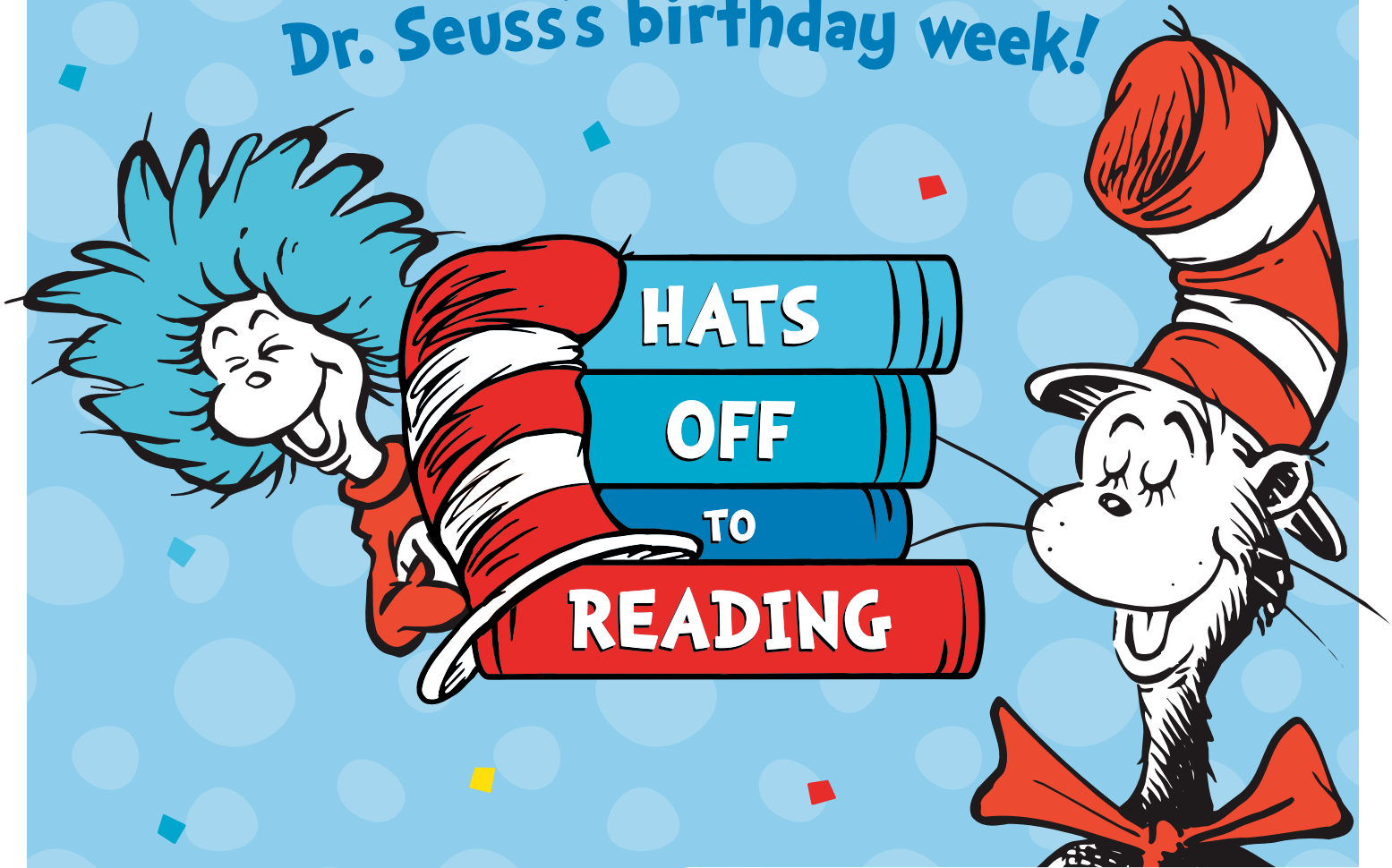
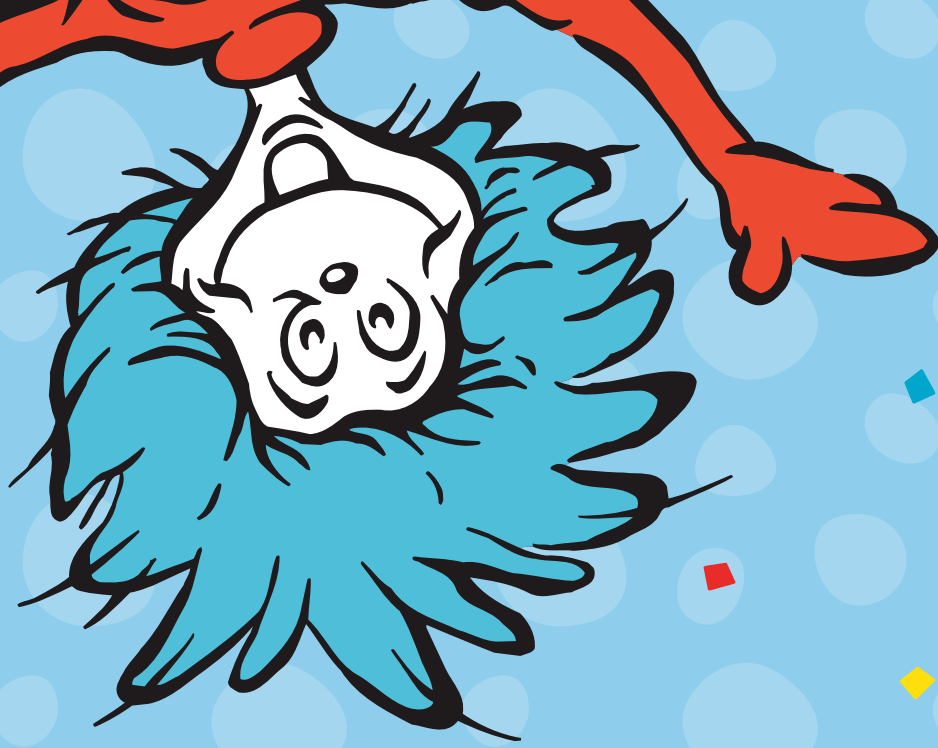


You're invited!

Join us as we celebrate
Dr. Seuss's birthday week!



- Who:** YOU plus Thing 1 & Thing 2!
- What:** A week of virtual storytimes, themed crafts and activities, trivia, and prizes!
- Where:** seusshatsofftoreading.com
- When:** February 28 – March 5, 2021
- Why:** "There's fun to be done!"

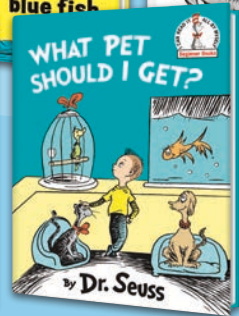
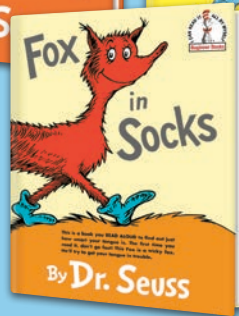
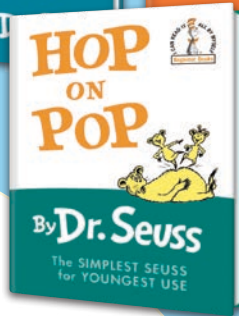
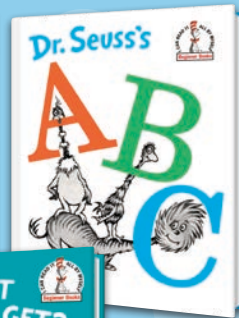
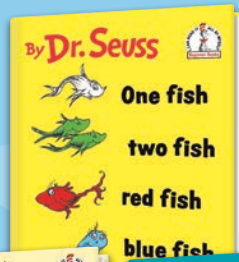
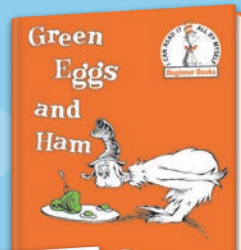
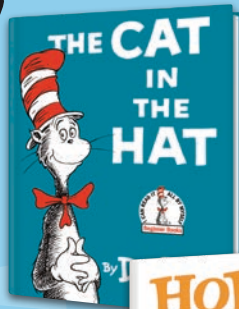


**2021 CLASSROOM
ACTIVITY GUIDE**

Celebrate Dr. Seuss's Birthday!



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The sun did not shine.
It was too wet to play.
So we sat in the house
on that cold, cold, wet day.

I sat there with Sally.
We sat there, we two.
And I said, "How I wish
we had something to do."

Too wet to go out
and too cold to play ball.
So we sat in the house.
We did nothing at all.

So all we could do was to
Sit!
Sit!
Sit!
Sit!

And we did not like it.
Not one little bit.

—*The Cat in the Hat* by Dr. Seuss, 1957

Can you imagine being stuck in your house with nothing to do? I bet you can!

When *The Cat in the Hat* was published in 1957, Dr. Seuss changed the way kids learn to read.

We celebrate Dr. Seuss's imagination and his books every year on his birthday. We have him to thank for such favorites as:

- The Cat in the Hat*
- Green Eggs and Ham*
- One Fish, Two Fish, Red Fish, Blue Fish*
- Dr. Seuss's ABC*
- Hop on Pop*
- Fox in Socks*
- and
- What Pet Should I Get?*

This year, we'll explore imagination and experience how Dr. Seuss books make learning to read fun!

These activity ideas are designed for students in grades K to 4, roughly ages five to nine. They were created to be adaptable to various ages and interests. Students can complete them individually, in groups, or as a class. Activities can be adjusted for virtual/distance learning.



Activities to Encourage and Celebrate Imagination!

Change the Picture

In the books for beginning readers, the pictures and words match to help readers decode the text. Nothing was mentioned in the text that wasn't seen in the art, and vice versa. And instead of realistic illustrations, like the ones in the Dick and Jane books, these illustrations were full of imaginary creatures, machines, buildings, and plants.

Show your students examples of realistic illustrations (and even Dick and Jane readers, if you can find them). Then explore the illustrations in Dr. Seuss's books with your students. Point out that in *The Cat in the Hat*, *What Pet Should I Get?*, and *One Fish, Two Fish, Red Fish, Blue Fish*, the children look ordinary, but other creatures and things are anything but!

Ask students to search for characters or things that look familiar but are a little different, like the Wump in *One Fish, Two Fish, Red Fish, Blue Fish*. Ask them to also point out objects they have never seen before.

Invite your students to make their own illustrations for a favorite story or poem, using Dr. Seuss as their inspiration or drawing in their own style.

- You can read a story aloud slowly, inviting students to draw along.
- You can provide pages with the text of the story and space for drawing, if your students are reading on their own.
- You can also have students look at their favorite picture book or chapter book and draw new illustrations for it. They can then write the text on their pictures to create a new version.

Ask students to share their drawings and talk about how different pictures change the story and can make it more fun. Talk about how pictures might help a beginning reader.

Door Decoration or Bulletin Board Idea: Real-ly Fantastic Art Gallery!

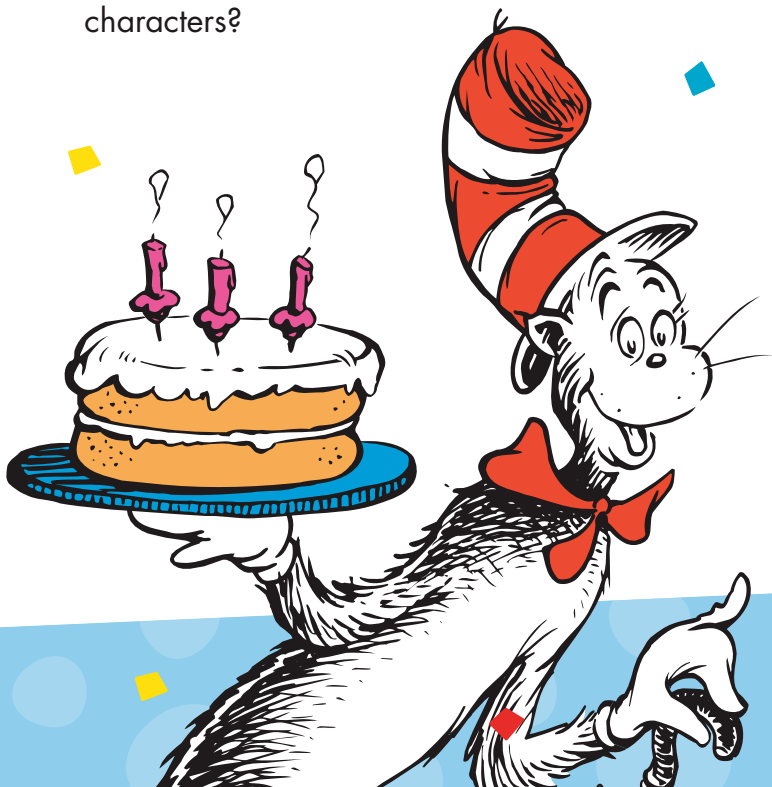
Find photos or realistic drawings of things like a chair, an airplane, a tree or flower, and a mountain. Make a paper frame for each item, and attach them to your door or bulletin board. Provide students with paper, and invite them to draw a fantastic Seussian version of the real objects. Put their imaginative versions of the real items in paper frames, too, and hang them by the image that inspired them.

Have a Wild Party

If you could have a birthday party *anywhere*, where would it be? On Mars? At the bottom of the ocean? In an ice cream factory?

What games would you play? What foods would you serve? How about party favors—what would you send home with your guests?

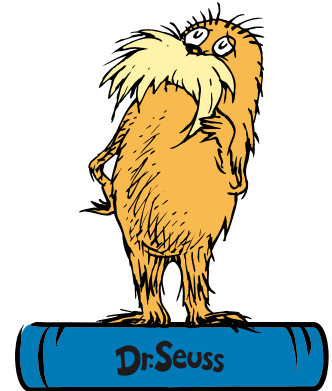
Don't forget about guests. Who would you invite? Your favorite superhero? A sports or music star? What about favorite inventors or people from history? Great-great-grandparents you've never met? What about favorite book or movie characters?



And last of all, what kinds of presents would you get? A jet pack? A pet boa constrictor? A time machine?

Invite your students to imagine their ultimate birthday party and all the fixings:

- Location
- Decorations
- Food
- Games
- Party Favors
- Guests
- Gifts



There are no limits—imaginary places are A-OK and fictional guests are, too. Encourage the kids to put on their Seussian imagination hats and go to town!

Kids can draw and write about their ideas, create sample decorations or gifts, invent games, and create recipes and party favors. They can even dress up!

Once they've planned their ideal birthday bash, ask them to imagine it happening and write a story about the event. Remind them that in a Dr. Seuss story, things often get wacky!

Door Decoration or Bulletin Board Idea: Make a giant party invitation or wrap the door or bulletin board like a birthday present.

Fun-in-a-Box

Lots of Dr. Seuss books feature mischievous characters. The Cat is a bit of a handful, and Sam-I-am goes to great lengths to get his friend to try green eggs and ham. Silliness breaks out in *One Fish, Two Fish, Red Fish, Blue Fish* and *Hop on Pop*.

Read the section in *The Cat in the Hat* where the Cat introduces Thing One and Thing Two. He says it's a game called Fun-in-a-Box.

Ask your students to imagine their own Fun-in-a-Box.

- What size and shape is the box?
- How does it open?
- What is inside, and what happens when it comes out?
- What is your reaction?
- Does what's inside ever go back in?

Encourage your students to imagine their Fun-in-a-Box, either on their own or in a group. If working in a group, invite kids to act out what happens as they present their game to the class.

Door Decoration or Bulletin Board Idea: Create a box with an open lid on the door or bulletin board and put photos of your students inside, peeking out. Your class is Fun-in-a-Box!

A Seussian Zoo

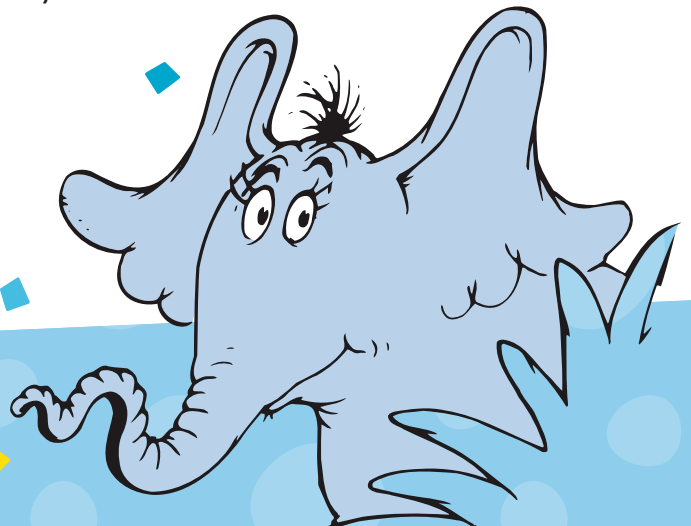
From Sneetches to Horton, Dr. Seuss has written about some very memorable animals. Some are famous, like the Cat in the Hat and the Grinch, but others are not. Some look familiar, and others are new and unusual.

Encourage students to pay special attention to the creatures. Take your time exploring the illustrations with them when you read the books aloud. Ask:

What kinds of animals do you see? Do they look like animals we know? Are there small but funny differences? For example, on pages 12 and 13 of *One Fish, Two Fish, Red Fish, Blue Fish*, there are animals that are almost an elephant, a rabbit, and a seal, but there's something different about each of them. On pages 32–33, these are a bunch of sheep walking upright on their hind legs! Ask your students: What differences do you see in the way he drew familiar animals, and why do you think Dr. Seuss drew them this way?

Have your students look at the animals again, this time searching for completely new creatures. *One Fish, Two Fish, Red Fish, Blue Fish* has lots of imaginary animals. So does *Dr. Seuss's ABC*. Ask: What features do these animals have? Do they have horns, fur, feathers, or funny feet? Do they have unusual names? Why do you think they do?

Encourage your students to imagine their own new creature. What does it look like? Where does it live? What does it do or eat? What is its name? Invite them to draw their animal or to make a mask or costume to represent it. They can write about their creature or create a skit where they introduce it.



Alternatively, ask your students to think about what it would be like to have one of these animals as a pet. The kids in *The Cat in the Hat* have a talking fish. And in *What Pet Should I Get?*, Dr. Seuss explores the process of choosing a pet, starting with cats, dogs, fish, birds, and rabbits, and moving on to more unusual options. Get your students thinking about having a pet. Ask them to answer these questions about one of the suggested pets.

What do you like about this animal? What might be hard about having this animal as a pet? What would you need to take care of it? Where would it sleep? What would it eat? Where would it play?

Show your students an animal adoption or rescue website, like one from your local animal shelter, and point out how each pet has a profile. Ask each student to choose an animal, real or imaginary, to write an adoption profile for. They need to describe the animal (including type of animal, age, name) and what it would need in a happy home. Have them include pictures! Combine all the pet profiles in a book or on a bulletin board for the class to enjoy.

Door Decoration or Bulletin Board Idea: A Name That Pet Contest Draw or copy some of Dr. Seuss's imaginary animals and put them on your door or bulletin board, numbering each one. Make a game card with a place for kids to write their own name and the names of each animal, along with its assigned number (#2 is a Zax).

Over time, read each of the relevant books aloud to your students. Invite your students to explore the books on their own to find the names of the animals.

When students have all had a chance to fill out their game cards, explore the answers as a group. Find the correct answers in Dr. Seuss's books. Take a vote to discover the class's favorite animal. Have students tally and graph the results of the game and the vote (The different answers for #2 are 4 for Zax, 7 for Gox, etc.).

Books Let You Explore the World from Your Couch!

At the beginning of *The Cat in the Hat*, the kids are stuck at home with nothing interesting to do. That idea is at the heart of many children's books, including *The Phantom Tollbooth*; *Where the Wild Things Are*; and *The Snowy Day*. While the adventure comes to their house in *The Cat in the Hat*, in these other stories, kids are transported to a magical new place.

Invite your students to create a new take on *The Cat in the Hat* by inventing their own adventure. They can have a rambunctious visitor or be transported to an entirely new place.

If kids need a prompt to get started, have them try to come up with a new title by replacing *Cat* and *Hat* with a new, unusual visitor and place or thing.

The _____ in the _____

The Frog in the Fog

The Teacher in the Bleacher

The Guy in the Sky

The Snake in the Lake

The Field with a Shield



Then let them create their stories. Ask: What kind of problem is created and solved in the story? In *The Cat in the Hat*, the kids are bored, but then the Cat comes and makes trouble. In *Green Eggs and Ham*, Sam-I-am pesters his friend into trying a new food. In *What Pet Should I Get?*, the kids have to choose a new pet.

Encourage your students to use descriptive words as they develop their story. What does the visitor or the new place look or sound like? What unusual things do the characters touch, smell, or hear?

Students can write or dictate their stories or create a wordless book with only illustrations to tell the story. Encourage each student to design a cover for their book with an illustration and the title.

Door Decoration or Bulletin Board Idea: Just Published! Ask students to write or dictate a short description of their story. Post their book covers and the descriptions of their stories on your door or bulletin board.

Imagination Leads to Invention

Imagination can be great fun, and it can also solve problems. Before someone invented a cell phone or a car, they had to imagine it. Inventors, engineers, scientists, artists, chefs, and doctors all use their imaginations to create new things and solve problems.

Provide some examples of inventions or problems. For example:

- **Garrett Augustus Morgan** invented the traffic light and the gas mask.
- **Stephanie Kwolek** invented Kevlar, a super strong yet light material used in firefighter boots, cut-proof gloves, hurricane-safe rooms.

- **José Andrés**, the chef, developed an efficient and culturally sensitive way to feed people after natural disasters.
- **Marjorie Stewart Joyner** invented a machine to make straight hair curly.
- **William Kamkwamba** figured out how to bring electricity and running water to his village in Malawi.

In some of Dr. Seuss's books, characters use unusual gadgets, like the machine the Cat used to clean up the mess Thing One and Thing Two made. Encourage your students to look for and point out gadgets as you read the books aloud.

Invite your students to pick a problem and imagine a solution to it. It can be serious or silly. The point is to engage their imaginations to solve a problem. Ask your students to:

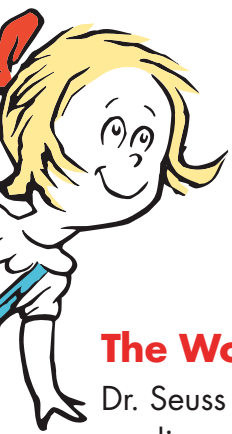
- Name the problem and explain it. What is the problem, and why does it need fixing?
- Brainstorm two or three ways to solve the problem.
- Research or imagine what others might have done to try to solve the problem.
- Develop one or two ideas for something or some way to solve the problem.
- Describe the solution, including what it does and how it works.
- List the materials or resources needed to make it.
- Draw a picture or make a model of the idea.

For a more focused activity, provide the problem and have students imagine solutions. Students can work alone or in groups, or you can do this activity with the entire class.

Allow your inventors to share their ideas in a science fair setting, with half of your students presenting their ideas and the other half walking around the room to learn from their peers. Then

switch and have the other inventors present their ideas.

Door Decoration or Bulletin Board Idea: Combine pictures of real inventions and inventors with pictures of Dr. Seuss and some of his gadgets on your door or bulletin board to celebrate imagination and problem-solving. If you are celebrating virtually, have students create digital presentations.



Activities to Encourage and Celebrate Learning to Read!



The Word Count Challenge

Dr. Seuss used his imagination to enliven kids' reading experiences, while meeting their early reading needs. By limiting the number of different words used and employing rhyme and repetition, he created wild stories and fantastic illustrations to make the challenging experience of learning to read fun.

- Invite students to create their own rhyming, repeating stories using a limited number of words. You can provide a list of words or have the kids brainstorm their own. Creative illustrations are a bonus!

Bulletin Board Idea: Make a new version of Magnetic Poetry on your bulletin board. Write fifty words on index cards, Post-its, or paper. Attach them to your bulletin board where the students can reach them. Demonstrate for your

students how you choose some of the words to make a rhyming sentence. Encourage them to make their own sentences and rhymes with the words provided. If you like, provide blank pieces of your chosen "magnets" for students to add their own rhyming words to the mix.

Building Blocks of Reading

In 1957, Dr. Seuss launched his Beginner Books, which are made for children learning to read all by themselves, with *The Cat in the Hat*. It was fun to read aloud, easy to read alone, and impossible to put down. It was the first Beginner Book. This combination of words and pictures encouraged children to read—all by themselves. Hailed by elementary educators and remedial reading specialists, these enormously popular books are now used in homes, schools, and libraries throughout the world.

The Cat in the Hat got things started with a zany story using a limited number of words, but it was still a bit tricky for some readers. The books that followed were created using fewer words, plus rhyme, repetition, and alliteration. Some start with short vowel sounds and one-syllable words, like *Hop on Pop*, and get increasingly difficult, ending up with *Fox in Socks's* tricky tongue twisters.

Share Dr. Seuss's Beginner Books with your students, pointing out the special features they have that support young readers.

Then invite your students to try their hand creating their own Beginner Book. Silliness is the only requirement!

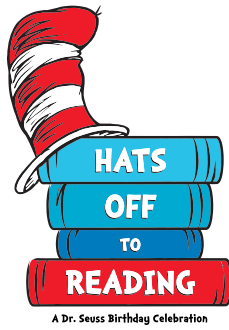
- Write a story using short vowel sounds, like *Hop on Pop*.
- Write a book with rhyme and rhythm, including made-up words that rhyme, like *One Fish, Two Fish, Red Fish, Blue Fish*.
- Write a story using alliteration, like *Dr. Seuss's ABC*.
- Write a story that repeats and builds on itself (a cumulative tale), like *Green Eggs and Ham*.
- Write a series of tongue twisters (that use rhyme, repetition, and alliteration) like *Fox in Socks*.

Encourage your students to illustrate their stories, emphasizing how illustrations can help beginning readers, too.

Students can work independently or in groups. They can write, dictate, or record their stories. As beginning readers gain experience with short and long vowel sounds, blends, etc., invite them to write their own stories using their new knowledge.

Door Decoration or Bulletin Board Idea: Make a rhyming or alliteration graffiti wall. Cover the door or bulletin board with butcher paper. Write a rhyme, like "hop on pop," or a phrase with alliteration like "Big H, little h. Hungry horse. Hay. Hen in a hat. Hooray! Hooray!" on it. Encourage your students to write their own rhymes or alliterative phrases as they think of them, and encourage them to draw a small picture to go along with their rhyme or phrase.





Print this sheet and have students cut out these stickers along the solid black line.



Print on cardstock paper and
affix a Popsicle stick



Reading Is FUN with Thing 1!



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Print on cardstock paper and
affix a Popsicle stick



I Will Read Anywhere with Sam-I-am!



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**The more
that you read,
the more things
you will know.**



**The more
that you learn,
the more
places
you'll go.**



Happy Birthday!

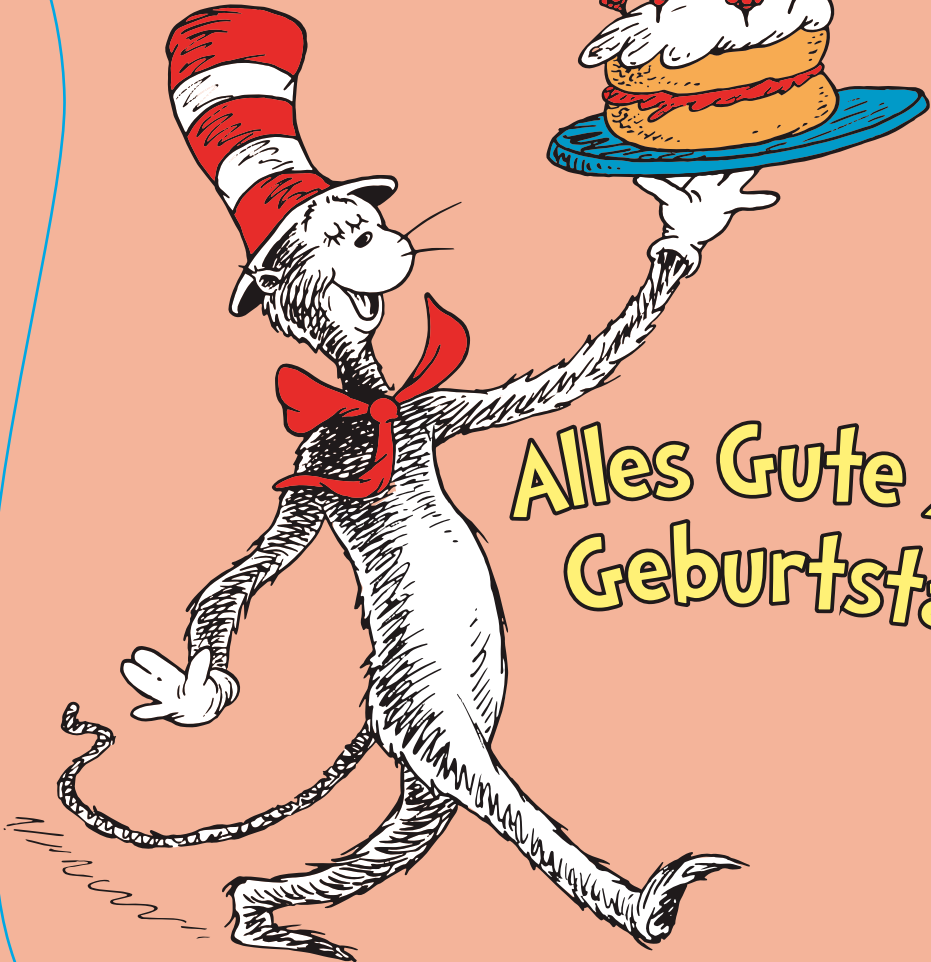
Feliz Cumpleaños!

Bon Anniversaire!



Sang Yat Fai Lok!

Happy Birthday!
Saeng-Il Chugha!
Eid Mawlid Saeid!



Alles Gute zum
Geburtstag!