can You?

"We read *Mr. Brown Can Moo, Can You?* I asked the children to remember all the sounds before I read and we listed them afterwards. Then we made a book. I traced the Mr. Brown from the cover and I wrote...\_\_\_\_ (they put their name) can \_\_\_\_\_ (the animal sound) Can You? and they drew some pictures. They turned out cute."

## On Beyond Zebra

Conrad Cornelius O'Donald O'Dell learns that the alphabet continues after the letter Z! There are many more zany letters, such as *wum*, *yuzz*, and *thnad*. Have students design and name their own letters, and then create words that begin with that letter. Ask them to imagine a creature or object that would fit this word. Let the children illustrate their words and write a sentence or two about their drawings. The letters can then be compiled into a class dictionary, which can provide a great resource for future creative writing.



## Happy Birthday to You!

The Birthday Honk Honker leads readers on an amazing trip through Katroo, where they really make birthdays special. Have the kids make and decorate birthday-cake hats to wear for Dr. Seuss's birthday!

You will need scissors, tag board, tape, yellow and orange pipe cleaners, yellow construction paper, glue, and markers. Cut out a cake top, 8" diameter, with pencil-point holes punched through for the candles; the side of the cake from a sheet 26" x 4"; and 4 tabs, 2" x 1/2", bent into L's.

Join the top and side of the cake together by taping the tabs to the inside of the hat.

Cut the pipe cleaners into 3" pieces and twist the colours together. Cut flame tips from construction paper, and glue or tape them to the pipe cleaners to make candles. Push candles through the cake top and bend the ends to hold them in place.

To adjust the hat size, cut two slits on the cake "band," overlap, and tape. Then, decorate!

## McElligot's Pool

"Have a large drawing or cut-out of Marco fishing. Place it above the door with the fishing line (drawn) becoming 3-D as yarn on the door. Put blue paper on the door and the sides of the door shaped to look like a pond (wavy edges) with one side extending down the hall several feet (for the secret underground brook). The children can create their own amazing fish and colour them brilliant colours. Glue the fish in the 'pond' and the 'brook'."

## Thidwick, The Big-Hearted Moose

You can use this book to talk about being kind and inclusive, but also standing up for your own rights. We discussed the classroom procedures we follow if we have a problem with someone. These steps were: 1. First, try to talk to the person bothering you. 2. If that doesn't work, then try to ignore the person bothering you. 3. If that doesn't work, then ask for help. We also talked about how 'ask for help' did not mean to tell the teacher, necessarily - that it could mean asking a friend to help you with the problem.

## Bartholomew and the Oobleck

*Make Oobleck and use this book as part of a unit on 'Matter'.*

### OUBLECK

Measure  $1\frac{1}{2}$  cups of cornstarch and put in a pie pan or container. If you want a colour of Oobleck, add the colouring to the water first. Then gradually add approximately  $\frac{1}{2}$  cup of water to the cornstarch. Stir well (this will take some time). Add small amounts of more water or cornstarch until you get a mixture which 'tears' when you quickly scrape your finger through it and then 'melts' back together again. Oobleck is often referred to as a 'non-Newtonian' sub-

stance because it does not behave as Newton's Third Law of Motion states; for every action, there is an equal and opposite reaction. Applying this principle, you would expect Oobleck to 'splash' when you 'smack' it with your hand. (Smacking is the action, splashing is the reaction.) However, when you try this out, Oobleck does not splash, in fact, it becomes a solid substance for a few moments. Why? Scientists explain this as follows. Uncooked corn starch particles are structured in both crystalline and non-crystalline arrangements. When slowly mixed with water, the non-crystalline structures of corn starch absorb most of the water. When you smack or stir it rapidly, you increase the temperature and pressure on the mixture which causes more non-crystalline structures to form. These new non-crystalline structures absorb more water and the mixture becomes thicker: hence the appearance of a solid. When you discontinue the pressure, the number of non-crystalline structures decrease and water is released, creating the 'soupy' mixture.

### Oobleck - Liquid or Solid?

1. Show children a rock and a glass of water. How are these two different?
2. Explain that the water is a liquid and a rock is a solid. Discuss examples.
3. Read: 'Bartholomew and the Oobleck', by Dr. Seuss and have the children predict from the cover of the book what oobleck could be.
4. Write predictions on a chart.
5. Tell children we are going to experiment to see who is right.
6. Allow children to mix cornstarch and water together ( 2 parts cornstarch to 1 part water), add green food colouring.
7. Let children play with the Oobleck to get a good sense of what it may be. Is oobleck a liquid or a solid? What makes you think so?

Assessment: Go back to chart to see which predictions were correct.

"I read *Bartholomew and the Oobleck* to my class, timing this to coincide with my unit on Matter. At the end of the reading we made Oobleck: 1 1/2 cups of corn starch and 1 cup of water. The kids loved it!"

### Bartholomew and the Oobleck

Make oobleck. Mix 2 cups of cornstarch and 1 cup water in a bowl. This fits with a science unit on matter.

Discuss weather. What do you like to come down from the sky?

Make a weather graph.

Practice reading thermometers.

"A favourite is *Bartholomew and the Oobleck*. After reading the story, I gave each child a ziplock bag in which I had pre-measured one-half cup of cornstarch. I had volunteers put about one-quarter cup water and green food colouring in each bag. The children sealed the bag and began mixing. We had to be careful about the water - you don't want to put in too much. We added more cornstarch when this happened. We didn't even need to

open it to touch it at school - I opened mine to show them - and they were perfectly happy to explore it inside the bag. I did tell them to touch it after they got home - preferably outside - it could be messy!"

"Another recipe for Oobleck - mix 2 cups cornstarch, 1 cup water, and green food colouring. Put the oobleck on a sheet of wax paper so that you can manipulate it. Discuss this strange form of matter. Is it liquid? Or solid? How would it feel if this fell from the sky? This is great to make at the end of a 'Matter' unit, too."

More activities for Bartholomew and the Oobleck - discuss your favourite weather, make a weather graph. practice reading thermometers, brainstorm weather words and then categorize them, write stories about thing that might come from the sky.

This book is a great introduction to making your own 'Oobleck', and it ties in with a unit on matter.

"We used corn starch and just bit of water and then added a tiny bit of food colouring. The kids had a great time exploring this mixture and discussing whether it was a liquid or solid. (I would suggest doing this outside - even when I did this activity in Grade Two, the powder (and eventually the oobleck) made a big mess.)"

Dr. Seuss was stationed in France during World War II during a particularly persistent rain. He overheard two soldiers talking and complaining about the rain one night when one of them wished something other than rain would come down. Thus was born the idea for 'Oobleck'!

### Oobleck

Measure 1 1/2 cups of cornstarch and put in a pie pan or container. If you want coloured Oobleck, add a couple of drops of food colouring to the water first.

Gradually add approximately 1/2 cup of water to the cornstarch. Stir well (this will take some time). Add small amounts of water or cornstarch until you get a mixture which 'tears' when you quickly scrape your finger through it and then 'melts' back together again.

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