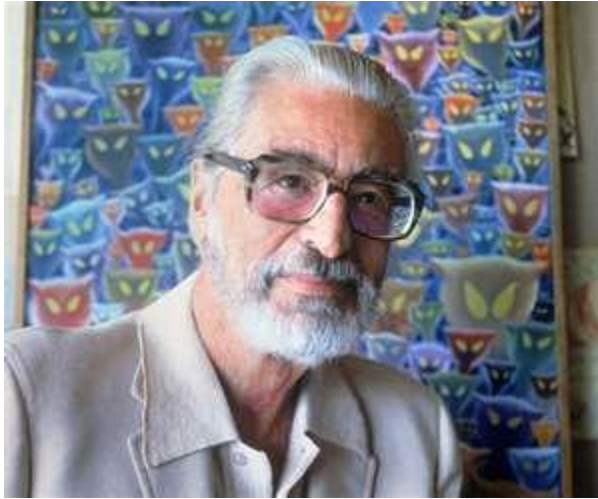


Literature Focus Unit

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

Horton hears a Who – watch movie, stand up for your beliefs

Horton Hatches the Egg

Green Eggs and Ham—eat green eggs and ham

One Fish, Two Fish, Red Fish, Blue Fish

Oh, the Places You'll Go

The Lorax—Earth Day, recycling

Fox in Socks

Dr. Seuss ABC Book

How the Grinch Stole Christmas – movies

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

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<ul style="list-style-type: none"> -Grand Conversation about what to do on a raining day -Read Cat in the Hat to the class - Have students develop questions that they would ask Dr. Seuss - Guest speaker "Dr. Seuss" 	<ul style="list-style-type: none"> -Dr. Seuss Day -Have the students Visit the Seussville website http://www.seussville.com/ - Dr. Seuss film 	<ul style="list-style-type: none"> - ABC warm-up game -Dr. Seuss's ABC book -Students make their own ABC book from items around the home.(Following the 5 stages of Writing) List 1 item for each letter. 	<ul style="list-style-type: none"> -Help students finish list. -Students find pictures of those items or draw their own for their book. 	<ul style="list-style-type: none"> - Finish students ABC book. -Present book to partners. -Ask for volunteers to present in front of class.
Week 2	<ul style="list-style-type: none"> -Draw and write a description of a food that they do not like to eat. -Read Green Eggs and Ham -Memory matching game. (words from Dr. Seuss books) 	<ul style="list-style-type: none"> -Make Green Eggs and Ham for the class. -Students will assist with the process. -Reread the book while they are eating. 	<ul style="list-style-type: none"> -Explain process of hatching eggs. -Introduce the new members of the class. -Unveil incubator full of eggs. -Read Horton Hatches the Egg. -Talk about the different types of elephants. -Create an elephant craft. 	<ul style="list-style-type: none"> -Place a speck of dust under a microscope and let the students examine. Get the students thinking very small. -Read Horton Hears a Who. -Perform service for school. (Ex. Make something for kindergarten students.) -Students will get an "I did something good today" certificate. 	<ul style="list-style-type: none"> -Rhyming words assessment. - Show Horton Hears a Who movie.
Week 3	<ul style="list-style-type: none"> -Have a couple students brush their teeth. Somehow have the other students catch the water that they didn't use. -Read The Lorax -Measure the water in gallons. (Fill up empty milk gallons.) -Mini lesson on high-frequency words. Come up with ways that students can 	<ul style="list-style-type: none"> -Create Tongue Twisters to have students practice aloud. -Read Fox in Socks. -Mini lesson on initial sounds/alliteration. Have students in groups create own Tongue Twisters using words from book or any similar sound. -Put around the room on display. 	<ul style="list-style-type: none"> -Reread Fox in Socks. -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. -Assessment includes students getting into groups of three and putting all note cards together. Given ten minutes students will come 	<ul style="list-style-type: none"> -Discussion to create a list of unlucky things that have happened to students. -Read Did I Ever Tell You How Lucky You Are? -Discuss as a class how the boy looked at his life differently after realizing how lucky he was. Relate to own lives. -Write own 	<ul style="list-style-type: none"> -Attention Grabber: Teacher comes into class wearing headband with daisy (art craft). -Read Daisy-Head Mayzie. -Discuss reactions/lessons from book. -Explain that students will be making their own daisy. -Create headband with daisy. -Assignment is to take home

	save water at home. Show how much water is wasted in an average day.		up with as many words from those phonograms.	response to how lucky they are.	headband and wear over the weekend for an hour.
Week 4	<ul style="list-style-type: none"> -Students will write a two-three sentence reaction to assignment from the weekend. Present to class (optional) -Put students into groups and have each student write a one-word phrase of kindness to each other on the petals. -Combine groups to share their petals. 	<ul style="list-style-type: none"> -Ask students to draw/color a picture of a place they would like to visit. -Read <i>Oh, The Places You'll Go!</i> -Mini lessons on how to write a letter. -Students will write a letter to self about goals and places they want to go in the 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 keep the letters until graduation. 	<ul style="list-style-type: none"> - Teacher will create board game, "Making Good Choices" using good/bad cards. -Reading Centers: Listen to CD of book, <i>Oh, The Places You'll Go!</i> Play "Making Good Choices," Edit/Revise goal letters, Spelling/Vocabulary peer assessment 	<ul style="list-style-type: none"> - Hold up pictures from the book. Ask students what the colors and pictures make them feel. -Read <i>My Many Colored Days.</i> -Grand conversation about writing style and differences between other Dr. Seuss books. -Assessment letter to Dr. Seuss. 	<ul style="list-style-type: none"> -Dr. Seuss Day! - Pizza party -Activities: Read Dr. Seuss book, play on Seussville website, Create a cat in the hat hat (each get their picture taken with it on), memory game

Celebrate Dr. Seuss Day (March 2)– Read across America

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.

Criteria	4	3	2	1
Salutation and Closing	Salutation and closing have no errors in placement, punctuation or capitalization.	Salutation and closing have few errors and are placed appropriately	Salutation and closing have 3 or more errors. One or both not correctly placed	Salutation and/or closing missing
Body of Letter	Sentences and paragraphs are complete, well-written, varied sentence structure and vocabulary.	All sentences are complete and well written with no fragments or run-ons. Paragraphing is generally well done.	Most sentences are complete and well written. Paragraphs are unorganized.	Many sentence fragments or run on sentences. No evidence of paragraphing
Uses Basic Writing Conventions	No errors in grammar or spelling in body of letter	2-3 errors in capitalization or punctuation in body of letter that do not interfere in meaning.	Several errors in grammar or spelling in body of letter that interfere in meaning.	Many errors in spelling and/or grammar in body of letter that make the letter illegible.
Neatness	Legibly handwritten or typed with no distracting errors.	Legibly written, easy to read with 1-2 distracting errors.	Several distracting errors that make portions difficult to read.	Many distracting errors making it illegible.

Dr. Seuss was born Theodor Geisel in Springfield, Massachusetts on March 2, 1904. After attending Dartmouth College and Oxford University, he began a career in advertising. His advertising cartoons, featuring Quick, Henry, the Flit! appeared in several leading American magazines. Dr. Seuss's first children's book, *And To Think That I Saw It On Mulberry Street*, hit the market in 1937, and the world of children's literature was changed forever! In 1957, Seuss's *The Cat in the Hat* became the prototype Theodor Seuss Geisel (^s ^ˈ^ˈ ^ʒ^ˈ ^ɛ^ˈ ^s ^ˈ ^z^ˈ ^ɛ^ˈ ^s ^ˈ ⁻ (listen); March 2, 1904 – September 24, 1991) was an American children's author, political cartoonist, illustrator, poet, animator, screenwriter, and filmmaker. He is known for his work writing and illustrating more than 60 books under the pen name Doctor Seuss (^s ^ˈ^ˈ ^z^ˈ ^ɛ^ˈ ^s ^ˈ ^z^ˈ ^ɛ^ˈ ^s ^ˈ ⁻ abbreviated Dr. Seuss). His work includes many of the most popular children's books of all time, selling over 600 million copies and being translated into more than 20 languages by the