

Literature Focus Unit: Dr. Seuss



Featured Selection: *The Cat in the Hat*

Summary: Two children are left alone at home on a cold, wet day. They have nothing to do until the Cat in the Hat walks in. He teaches them games and tricks that turn the house into a mess. The cat juggled household items while bouncing on a ball. His friends, Thing 1 and Thing 2, flew a kite the house, which made a bigger mess. The fish ordered the cat to leave, but he stayed and continued to cause trouble. Eventually, the children notice their mother walking up the sidewalk. The cat quickly and magically cleans up the house just in time. The mother enters and has no idea what she missed.

Bibliography

Seuss, Dr. (1963). *The Cat in the Hat*. New York: Random House.

_____. (1994). *Daisy-Head Mayzie*. New York: Random House.

_____. (1969). *Did I Ever Tell You How Lucky You Are?* New York: Random House.

_____. (1963). *Dr. Seuss ABC*. New York: Random House.

_____. (1971). *Fox in Socks*. New York: Random House.

_____. (1960). *Green Eggs and Ham*. New York: Random House.

_____. (1940). *Horton Hatches the Egg*. New York: Random House.

_____. (1954). *Horton Hears a Who*. New York: Random House.

_____. (1972). *The Lorax*. New York: Random House.

_____. (1997). *My Many Colored Days*. New York: Random House.

_____. (1974). *Oh, the Places You'll Go*. New York: Random House.

Goals

- Learn and recognize Dr. Seuss's works.
- Use Dr. Seuss books to reinforce the 5 stages of reading and writing.
- Use rhyming words.
- Explore Dr. Seuss's writing style, craft, wordplay, etc.
- Practice writing proper format of letters
- Use alliteration and create own examples

Schedule

Wk	Monday	Tuesday	Wednesday	Thursday	Friday
1	<p>-Teacher puts objects that rhyme with hat into a box (like the cat's box in the book). Students reach inside and try to identify the objects by touch. After several objects, students will realize all objects belong to <i>-at</i> family.</p> <p>-Grand Conversation about what to do on a raining day.</p> <p>-Read <i>Cat in the Hat</i> to the class.</p> <p>-Introduce bulletin board, including huge cutout of the cat (like the one in our classroom).</p> <p>– Explain how we will add an artifact for each book the class reads.</p> <p>-Introduce the <i>-at</i> family.</p> <p>- Have students develop questions that they would ask Dr. Seuss.</p> <p>- Guest speaker "Dr. Seuss" dressed up and acting in character.</p>	<p>-Dr. Seuss Day</p> <p>-Have the students Visit the Seussville website http://www.seussville.com/</p> <p>- Film about Dr. Seuss as an author. -Play "Seuss-a-phone" (like "Telephone") with phrases from <i>The Cat in the Hat</i>.</p>	<p>- ABC warm-up game</p> <p>-Dr. Seuss's ABC book</p> <p>-Students make their own ABC book from items around the home. (Following the 5 stages of Writing) List 1 item for each letter.</p>	<p>-Help students finish list.</p> <p>-Students find pictures of those items or draw their own for their book.</p> <p>-Math story problems – Have students do an addition worksheet, drawing hats as counters.</p>	<p>- Finish students ABC book.</p> <p>-Present book to partners.</p> <p>-Ask for volunteers to present in front of class.</p> <p>-Assessment on <i>-at</i> family: Teacher speaks words from the <i>-at</i> family; students spell them with Scrabble / magnetic letters.</p>
2	<p>-Draw and write a description of a food that they do not like to eat.</p>	<p>-Make Green Eggs and Ham for the class.</p> <p>-Students will</p>	<p>-Explain process of hatching eggs.</p> <p>-Introduce the new members of the class.</p>	<p>-Place a speck of dust under a microscope and let the students</p>	<p>-Rhyming words assessment.</p> <p>- Show Horton Hears a Who movie.</p>

	<p>-Read Green Eggs and Ham</p> <p>-Memory matching game. (words from Dr. Seuss books)</p>	<p>assist with the process.</p> <p>-Reread the book while they are eating.</p>	<p>-Unveil incubator full of eggs. (The eggs won't hatch before the end of the focus unit.) Have children keep a science journal: observe then write and draw pictures of what the eggs look like.</p> <p>-Read Horton Hatches the Egg.</p> <p>-Talk about the different types of elephants.</p> <p>-Create an elephant craft.</p>	<p>examine. Get the students thinking very small.</p> <p>-Read Horton Hears a Who.</p> <p>-Perform service for school. (Ex. Make something for kindergarten students.)</p> <p>-Students will get an "I did something good today" certificate.</p>	
3	<p>-Have a couple students brush their teeth. Somehow have the other students catch the water that they didn't use.</p> <p>-Read The Lorax</p> <p>-Measure the water in gallons. (Fill up empty milk gallons.)</p> <p>-Mini lesson on high-frequency words. Come up with ways that students can save water at home. Show how much water is wasted in an average day.</p> <p>-Invite students to wear crazy socks to school tomorrow.</p>	<p>-Create Tongue Twisters to have students practice aloud.</p> <p>-Crazy socks day! Read Fox in Socks.</p> <p>-Mini lesson on initial sounds/alliteration . Have students in groups create own Tongue Twisters using words from book or any similar sound.</p> <p>-Put around the room on display.</p> <p>-Rhyme activity to the tune of "Do Your Ears Hang Low?" (see website under Resources)</p>	<p>-Reread Fox in Socks.</p> <p>-Students will be given a note card with phonograms (ox, icks, ocks, etc). Each time student hears phonogram while reading the book, they will hold up that note card.</p> <p>-Assessment includes students getting into groups of three and putting all note cards together. Given ten minutes students will come up with as many words from those phonograms as they can.</p> <p>-Game – Play "The Cat Says" (like "Simon Says") with "rainy day tricks" from the book.</p>	<p>-Discussion to create a list of unlucky things that have happened to students.</p> <p>-Read Did I Ever Tell You How Lucky You Are?</p> <p>-Discuss as a class how the boy looked at his life differently after realizing how lucky he was. Relate to own lives.</p> <p>-Write own response to how lucky they are. Assign each child a sight word from The Cat in the Hat. Read the book to the class, and have them put a star on the blackboard beside their word each time they hear it.</p>	<p>-Attention Grabber: Teacher comes into class wearing headband with daisy (art craft).</p> <p>-Read Daisy-Head Mayzie.</p> <p>-Discuss reactions/lessons from book.</p> <p>-Explain that students will be making their own daisy.</p> <p>-Create headband with daisy.</p> <p>-Assignment is to take home headband and wear over the weekend for an hour.</p>
4	<p>-Students will write a two-three sentence reaction to assignment from the weekend. Present to class (optional)</p> <p>-Put students into groups and have each student write a one-word phrase of kindness to each other on the petals.</p> <p>-Combine groups to share their petals.</p> <p>-The Cat in the Hat Word search with</p>	<p>-Ask students to draw/color a picture of a place they would like to visit.</p> <p>-Read Oh, The Places You'll Go!</p> <p>-Mini lessons on how to write a letter. Introduce rubric.</p> <p>-Students will write a letter to self about goals and places they want to go in the</p>	<p>-Minilesson on revising and editing. Use rubric.</p> <p>-Writing workshop: students revise and edit letters.</p> <p>- Teacher will create board game, "Making Good Choices" using good/bad cards.</p> <p>-Reading Centers: Listen to CD of book, Oh, The Places You'll Go! Play "Making Good Choices," Edit/Revise goal letters, Spelling/Vocabulary peer assessment</p>	<p>- Hold up pictures from the book. Ask students what the colors and pictures make them feel.</p> <p>-Read My Many Colored Days.</p> <p>-Grand conversation about writing style and differences between The Cat in the Hat and other Dr. Seuss books.</p> <p>-Assessment: Letter to Dr. Seuss.</p>	<p>-Dr. Seuss Day!</p> <p>-Wear PJs. Celebrate Dr. Seuss Day (March 2)– Read across America</p> <p>- As a class, make "The Cat's Hat Cake" (directions on seussville.com).</p> <p>-Activities: Read Dr. Seuss book, play on Seussville website, Create a cat in the hat hat (each get their picture taken</p>

	sight words	next twelve years (end of senior year). -Include a connection from the book with an example of advice on how to work through bad days. -Teachers will give letters to students at graduation.			with it on), memory game
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Class Bulletin Board

- Teacher will add artifact representing each book or activity from each day.
- Pictures of students will be border.
- Take class Picture for the center.

Resources

<http://www.makinglearningfun.com/t.asp?b=m&t=http://www.makinglearningfun.com/Activities/DrSeuss/DrRhymingRhyme.gif>

Rubric for Letter

Area	4	3	2	1
Greeting and Closing	Greeting and closing have no errors in placement, punctuation or capitalization.	Greeting and closing have few errors and are placed well	Greeting and closing have 3 or more errors. One or both not correctly placed	Greeting and/or closing missing
Body of Letter	Sentences and paragraphs are complete and well-written. Not all sentences begin the same way.	All sentences are complete and well written with no errors. Paragraphs are organized. Some sentences begin differently.	Most sentences are complete and well written. Paragraphs are unorganized. All sentences begin exactly the same.	Many sentence errors. No paragraphing. No sentence variety.
Grammar and Spelling	No errors in grammar or spelling in body of letter	2-3 small errors in capitalization or punctuation in body of letter.	Several errors in grammar or spelling in body of letter. The errors get in the way of the message.	Many errors in spelling and/or grammar that make the letter very hard to read.
Neatness	Handwritten neatly or typed with no errors.	Written neatly, easy to read with 1-2 errors.	Several errors that make part of the letter hard to read.	Many errors. Very hard to read.

