

Dr. Seuss's Birthday 2018 Classroom Activity Guide

celebrate the ABCs of Dr. Seuss!

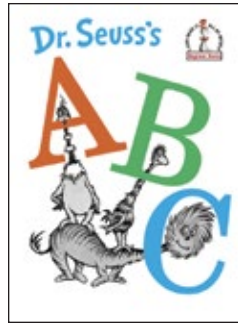
For kids getting to know the ABCs, it's important to talk about letters in the context of reading, writing, and speaking. This classroom activity guide includes resources for celebrating Dr. Seuss's birthday that can help you create a fun, language-rich environment for kids to play with sounds and words as part of meaningful activities.

In this guide, you'll find twenty-six Seussational A to Z activities that will:

- Spark kids' desire to read and write
- Provide experiences that will build background knowledge
- Encourage kids to ask questions, use their imaginations, and solve problems

Games, arts and crafts, physical play, going to interesting places, singing, dancing, talking, and reading all help kids learn about the world and their place in it. Don't hesitate to let your students play with words and dive into reading fun!





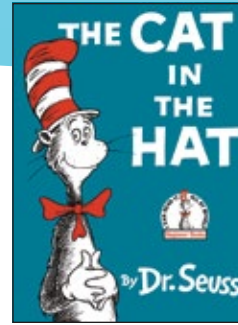
Dr. Seuss's ABC

HC: 978-0-394-80030-1
GLB: 978-0-394-90030-8
CD: 978-0-8072-1992-8



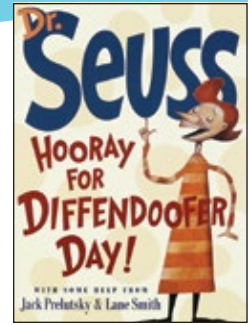
The Lorax

HC: 978-0-394-82337-9
GLB: 978-0-394-92337-6
CD: 978-0-7393-6391-1



The Cat in the Hat

HC: 978-0-394-80001-1
GLB: 978-0-394-90001-8
CD: 978-0-8072-1873-0



Hooray for Diffendoofer Day!

Dr. Seuss with some help from
Jack Prelutsky and Lane Smith
HC: 978-0-679-89008-9

ABCs of Dr. Seuss

There are so many ways to explore the alphabet with Dr. Seuss! Try combining a read aloud of *Dr. Seuss's ABC* with having students invent their own Dr. Seuss-esque creature for each letter of the alphabet. Or after a reading of *McElligot's Pool*, have students go fishing using "fishing poles" with magnets for hooks to catch paper-clip-adorned paper fish featuring letters of the alphabet for spelling out rhyming words. Use *Mr. Brown Can Moo! Can You?* to explore the sounds of the letters of the alphabet and help students find fun in making wonderful noises. *Oh, the Places You'll Go!* is a great launching point for alphabet geography and making use of maps to find places to go, from Auckland to Zagreb. And Little Cats A through Z from *The Cat in the Hat Comes Back* offer an adorable refresher on ABC order.

Brown Bar-Ba-Loots

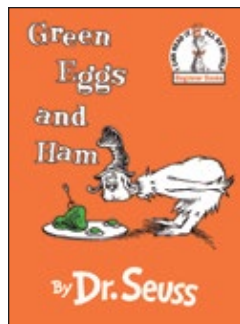
Before the Once-ler built his Thneed-knitting factory, Brown Bar-ba-loots frisked under the Truffula Trees and enjoyed Truffula Fruits. Because the Once-ler polluted their home, the Brown Bar-ba-loots need a new habitat. After you read *The Lorax* aloud, talk with students about what a habitat is and brainstorm with them about what the habitat needs of the Brown Bar-ba-loots could be. Then have students build their own beautiful new habitats for the Brown Bar-ba-loots. Provide students with materials for building habitats—rocks, sand, dirt, plants, leaves, water, clay, blocks—and twigs and cotton balls to color with markers for Truffula Trees! Also provide resources to help kids learn more about real habitats. Many of the Cat in the Hat's Learning Library titles explore interesting habitats and are great for introducing natural places and the creatures that inhabit them. Try sharing *Would You Rather Be a Pollywog? All About Pond Life*; *If I Ran the Rain Forest: All About Tropical Rain Forests*; *Why Oh Why Are Deserts Dry?*; *Ice Is Nice! All About the North and South Poles*; and *Clam-I-Am! All About the Beach*.

The Cat in the Hat

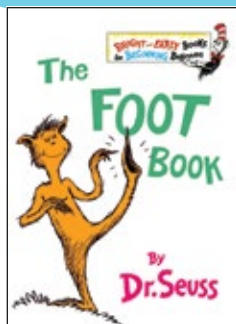
When the Cat in the Hat is around, there's no chance to just sit, sit, sit, sit. The Cat in the Hat wants to play! How about a game of charades? Have kids play in small groups and guess characters and animals from Dr. Seuss's books. Or turn "Simon Says" into "The Cat Says." Designate one student to be the Cat. All the other students must perform whatever movements the Cat says to do. You can also copy the Cat in the Hat's balancing act: have a relay race to see which student team can get to the finish line first while balancing a book on their heads. Play these games whenever students need a break in the classroom, or host a Dr. Seuss Field Day and play them all.

Diffendoofer Day

The narrator of *Hooray for Diffendoofer Day!* loves his school. Read the book aloud to students and then get them talking about what they like about *their* school. Have them write down their ideas about school culture and what kind of learning opportunities they think are important. Have them design their dream school and create drawings or a model to accompany their description. Host your own Diffendoofer Day, and have students present and celebrate their projects.



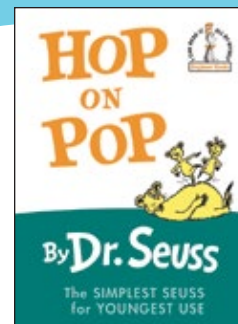
Green Eggs and Ham
 HC: 978-0-394-80016-5
 GLB: 978-0-394-90016-2
 CD: 978-0-8072-1992-8



The Foot Book
 HC: 978-0-394-80937-3



Dr. Seuss's Sleep Book
 HC: 978-0-394-80091-2



Hop on Pop
 HC: 978-0-394-80029-5
 GLB: 978-0-394-90029-2
 CD: 978-0-8072-1992-8

E

Eggs

Make Read Across America Day eggciting! In addition to a reading of *Green Eggs and Ham* and perhaps serving a snack or lunch of the same (keeping possible dietary restrictions in mind), treat students to an eggcellent rhyming adventure! For younger students, hide green plastic eggs throughout your playground, classroom, or library. Each egg should have a word written on it or written on a paper inside of it that rhymes with a word on another egg. Each student has to find two eggs that rhyme—an egg that says “boat” and an egg that says “goat,” for example—so make sure to hide two eggs for every student. For older students, the challenge is more eggstraordinary and involves small teams of students locating paper eggs on walls throughout the school and then finding an object that rhymes with the word written on each paper egg. If available, students can make use of tablets to take photos of rhyming objects, or collect their rhyming items as you would for a traditional scavenger hunt. When students have finished their eggceptional adventure and turned in their eggs or rhyming objects, reward their efforts with a reading of *Horton Hatches the Egg*.

F

Foot

Take *The Foot Book* a step further through dance! As you read the book aloud, have students interpret the words and improvise dance moves that complement the book. Help them by modeling a few moves of your own while you read. Show them how to pantomime, too, with a “wet foot,” raised and lowered as if dipping it in water, or “dry foot” as you pretend to dry your foot with a towel. Read the book again and let students cut a rug!

G

Goose Juice

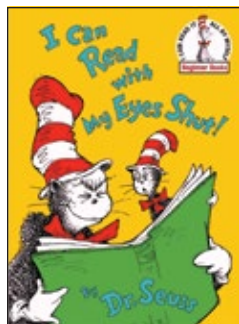
Kids can concoct a recipe for a brilliant healthy beverage based on the moose juice and goose juice of the dreaming moose and goose in *Dr. Seuss's Sleep Book*. Let readers pick at least three fruits and vegetables that are the colors (or would make the colors) of moose juice (orange) or goose juice (green), and then help students organize their ideas into recipes. Have students share their recipes, then vote on the moose juice and goose juice they'd most like to try. Ask for parent volunteers or help from your cafeteria staff to bring ingredients and a blender into the classroom so students can see the recipes made and enjoy a taste of delicious juice!

H

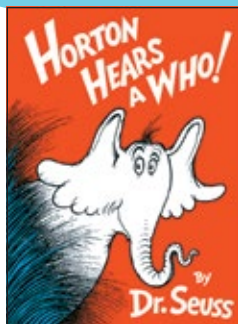
Hop on Pop

Bring out the bubble wrap! Prepare for hopping fun by creating a slide show featuring words that should be familiar to your students. Include a lot of words that start with the /h/ sound or end with a /p/ sound. The last slide should be the word STOP. Give each student a large square of bubble wrap. Let students know they can only hop (and pop) on the words that start with the /h/ sound or end with /p/. They need to read each word aloud as it appears on the screen and then hop or pop when appropriate. When they reach the word STOP, it's time to stop hopping and listen to you read *Hop on Pop*!





I Can Read with My Eyes Shut!
 HC: 978-0-394-83912-7
 GLB: 978-0-394-93912-4
 CD: 978-0-8072-1992-8



Horton Hears a Who!
 HC: 978-0-394-80078-3
 GLB: 978-0-394-90078-0
 CD: 978-0-7393-6265-5



Happy Birthday To You!
 HC: 978-0-394-80076-9
 GLB: 978-0-394-90076-6



The Cat in the Hat Comes Back
 HC: 978-0-394-80002-8
 GLB: 978-0-394-90002-5
 CD: 978-0-8072-1873-0

I Can Read with My Eyes Shut!

The Cat in the Hat offers words of wisdom about reading to a younger cat in *I Can Read with My Eyes Shut!* Help students make similar connections with older, wiser readers by bringing reading buddies to your classroom. Older students are more experienced readers, but you'll still need to offer them guidance about sharing books and spending time with a younger buddy. Kick off your first reading buddies session with a group read-aloud of *I Can Read with My Eyes Shut!* Afterward, encourage buddies to talk about their interests and then find books to read together.

Jo-Jo

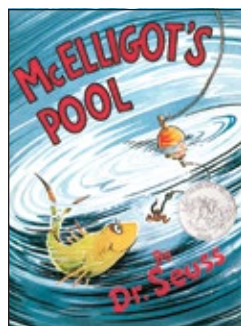
Jo-Jo is the smallest of all the *Whos*. Yet his little voice made the *Whos* heard by all the animals in the Jungle of Nool. After students listen to *Horton Hears a Who!* read aloud, have them investigate what it takes to make and hear sounds. Ask students to hold their fingers on their throats while whispering, speaking, and shouting. Do they feel the vibrations? Explain that sound is made by vibrations which move in waves to our ears. Explore vibration further by having students pluck rubber bands of various thicknesses but uniform lengths stretched over plastic containers. What do students notice? Ask if they think animals hear the same sounds humans do. Let students work in pairs or small groups to choose an animal from the Jungle of Nool and research its ears, hearing ability, and the sounds it makes. Have students make ear headbands to wear when presenting their findings to the class.

Katoo Happy Birthday Asso-See-Eye-Ation

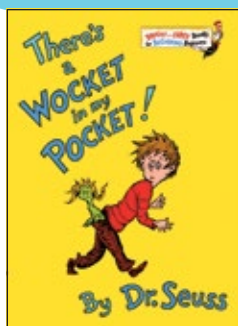
In Dr. Seuss's *Happy Birthday to You!*, the Katoo Happy Birthday Asso-see-eye-ation is responsible for the fabulous birthday celebrations that take place in Katoo. Read this title aloud to students and talk about the things they do to celebrate birthdays in their families. Then ask them to join you in starting your own Happy Birthday Asso-see-eye-ation to plan for Dr. Seuss's birthday festivities on March 2! Ask students to brainstorm ideas for books to read, people to invite, decorations, snacks, and activities. By including your students in planning, the days leading up to your event become part of the fun! Once you have party plans in order, help each student find an appropriate role or responsibility. Put your planning checklist where the whole class can read it and make your celebration the "Best of the Best!"

Little Cat A Through Little Cat Z

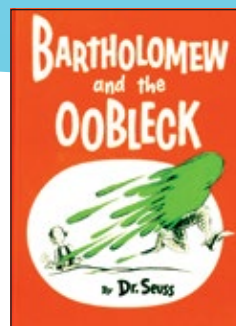
In *The Cat in the Hat Comes Back*, the Cat needs the help of twenty-six Little Cats. After you read the book aloud, get students thinking about the importance of working together for the common good. Give them an example of a problem that you've noticed needs addressing, such as trash at a local park. Explain how it came to your attention. Search the news for examples of kids helping others, and discuss how their efforts made a difference. Ask students to think about how they pay attention to the needs of others. What problems have they noticed that need addressing? Based on their ideas and interests, help them investigate possibilities for a class service project. Have students research the issue they want to address. Invite guest speakers from organizations focused on that issue to talk with students about what volunteer opportunities are available for kids their age. Encourage students to develop a plan to take action together.



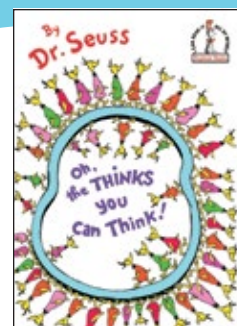
McElligot's Pool
HC: 978-0-385-37906-9
GLB: 978-0-394-90083-4



There's a Wocket in My Pocket!
HC: 978-0-394-82920-3
GLB: 978-0-394-92920-0



Bartholomew and the Oobleck
HC: 978-0-385-37904-5
GLB: 978-0-385-37904-5



Oh, the Thinks You Can Think!
HC: 978-0-394-83129-9
GLB: 978-0-394-93129-6
CD: 978-0-8072-1992-8

M

N

O

P

McElligot's Pool

Marco daydreams of all the possibilities that await him while he fishes in McElligot's Pool. After a read-aloud of *McElligot's Pool*, provide students with paper squares in a variety of patterns and bright colors to fold origami angelfish, goldfish, sea horses, and other ocean creatures. Display them on a base of blue-green paper labeled "McElligot's Pool."

Nupboards

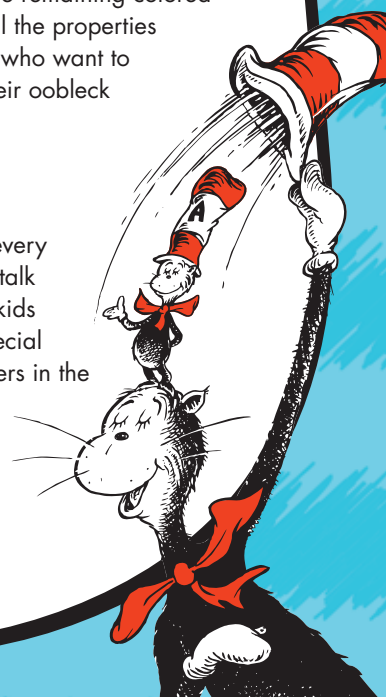
"All those Nupboards in the Cupboards. They're good fun to have about." A reading of *There's a Wocket in My Pocket!* can help get students thinking about how changing a few letters can turn something ordinary into something extraordinary and fun! After reading aloud, ask students how they think Dr. Seuss came up with all the names for the different creatures living in the boy's house. Then let them move around the classroom to search for and name imaginary beasts and beings living and lurking there. Have them come up with five and share them with the class. Then let everyone illustrate their favorite to include in a class book, *There's a _____ in My Classroom!*, to read aloud.

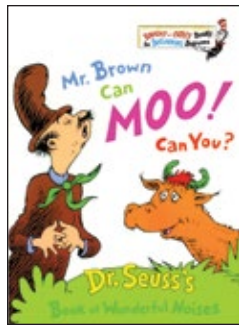
Oobleck

Slime is so last year! Just like bored King Derwin, students are ready for something new—oobleck! Start with a reading of *Bartholomew and the Oobleck* and a discussion about the properties of the oobleck as described in the book. Tell students they will be making their own oobleck and looking at its properties. Organize small teams of students and provide each with a covered working surface, 1½ cups of cornstarch, 1 cup of water, a small amount of green food coloring, a large mixing bowl, and a mixing spoon. Place the cornstarch in the bowl and slowly add 2/3 cup of colored water and stir, observing how the mixture changes as water is added. Encourage students to use their hands to stir, poke, squeeze, and explore the substance they've created. Then have them slowly add the remaining colored water and explore some more! Make sure each team has a scribe to write down all the properties they discover—solid, liquid, slippery, wet. Provide zip-top plastic bags for students who want to take some oobleck home. After clean up, have students discuss the properties of their oobleck and make comparisons to the description of oobleck in the book.

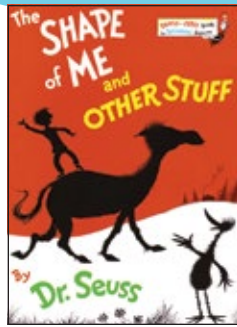
Peter the Postman

Oh, the thinks you can think! Think of Peter the Postman who crosses the ice once every day—and on Saturdays, twice. Invite your local mail carrier to visit your class and talk about how the postal system works and how mail gets delivered. Afterward, have kids draw and write a thank-you card or letter (or have adults take dictation) to your special guest. Take a walking field trip (pending permission slips if needed) to put their letters in the mailbox. Then read *Oh, the Thinks You Can Think!* and spend some time on Peter the Postman's page, talking about the different ways mail can reach its destination.

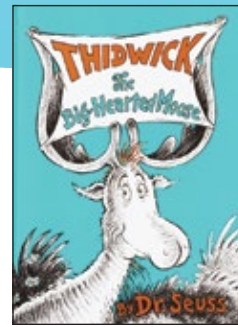




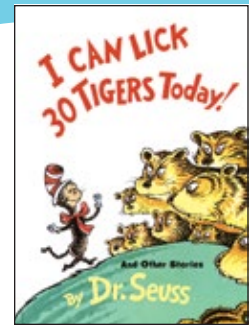
Mr. Brown Can Moo! Can You?
HC: 978-0-394-80622-8



The Shape of Me and Other Stuff
HC: 978-0-394-82687-5



Thidwick the Big-Hearted Moose
HC: 978-0-394-80086-8
GLB: 978-0-394-90086-5
CD: 978-0-7393-6265-5



I Can Lick 30 Tigers Today! And Other Stories
HC: 978-0-394-80094-3

Q

Quacker-oo

Quack like a quacker-oo, moo like Mr. Brown, and yap and yip like the Whos! Ask students to think about how the many Dr. Seuss characters might sound if they were singing “Happy Birthday” to Dr. Seuss. Give an example, such as a duck-dog (*Dr. Seuss’s ABC*), alternating quacks and barks. Then have students read Seuss titles so they can choose a character and come up with a unique voice for it. Let them record their invented voice along with information about who their character is and why they think the character would sound this way. Let students hear all the voice recordings separately before bringing everyone together to sing a special happy birthday song—in character—to Dr. Seuss.

R

Ring in the Tub

In *The Cat in the Hat Comes Back*, the pink ring in the tub becomes a troublesome stain that gets everywhere. When you read the book aloud, students will see how the pink mess gets transferred from object to object. Ask students to think about how a color could move from one thing to another, then try an experiment that will demonstrate a color “moving” within a plant. You’ll need a white mini carnation and a clear container for each student. Give each student a half cup of water and a teaspoon of red food coloring and let them mix it in their containers. Before giving students their carnations, cut off the bottom of the stem at a 45-degree angle using a knife (so you don’t crush the stem). Have students put their carnations in the colored water and write their first observation. Have them continue to note their observations throughout the day or week. Let students compare their flowers and observations.

S

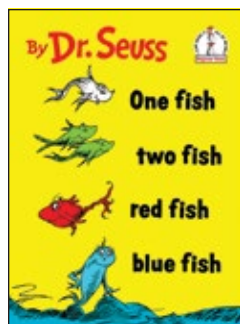
Shape of Me

The Shape of Me and Other Stuff invites readers to consider all kinds of shapes and use their imaginations to add their own details to Dr. Seuss’s silhouette images. After reading *The Shape of Me and Other Stuff*, let students experiment with silhouettes. Ask students to draw a large picture of a simple everyday object, such as a pencil, spoon, or apple. They can color the picture and make it as detailed as they like. Next, have them glue the picture onto a sheet of black paper. When the glue is dry, ask them to cut out their picture. Assign a number to each picture and hang them on the wall with the black side facing out. Ask students to identify each picture by its shape and write down what they think the object is, identifying it with its corresponding number. Students should share their answers before you reveal the object.

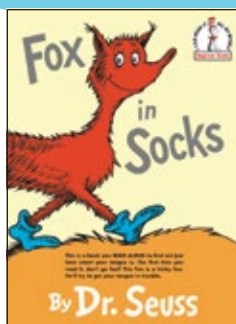
T

Thing One and Thing Two

Celebrate with Thing One and Thing Two by hosting a terrific *T* party with all things *T*. Start getting ready by helping students plan and make what they’ll wear for this special day. Will they dress in their best Thneed? Don antlers and come costumed as Thidwick the Big-Hearted Moose? Or add a Thing One or Thing Two to their favorite red shirt? Choose Dr. Seuss titles featuring fun *T* words like Truffula Tree (*The Lorax*) and Thinker-Upper (*I Can Lick 30 Tigers Today!*) to read aloud before feasting on twisted tomato and turkey pinwheel sandwiches (keeping possible dietary restrictions in mind). Finish the fun with a super snackivity: provide kids with toothpicks, pepper strips, celery boats, carrot sticks, apple slices, clementine segments, and grapes to engineer an edible Thingamajigger!



**One Fish Two Fish
Red Fish Blue Fish**
HC: 978-0-394-80013-4
GLB: 978-0-394-90013-1
CD: 978-0-14-752212-2



Fox in Socks
HC: 978-0-394-80038-7
GLB: 978-0-394-90038-4
CD: 978-0-8072-1992-8



Up-Up-Up with a Fish

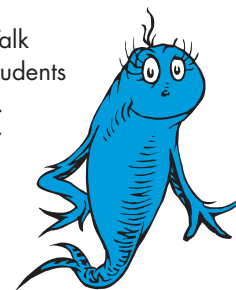
Let students try the Cat in the Hat's balancing act! Collect several sets of the objects that the Cat held while he balanced on the ball: books, an umbrella, a toy ship, a paper fan, a toy man, a toy fish, and a plastic cup and dish. In groups of four, one student—wearing a Cat in the Hat hat—gets to try holding all the items as other students offer them. The hat wearer can use any body part to balance the items. When one or more items get dropped, it is the next student's turn. After the first round, make it more challenging by having students balance on one foot while holding the objects!

Voom

Little Cat Z has something very powerful under his hat—Voom! It helps the Cat in the Hat and the Little Cats in *The Cat in the Hat Comes Back* clean up the awful pink spot. After reading *The Cat in the Hat Comes Back*, get students to share their ideas about what Voom could be, who the Little Cats are, and why they live in the Cat's hat. Ask them to imagine what other adventures the Little Cats could have. What stories could the Little Cats tell? Ask students to imagine they are one of the Little Cats, and write and illustrate a story about what happened when the Cat in the Hat took the Little Cats to visit Sally and her brother at school. Did something funny happen? Did a mess get made and cleaned up? Be sure to have students describe the school and the activities from the Little Cat's point of view. Make or provide Cat in the Hat hats for students to wear when they read their stories aloud to the class.

Wish for a Fish

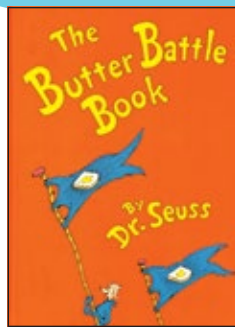
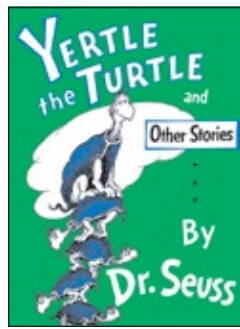
In *One Fish Two Fish Red Fish Blue Fish*, Ish swishes his dish to make a wish for fish. Talk with students about what they think Ish is wishing for. Does Ish want fish to eat? Ask students to think about what they would ask for if they had a dish that could grant their wishes. Let students who want to talk about their wishes share them with the class. Would they make wishes for themselves or for others? Make a wish dish for the classroom and have students write the titles of books they'd like to hear read aloud. On March 2, make their wishes come true!



Fox in Socks

Part of the fun of tongue twisters is that *everyone's* tongues get twisted! Boost confidence by having students read *Fox in Socks* aloud together. Being silly together generates positive feelings that will help kids feel good about themselves. Continue these positive feelings by having students work together in teams of four to write tongue twisters of their own. Offer a simple formula for them to follow and have each student on the team contribute a name (whom the tongue twister is about); an activity (what the person/creature is doing); a place (where the activity is happening); and a name and description of an object (what is being used for the activity). Create an example together as a class—Bianca brought a bunch of beautiful birthday balloons to Brynn's birthday bash—before teams get to work. Then bring everyone back together to read the tongue twisters aloud.





**Yertle the Turtle
and Other Stories**
HC: 978-0-394-80087-5
CD: 978-0-8072-1873-0

The Butter Battle Book
HC: 978-0-394-86580-5
GLB: 978-0-394-96580-2



Y

Yertle the Turtle

When King Yertle the Turtle of Sala-ma-Sond wished to view his kingdom, he raised himself up from his stone throne by climbing on the backs of stacked turtles. Read *Yertle the Turtle* aloud to your students. After reading, ask if they have ideas for other ways Yertle could have gained a better view. Then have students build a new throne for Yertle! First, have them make a turtle using the dimpled part of an egg carton for the shell and paper for the head and appendages as they see fit. Let them paint their turtles if they like. While the turtles are drying, have students start engineering their thrones. The challenge is to build Yertle the highest possible throne on top of his old stone. Provide students with a small block to represent the stone and craft sticks and 3 oz. plastic or paper cups to build the throne. They must use the block as the base of their throne, and they can't use any other materials. When thrones are built, the final test is to see if they will support the egg carton turtle. Take photos of all the Yertles and thrones and create a display to share.

Z

Zook

Read *The Butter Battle Book*, which focuses on the feud between the Yooks and the Zooks over which side of the bread should be buttered. That's a battle you don't want students to fight, but you can help kids understand more about the science of the spread that caused so much consternation by making butter together. Fill a jar about one-third full of heavy cream. Put the lid on tightly and pass the jar around so students can take turns shaking the jar for a couple of minutes. Soon you will see butter form and separate from the milk. Explain that forcing the fat droplets in the milk to come together causes them to stick to one another. When they all stick together, you get butter! Strain the jar contents through a sieve or cheesecloth, and use a wooden spoon to press or squeeze all the liquid out of the butter. Any milk left in will sour the butter, so gently rinse the pressed butter in cold water until the water runs clear. If desired, add a pinch of salt and mix thoroughly. Serve with bread—buttered on whichever side the kids choose—and enjoy another reading of *The Butter Battle Book*!

