



Learning Language with the Doctor (Seuss, I mean!)

Grades 1–2

Unit Overview

Everyone loves Dr. Seuss and what's not to love? This unit will take students through three of the Doctor's best-known stories with a focus on using the language of the books to develop word-attack skills for early emergent and emergent readers. Students will have an opportunity to use programs such as KidPix (or TuxPaint), Kidspiration and Microsoft's Photo Story 3. Children will also participate in activities from a variety of on-line resources such as <http://iknowthat.com>, <http://seussville.com>, the NCTM website and Google Earth. They will also read the recently published children's biography of the life of Dr. Seuss: The Boy on Fairfield Street by Katherine Krull and discuss how the events of Theodore Geisel's life had a powerful effect on the style of his writing and illustration. The activities will allow students the opportunity to integrate math and social studies with the content of the stories through the use of data collection and organization, data representation and evaluation, drawing conclusions, using diagrams to compare and contrast, map skills and family study. Participants will develop technology skills such as navigating within an age-appropriate program, Internet navigation, using drawing and text tools and saving and printing files.



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Activity List

Intended Learning:

The learner will use text from Dr. Seuss books to reinforce phonics knowledge, sentence structure and writing skills appropriate to early emergent and emergent readers. The learners will enhance their content area learning by participating in mapping, graphing, categorizing, data gathering and family studies.

Unit Activities:

- Read the Theodore Geisel biography: The Boy from Fairfield Street by Katherine Krull.
- Create class book about Dr. Seuss.
- Mapping activity to compare Colorado and Massachusetts (birthplace of author) and their relative locations within the United States.
- Optional map game activity at www.wiknowthat.com
- Word work related to Fox in Socks with rhyming families “ox”, “ocks” and “icks” .
- Participatory activity as the teacher reads Fox in Socks.
- Optional activity to play Fox in Socks game at <http://www.seussville.com>.
- Create a class graph to represent the numbers of rhyming words generated by students for Fox in Socks using KidPix.
- Read Green Eggs and Ham by Dr. Seuss
- Review idea of rhyming words with pairs of word and create a web in Kidspiration.
- Student survey: Will green eggs taste the same as yellow eggs? Predict, collect data and represent results in pie graph form.



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- Read Hop on Pop by Dr. Seuss.
- Short vowel activity.
- Compose a family tree using Kidpix.
- Culmination: Create a two slide story in the style of Dr. Seuss using rhyming words and digital photos in Microsoft's Photo Story 3.



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Activity 1

Intended Learning:

Students will describe how the early life of Theodore Geisel affected his style as an author and an illustrator.

Standards:

Reading 1, 2, 3, 4, 7

ILT: 1, 2, 3

Materials and Resources:

1. The Boy on Fairfield Street by Katherine Krull– biography of Dr. Seuss’s younger years
(published by Random House, New York, N.Y.)
2. Hop on Pop by Dr. Seuss
3. Fox in Socks by Dr. Seuss
4. Green Eggs and Ham by Dr. Seuss
(all published by Random House as part of the Beginner Books series:
New York, N Y.)
5. Chart paper and marker
6. Template page for class book (see below)

Activity Description:

► Before reading, have a brief discussion with students about what they know of Dr. Seuss’s works or his personal life. Use this time to emphasize the idea of Theodore Geisel as a real person who worked as an author and an illustrator and that he later grew up to be Dr. Seuss. Review what authors and illustrators do and point out that in Dr. Seuss’s work he was usually both.

► Read the book The Boy From Fairfield Street by Katherine Krull in a group setting.

► Ask students to point out significant events in Dr. Seuss’s life, such as the fact his father supervised a zoo or that he was often ostracized because of his German heritage and ask them how that might affect the development of his writing. Students will probably need a lot of teacher guidance in making connections to the writing with this part of the lesson.

► Using chart paper, ask students to list things from the book that they remember



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about Theodore Geisel. You will need quite a few things on the list so they may require prompting and reviewing parts of the book.

◆ For example:

- he liked to try on costumes
- he spent summers at the beach making sandcastles, digging for clams and camping outside
- he loved parades
- he lived near a wonderful park that he played in all year long
- he loved to draw and his mother let him draw on the walls
- he loved to read the comics in the paper
- _he had a three-legged dog

► Tell each student that he or she will be making a page for a class book about one of the things Theodore Geisel did as a child that might have affected the kinds of books he grew up to write. (see template below) Using the list, assign one item from the list to each student. If the class is very large you might consider having children work on pages in teams and assigning some students to do things like the cover, title page and comment page as well. Each child will complete the sentence: When Dr. Seuss was a boy he (had a three-legged dog). For second-grade students you might ask them to expand on the basic idea with their own writing. Bind pages together in a class book and read at read-aloud.

► Before you conclude this lesson, show students the three books for the unit and tell them that they will be using these texts to help develop reading strategies that they can use any time they read. **Allow time for students to discuss previous experience with these texts they have had at home or in other classrooms in order to make personal connections with the texts and be invested in the unit content.**



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Template for book page below

Name _____





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When Dr. Seuss was a boy he _____



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Dr. Seuss

Activity 2

Intended Learning:

The student will locate Colorado and Massachusetts on a map. The student will identify the four cardinal directions of a map, distinguish land from water and articulate the understanding that Colorado and Massachusetts are distinct **states** in one country.

Standards:

Reading 7

Geography: 1, 2

ILT: 1, 2, 3

Materials and Resources:

1. Individual paper copies of a U.S. map showing states (see links below)
2. Colors, markers or colored pencils
3. Pictures of Colorado and Massachusetts landscapes, especially mountains, plains and seashore (use the school librarian as a resource)
4. Access to a computer lab with Internet and projector

Activity Description:

Note: The scope of map skills that you want to touch on during this will of course vary depending upon your grade level. You could extend the activity to be more difficult for second grade students by adding discussion about borders, neighboring countries, naming the surrounding oceans, land forms such as islands, peninsulas, etc.

► In the computer lab, go to:

http://www.iknowthat.com/com/L3?Area=L2_SocialStudies and select “Pushpin Games” and then “Contiguous 48 States”. Using this online map, review with students that our country is made up of a collection of fifty states and each one has an individual name. Point out that this map only shows the 48 states that touch one another and eliminates Hawaii and Alaska. Use the state dividing lines on the map to point out that these are arbitrary political boundaries that we wouldn’t really see if we were driving or flying. Have students identify which parts of the map represent land and water and review (or introduce) the four cardinal



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directions. Point out the coastlines and the Pacific and Atlantic oceans as well as the Gulf of Mexico. Ask students if any of them have been to the ocean and what they remember about the experience. Help individuals navigate to the same site (ideally it would be pre-loaded on each machine) so that everybody is looking at the same map.

► Ask students to name our state and ask if someone can find it on the map. Ask if someone remembers where Theodore Geisel was from and locate the state of Massachusetts. Select the pushpin with the beach ball and drag it to Mass. Have students use the available text boxes to type the name (maybe just the abbreviation!) and write something very simple such as “you can play at the beach”. Repeat for Colorado using the ski pushpin.

► Discuss with students the difference in the location and size of the two states and the fact that Massachusetts is on the coastline while Colorado is landlocked. Have students speculate what children might do for fun in a state with a coastline versus the special geographic attribute that we have here in Colorado. This should be fairly simple for first graders: beach vs. mountains; but second graders could be more detailed in the types of activities; for example: skiing, hiking, snowboarding vs. surfing, sunbathing, building sandcastles, etc. Use landscapes and other photos of Colorado and Massachusetts to emphasize the geographic differences between the states and help children verbalize how that might affect your everyday life. (The school librarian should be able to help the teacher in locating some of the picture materials.)

► Give children a U.S. map and help them locate Colorado and Massachusetts and color in each state. Color the coastlines blue to indicate water and make a compass rose. Printable maps online are available from:

◆ <http://www.enchantedlearning.com/usa/statesbw/>

(This page includes good state maps as well as some other printables that might be good for the higher-level skills.

◆ <http://eduplace.com/ss/maps/usa.html>

(offers a variety of U. S. maps, including some that show state capitals and state abbrev.

◆ <http://www.edhelperclipart.com/clipart/teachers/org-usa.pdf>

(good U.S. map but states not labeled)



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Dr. Seuss

Activity 3

Intended Learning: Students will understand geographic differences between Colorado and Massachusetts and represent these in the form of a Venn Diagram.

Standards:

Reading 1, 2, 7

Geography: 1, 2

ILT: 1, 2, 3

Materials and Resources:

1. Access to computer lab, projector and program Google Earth. Free download from: <http://earth.google.com/download-earth.html>
2. Access to the program KidPix. If the school does not own KidPix, use free drawing program TuxPaint downloaded from: <http://www.tuxpaint.org/>

Activity Description:

► Students go to Google Earth (or teacher can demonstrate with a projector) to look at the physical geography of the two states. Discuss the physical features of the satellite images and review again the differences in the geographies and how that might affect your life in those states. Discuss also some similarities between the two states such as: they both can get very cold, they are both not very big relative to many other states, etc.

► Open KidPix or TuxPaint and demonstrate how to set up the Venn format using drawing and fill tools. Younger children especially may have trouble drawing the overlapping circles. Review the concept of what goes in each section of the diagram and work through one or two statements together having children type or letter stamp the ideas. Tell children that it is acceptable to use phrases instead of complete sentences in this case since we are creating a diagram and not a text document.

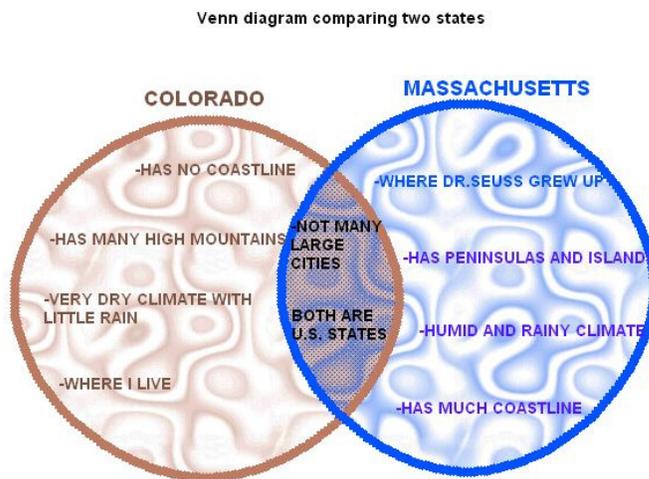
► Use the Venn diagram that students have drawn to compare and contrast Colorado and Massachusetts. Print and share with group at a later time.



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Alternatively, printable Venn diagrams can be obtained at <http://eduplace.com/graphicorganizer/pdf/venn.pdf> or you can have students draw their own using KidPix tools if they are familiar with the drawing, text and fill tools of that program. If the school does not own KidPix, consider downloading the free drawing program TuxPaint at: <http://www.tuxpaint.org/>.

Example made in KidPix:





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Activity 4

Intended Learning: Students will become familiar with rhyming word families using “ox”, “ocks” and “icks” of the book Fox in Socks and use these rhymes to form new words.

Standards:

Reading 1, 2, 7

ILT: 1

Materials and Resources:

1. Fox in Socks by Dr. Seuss
2. Projector attached to teacher’s computer
3. Pre-made rime cards (see attached example)
4. Resource list of most common rhyme families in English:
<http://www.enchantedlearning.com/rhymes/wordfamilies/>

Activity Description:

► Using a text box created in Word, put up the rime “ox” on the teacher’s computer desktop. Using a second text box, add an “f” to the beginning to make “fox” and ask students what the word is. Practice breaking the new word into onset and rhyme, meaning /f/ + /ox/ = fox. Repeat for “box” and “Knox”, explaining that this is the name of a character in a story they will hear today. Give different students a chance to come up to the computer and physically manipulate the text boxes into new words. Emphasize to students that rhyming words have the same **ending** sounds and they need to pay attention to the **last** part of the word when listening for rhyming sounds.

► Repeat activity for the rime “icks”: “chicks” and “bricks” and “tricks”.

► Repeat activity for the rime “ocks”: “socks”, “blocks”, “clocks” and “tocks”.

► Have students number off 1,2,3. Distribute pre-made rime cards: all the number ones get the “ox” card, all the number twos get the “icks” card, etc. Tell children it is important to remember their number as they will be forming these same groups in Activity 6.

► Introduce the book Fox in Socks. Ask the group what two rhymes we see already in the title (“ox” and “ocks”). Some students may notice that the ending sounds are



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the same but the spelling is different. This is a good time to point out that there may be more than one way to spell words with the same sounds in English and that is something they will learn about later.

► Explain that as you read the story you want students to hold up their cards as they hear their sound mentioned. Read slowly so that students have time to listen for their rime. For example: p. 5 text is: “Knox on fox in socks on box”. At “Knox” and “box” students holding the “ox” card should have their cards up. At “socks” students with the “ocks” card should have their cards up, etc. Advise student that there will be parts of the book where they will not hear any of these rhymes.

► After the reading is complete, conclude the lesson by saying a word from the story to each child and asking him or her to give you a rhyming word. This can also be a way of sending them back to their seats after participating in the group activity.

Example of rime cards:

OX

ocks

icks



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Dr. Seuss

Activity 5

Intended Learning: Student will demonstrate understanding of the rhymes “icks”, “ocks” and “ox” and be able to read short phrases created with words using these rhymes.

Standards:

Reading 1, 2, 3, 4, 7

ILT: 1, 2

Materials and Resources:

1. Access to a computer lab with Internet and projector.

Activity Description:

► Remind students that they have previously worked with these three rhymes when they read the story Fox in Socks and that the reason we study rhyming word families is to help us recognize and decode more new words when we are reading.

► In this activity students use words or short phrases from the lesson to match text to an illustration from the story. This also requires understanding the distinction between “in” and “on”, so ELL students may need extra attention. The teacher may want to spend a few minutes working on the distinction between “in” and “on” using small objects in the room. For example: The pencil is IN the desk. The pencil is ON the desk.

► Help students navigate to the site:

http://seussville.com/games/lb_fox_in_socks_matching.html and demonstrate the game with the whole class one time through, then allow students to work independently. The teacher should be aware that it is easy to leave this game to navigate to other Seuss games from this location so younger students may inadvertently wander into a different game.



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Dr. Seuss

Activity 6

Intended learning: Students will demonstrate understanding of the rhyming word families studied in Fox in Socks.

Standards:

Reading 1, 2, 3, 4, 7

ILT: 1, 2, 3

Materials and Resources:

1. Chart paper and marker for each of three groups.
2. Three sets of manipulative letters, if available.
3. Access to a computer lab, projector and the program KidPix. If the school does not own KidPix, the drawing program TuxPaint can be downloaded for free from: <http://www.tuxpaint.org/>
4. Fox in Socks by Dr. Seuss.

Activity Description:

► Re-read Fox in Socks by Dr. Seuss in a group setting and remind students of the rhymes they worked with previously (“ox”, “ocks”, “icks”). **Ask students to re-group in the three groups they worked in previously for Activity 4.** If the three groups are too large to be manageable the teacher may want to consider having more than one group for each of the rhymes.

► Give each group a piece of chart paper and a marker. If you have enough manipulative letters available, give a set to each group for those students that need to actually move the letters to generate the words. Model the process of generating a list of rhyming words using a rime from Fox in Socks that students have **NOT** done: for example: “akes” would yield “lakes”, “makes”, “cakes”, “takes”, “bakes”, etc. Give each group ten minutes to generate as many rhyming words as possible for a given rhyming chunk. Depending upon the age of your students, it may be necessary to accept some “made-up” words as long as they demonstrate understanding of the concept.

► Review each list with the whole class to see if any more examples can be generated. Tally up and total the number of words generated by each group.



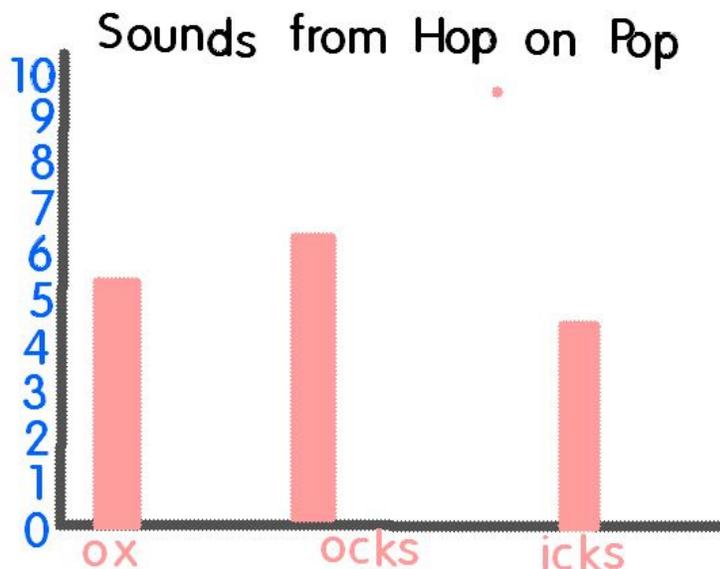
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The next portion of the lesson will be in the computer lab: The teacher will need decide if he or she would like to demonstrate this lesson to students or have students complete individual graphs.

► Using the program KidPix or TuxPaint and the data gathered in the classroom, model for students how to use the drawing and letter-stamping tools in the program to create a graph that represents the results of the word-generating activity. Following that, work through the process of drawing the bar graph and using the letter stamps to create individual graphs as well as showing students how to draw the bars.

See example below

EXAMPLE:



Alternatively, there are printable versions of graph paper available:

<http://eduplace.com/graphicorganizer/pdf/4column.pdf> or

http://www.abcteach.com/free/g/graph1_10.pdf

► Conclude by discussing briefly the appearance of the graph and what the different bar heights mean and how a graph format makes it easy to get information more quickly and more clearly.

SAVE this graph for use in Activity 9.



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Activity 7

Intended Learning:

Students will demonstrate an understanding of how rhyming words are formed and identified by matching rhyming pairs of words from Green Eggs and Ham .

Standards:

Reading 1, 2, 3

ILT: 1, 2, 3

Materials and Resources:

1. Green Eggs and Ham by Dr. Seuss.
2. Access to a computer lab, projector and the program Kidspiration.
3. Optional: magnetic letters and board or letters for overhead projector

Activity Description:

► Before reading Green Eggs and Ham tell students that they are going to be listening for rhyming families again. Refer back to the rime “ox” from Fox in Socks and tell students that they will be hearing this rhyming family again. You may want to take time at this point to repeat the exercise of using text boxes in Word on the teacher’s computer to review onset and rime with vocabulary from Fox in Socks OR you may wish to do it with some of the words from Green Eggs and Ham.

► As you read to the group stop and allow time for students to identify rhyming sets of words.

◆ All of the following rhyming pairs are found in Green Eggs and Ham: **car–are**
house–mouse **ham–am** **box–fox** **goat–boat** **train–rain** **may–say**
there–anywhere

◆ This set is also in the book:

see–tree–be (if students notice the difference in spelling explain that in English the same sound is sometimes spelled with different letters)

► After the reading, put students in teams of two and assign each team a rhyming family such as house–mouse. It may be necessary for more than one team to have the same rhyming family. Have each team take ten minutes to generate and record all the rhyming words they can for a family; for example: house, mouse, blouse, louse, etc.



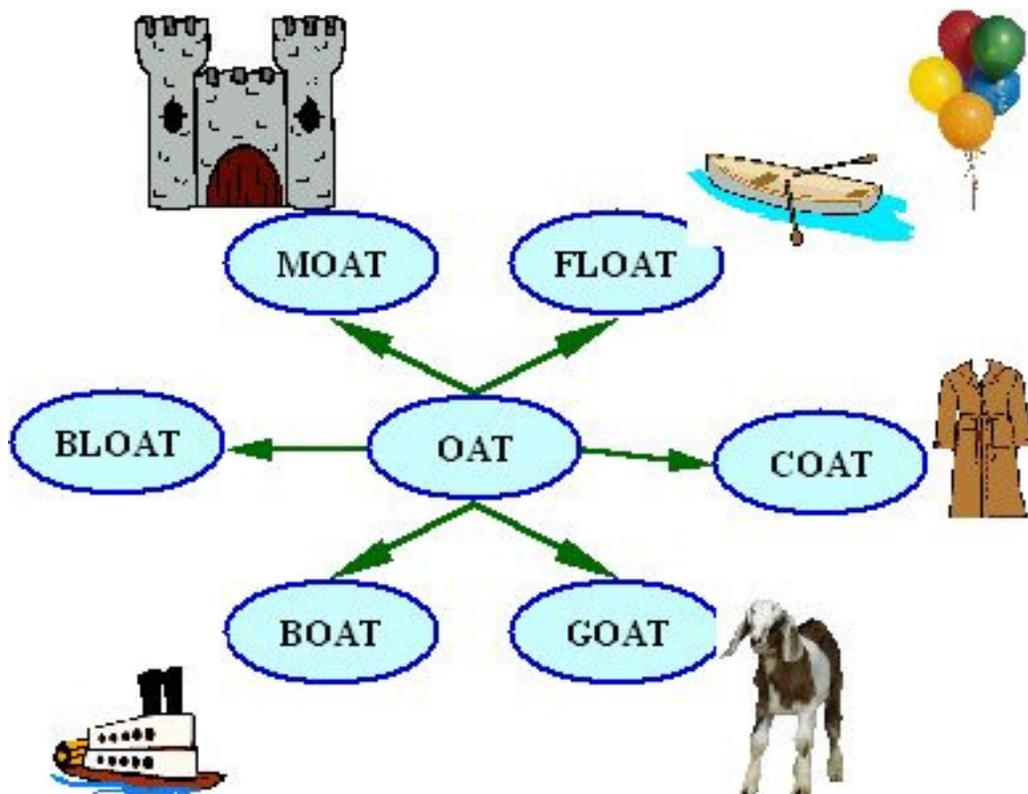
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- ▶ Using the program Kidspiration, have students work in the same teams to use the webbing tool to create a web of rhyming words for the rime they started with. The rime should be in the center of the web with extensions containing the rhyming word. Students can also use the picture library of the program to illustrate words if there is an appropriate graphic available.
- ▶ Print out student work and mount around the classroom as a reference tool. Have students that are willing share and explain their web.

Example created in Kidspiration:

Denver Public Schools has a district-wide license for Kidspiration. If not already in your building, ask your School Technology Representative to load it for you.

Alternatively, a printable version of a web form is available at:
http://eduplace.com/graphicorganizer/pdf/cluster_web3.pdf.





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Dr. Seuss

Activity 8

Intended learning: Students will understand that data gathering and representation is used to analyze and understand information.

Standards:

Reading 1, 2, 3

Mathematics: 1, 3

ILT: 1, 2, 3

Materials and Resources:

1. Green Eggs and Ham by Dr. Seuss.
2. Teacher computer and attached projector
3. Program KidPix or TuxPaint (free download: see web resources page)
4. Green and regular scrambled eggs! You can pre-scramble the eggs ahead of time for this activity or you can cook them in the classroom (microwave) at the time of the lesson.
5. Prepared tally page loaded on teacher computer. (see example)

Activity Description:

► The teacher may wish to re-read Green Eggs and Ham by Dr. Seuss. Most children are intrigued by the idea of “green eggs”. Begin by asking children if they like to eat eggs, how they eat them, where do the eggs we eat come from, etc. Then ask children to predict whether green eggs will taste any different from yellow ones and encourage them to give reasons. Ask students to vote. Record student responses on a page loaded on the teacher’s computer by having each individual come up and mark his or her tally.

Example:

Do green eggs taste different than yellow ones?

YES	NO
-----	----



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Have students count tallies and represent with a number.

► For the next portion, teachers need to decide if they want to cook the eggs in the classroom or prepare them ahead of time at home and microwave before the students eat them. Have students taste both kinds of eggs if they are willing. Discuss with students their reactions to the green eggs. Create a **second tally chart** like the first **for the actual results**. Have student count tallies and give a numerical representation. Discuss whether the outcome of the second chart was what they had expected and possible reasons for the differences in the two tally charts. **Save this data for the next lesson.**



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Dr. Seuss

Activity 9

Intended Learning: Students will explain how a pie graph can represent results of their egg survey.

Standards:

Reading 1, 2, 3, 4, 7

Mathematics: 1, 3

ILT: 1, 2, 3

Materials and Resource:

1. Data collected in previous lesson.
2. Access to a computer lab with projector and Internet access.

Process:

▶ Refer back to bar chart made earlier with students for the book [Fox in Socks](#) (Activity 6). Explain that a pie graph is an alternative way to represent data and relate to students the idea that the relative pieces of the pie represent different amounts in the same way that bar heights on the bar graph represent different quantities.

▶ Go to <http://illuminations.nctm.org/ActivityDetail.aspx?ID=60> and demonstrate for students how to make a pie chart using the **BEFORE** data from the survey. Younger students will need help with the typing portion but there is a very small actual amount of data that has to be typed in. It is important to note in the data field that the number of votes for each category **MUST** be presented as a numeric value, **comma** and a label. To change the data set from the sample, use the dropdown arrow to select “My Data”.

▶ After creating and printing a graph for the before data, show students how to reset the graphing tool and create a graph using the **AFTER** information and print. Ask students to refer back to the first graph and write a sentence on the second one that summarizes the differences between the two.

▶ Discuss the differences between the predictions and the actual results and how they are represented by the graphs. You may want to record student generalizations about the before and after graphs on chart paper to mount in classroom.



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Dr. Seuss

Activity 10

Intended Learning: The student will identify rhyming words which contain short vowels from the story Hop on Pop by Dr. Seuss. Students will discriminate the short vowel sounds of /o/ and /u/.

Standards:

Reading 1, 4, 7

ILT: 1, 2, 3

Materials and Resource:

1. Hop on Pop by Dr. Seuss.
2. Magnetic board and letters or cut-out letters for the overhead projector.
3. Access to a computer lab with projector and Internet access.

Activity Description:

► Show students the cover of Hop on Pop and read the title. Ask them if they notice anything about the words in the title. Encourage them to notice that both the words “hop” and “pop”:

- ◆ have three letters
- ◆ have an /o/ in the center of the word
- ◆ end in /p/

► Refer students back to the work done previously with onset and rime. Using magnetic letters and a board or letters on an overhead projector, repeat the activity of putting the rime “op” up and changing the onset letter to demonstrate the family of “op” words. (bop, cop, crop, drop, flop, mop, pop, stop, top, hop, shop, etc.).

► Repeat for the rime “up” using the text from p. 1 (Up Pup, Pup is up.) Tell students to listen for both of these rhymes as you read Hop on Pop by Dr. Seuss.

(For a reference list of the most common rhymes in English go to:

<http://www.enchantedlearning.com/rhymes/wordfamilies/>)

► Read Hop on Pop in a group setting slowly enough that students can respond when they hear the rhymes “op” and “up”. If you are working with higher readers, ask them to listen for other short vowel rhymes such as “at”, “ed”, “it”, “ack”, “ast”.



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- ▶ At the end of the reading explain to students that you will be going to the computer lab to practice the “op” and “up” rhymes on the computer. If you go to the following link: <http://www.iknowthat.com/com/L3?Area=WordBuilder> (This site has advertising) you can select games from the menu specifically for short /o/ and short /u/.
- ▶ For stronger readers, try <http://pbskids.org/lions/games/stacker.html>. This has a game for all short vowel sounds.



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Dr. Seuss

Activity 11

Intended Learning: Students will describe the role of their fathers or other significant males in their families.

Standards:

Reading 1, 2, 3, 4, 7

ILT: 1, 2, 3

Materials and Resources:

1. Hop on Pop by Dr. Seuss
2. Access to a computer lab with projector and the KidPix program
3. Home survey of information for family tree activity. (see below)

Activity Description:

▶ Re-read Hop on Pop in a group setting (if desired) and discuss what happened to Pop in the story. Give children time to discuss ways they spend time with their fathers or other male relatives who might be with them instead of a father (uncles, grandpas, step-fathers, etc.).

▶ Using the KidPix program, go to the “background” tool and navigate to the Family Tree library and select the background “My Dad”. To complete the activity, students should generally be proficient with the background, drawing, fill, text, eraser and undo tools. Students should use previously collected information to complete the family tree. If students can bring in photographs, they could be scanned or downloaded onto the individual computer and imported into the document or students can draw their own portraits. If the father is not present in the family, the background can be modified to say “My Uncle” or “My Grandfather” by erasing the related parts of the template.

Should students not have enough information about their father or another important male figure in the family, you can consider doing the page “My Family”. Have students print their documents when finished to share in a whole group setting at another time.

- ▶ Have students print out their pages and share with classmates at another time.



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Family survey page below:

Date _____

Hello Families:

We are working on a family tree after reading the book Hop on Pop by Dr. Seuss. We will be working on the computer with a program called KidPix and students will be able to print out their page and bring it home. Could you please help your child by sending this page back to school by _____.
We appreciate your participation in our project!

Sincerely,

1. Mom's full name _____

birth date: _____ where born _____

2. Dad's full name _____

birth date _____ where born _____

Dad's father's birth date and place born? _____

Dad's mother's birth date and place born? _____

3. Your child's birth date _____ time of birth _____

What hospital? _____ city? _____

Names, birthdays and location of birth for brothers and sister?

Any famous ancestors? _____



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Dr. Seuss Culmination Activity

Intended Learning: The learner will manifest some understanding of Seussian literary devices by composing sentences in the structure of Green Eggs and Ham and using rhyming words in their writing.

Standards:

Reading 1, 2, 3, 4, 7

Mathematics: 1, 3

Geography: 1, 2

ILT: 1, 2, 3

Materials and Resources:

1. Green Eggs and Ham by Dr. Seuss
2. Access to a computer lab, projector and KidPix software.
3. Downloaded program: Microsoft Photo Story 3, available at:
<http://www.microsoft.com/downloads/details.aspx?familyid=92755126-a008-49b3-b3f4-6f33852af9c1&displaylang=en> OR PowerPoint if you are working on a Mac.
4. Two digital photographs of each student already loaded onto the machine that each child will use. If this is too cumbersome, consider taking pictures of students in groups of two or three, but each child will still need two photographs to work with on the computer.
5. Teacher-created example of slide show
5. Chart paper or overhead transparency and projector

Activity Description:

Note: This culminating lesson will probably take two or three days to implement. Prior to this lesson, take two digital photos of each child: one with a normal expression and one with a negative expression such as shaking the head or frowning. This will be for the part of the presentation where the child says he or she would not try green eggs and ham.

► **Begin in the computer lab.** Referencing Green Eggs and Ham, remind students that throughout this unit we have talked about ways we use what we know about onset and rime and vowel sounds to help us identify related words and that Dr. Seuss used lots of



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rhyiming words in his stories. We have seen how Dr. Seuss used this strategy in all the books we have looked at to make them more fun, interesting and readable.

- ▶ Work through the game “Sam–I–Am–Says” at:

http://seussville.com/games/lb_sam_i_am.html with the whole group.

In this game – similar to Simon – students must remember all the places Sam–I–Am asks his friend to eat green eggs and ham and they have to click on them in order to get to the next page of the game. As students give you each answer, such as “with a goat” be sure to stop and solicit words that rhyme with “goat” to reinforce the work they have done with onset and rime. Record on chart paper or overhead as a resource for the next part of the activity.

- ▶ Tell students that they are each going to create two pages in that style of writing to make their own mini–slide show using the digital photos you have taken previously. Show teacher–created example and discuss. If there are students for whom you do not have a photo they can be put to work creating a cover page, title page and introductory page that says “Would you, could you like green eggs and ham?” in KidPix. While students will doubtless be more comfortable choosing from one of the places in the book (train, box, etc.) be sure to emphasize that the place does NOT have to come from the book. For example, the child could write: “I would not, could not, eat them in a chair.” on the first slide. Now the child has to think of a rhyming word for the second slide and write something like: “I would not, could not with a bear.”

Obviously some students will need more guidance than others with the rhyming and fast workers may want to do three slides for a rhyming family that has that many possibilities. (hog, dog, bog, smog).

See example: available on Windows: Tree-bee photostory.wp3

Also see other examples of PhotoStory presentations from the DPS digital showcase:

<http://digitalshowcase.dpsk12.org/video.html>

<http://digitalshowcase.dpsk12.org/Video/Carson/Darby.wmv>

or for Mac: <http://digitalshowcase.dpsk12.org/Video/Carson/Darby.mov>



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These are the rhyming word groups in the book:

Am-Sam- ham	There- anywhere	House- mouse	Box-fox	Car-are	Tree-see- be	Rain-train	Goat- boat
May-say							

If you prefer more structure than just having students think of a pair of rhyming words, you can have the class work with you to brainstorm a list of places (van, school, store, sun) and words that rhyme with them (pan, pool, door, bun) and record on chart paper. This is also a good opportunity to encourage students to think carefully about their choices since they will have to find a rhyming word that fits the sentence structure and makes sense!

► Although PhotoStory 3 is very intuitive to use—especially if students are familiar with the KidPix slide show it will probably be very advantageous to take a few sessions in the computer lab to show students how to import pictures into the slide show, add text and choose color, size and font. You may want to go on to show how to add transitions, effects and music, especially with older or more capable students.

► **IF you are using a Mac**, you will not be able to load PhotoStory. The project could be completed using PowerPoint as the district owns a license for this program and it should be available to all teachers. With PowerPoint, you would have the option of having students import digital photos or clip art OR drawing pictures for their stories in TuxPaint or KidPix and importing them into the PowerPoint slides.

► **Another option** when using PowerPoint is to have students create two documents in Kidspiration using the template “Tell Me a Story” in the Reading and Writing section. Save them as JPEG files and they can then be imported as pictures into the PowerPoint slides.





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Resource List

Books:

- Cat in the Hat by Dr. Seuss
- Fox in Socks by Dr. Seuss
- Hop on Pop by Dr. Seuss
- The Boy from Fairfield Street by Katherine Krull

Templates:

- Page for Dr. Seuss class book
- Blank U.S. map
- Rime cards for Fox in Socks activity
- Home survey page for family tree
- Venn diagram
- Blank bar graph template
- Blank web template

Teacher Materials:

- chart paper
- assorted markers, colored pencils, crayons
- multiple landscape photos for Colorado and Massachusetts
- multiple sets of magnetic or otherwise manipulative letters
- magnetic board
- scrambled eggs
- transparencies and overhead projector

Software:

- KidPix or TuxPaint
- Microsoft PowerPoint or Microsoft PhotoStory
- Kispiration
- Microsoft Word
- Google Earth

Technology:

- LCD projector to attach to teacher computer
- Access to computer lab and Internet with LCD projector
- Printer
- Digital camera



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Supporting Web Resources and Credits

Author Information: Dr. Seuss:

<http://www.infoplease.com/spot/seuss1.html>
<http://www.nea.org/readacross/resources/seussbiocomp.html>
http://en.wikipedia.org/wiki/Dr._Seuss
<http://www.carolhurst.com/authors/drseuss.html>

Author Book List:

<http://www.hcpl.net/kidsite/kidsread/drseussbooks.htm>

On-line Seuss Activities:

<http://www.seussville.com/>
<http://www.seussville.com/university/>
http://www.mce.k12tn.net/samplers/dr_seuss.htm#activities

Traditional Lesson Plans and Printables:

http://www.hubbardscupboard.org/dr__seuss.html
<http://www.vickiblackwell.com/seuss.html>
<http://atozteacherstuff.com/pages/250.shtml>
http://www.picadome.fcps.net/lab/teacher/lesson_plans/Dr.%20Seuss/default.htm

Read Across America:

http://www.education-world.com/a_curr/curr059.shtml
<http://familycrafts.about.com/cs/marchholidays/l/blmar2nd.htm>
<http://www.nea.org/readacross/index.html>

Dr. Seuss National Memorial:

<http://www.catinthehat.org/>

Activity Websites Referenced in the Unit:

http://www.iknowthat.com/com/L3?Area=L2_SocialStudies
http://seussville.com/games/lb_fox_in_socks_matching.html
<http://illuminations.nctm.org/ActivityDetail.aspx?ID=60>



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<http://www.iknowthat.com/com/L3?Area=WordBuilder>

<http://pbskids.org/lions/games/stacker.html>.

http://seussville.com/games/lb_sam_i_am.html

Graphic Organizers and Maps Referenced in the Unit:

<http://eduplace.com/ss/maps/usa.html>

<http://www.enchantedlearning.com/usa/statesbw/>

<http://www.edhelperclipart.com/clipart/teachers/org-usa.pdf>

<http://eduplace.com/graphicorganizer/pdf/venn.pdf>

<http://eduplace.com/graphicorganizer/pdf/4column.pdf>

http://www.abcteach.com/free/g/graph1_10.pdf

http://eduplace.com/graphicorganizer/pdf/cluster_web3.pdf

Free Downloads:

<http://www.tuxpaint.org/>

<http://earth.google.com/download-earth.html>

<http://www.microsoft.com/downloads/details.aspx?familyid=92755126-a008-49b3-b3f4-6f33852af9c1&displaylang=en>

Rhyming Word List:

<http://www.enchantedlearning.com/rhymes/wordfamilies/>

Books Referenced in This Unit:

All by Dr. Seuss and all published by Random House, NY, NY:

Green Eggs and Ham 1960

Hop on Pop 1963

Fox in Socks 1965

By Katherine Krull:

The Boy on Fairfield Street 2004

(Random House, NY, NY)



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DPS Standards

Reading and Writing

- *Standard 1: Students read and understand a variety of materials. In order to meet this standard, students will:*
 - use comprehension strategies
 - make connections between prior knowledge and what they need to know about a topic before reading about it
 - use word recognition skills, strategies and resources
 - use information from their reading to increase vocabulary and language usage

- *Standard 2: Students write and speak for a variety of purposes and audiences. In order to meet this standard, students will:*
 - expand vocabulary development using a variety of methods
 - write and speak for a variety of purposes
 - write and speak to peers, teachers, and the community
 - prepare written and oral presentations using appropriate strategies

- *Standard 3: Students will write and speak using formal grammar, usage, sentence structure, punctuation, capitalization and spelling. In order to meet this standard, students will:*
 - Recognize, understand and use formal grammar in speaking and writing
 - apply formal usage in speaking and writing
 - use correct sentence structure in writing
 - demonstrate correct punctuation, capitalization, and spelling

- *Standard 4: Students apply thinking skills to their reading, writing, speaking, listening and viewing. In order to meet this standard, students will:*
 - make predictions, analyze, draw conclusions
 - use reading, writing, speaking, listening and viewing to gather data

- *Standard 7: Students use appropriate technologies for speaking, listening and viewing. In order to meet this standard, students will:*
 - use appropriate technologies to increase literacy through a variety of formats



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◦ use appropriate technologies to access, process and communicate information

Mathematics

• *Standard 1: Students develop number sense, understand and use appropriate math vocabulary, understand and use numbers and number relationships in problem-solving situations and communicate the reasoning used in solving these problems. In order to meet this standard, the student will:*

- construct and interpret number meanings through real-world experience and relate these meanings to mathematical symbols and numbers
- know the structure and properties of the real number system

• *Standard 3: Students use data collection and analysis, statistics and probability in problem-solving situations and communicate the reasoning used in solving these problems. In order to meet this standard, the student will:*

- solve problems by systematically collecting, organizing, describing and analyzing data using surveys, tables, charts and graphs
- make valid inferences, decisions and arguments based on data analysis
- understand and use appropriate technology for data collection and analysis

Geography

• *Standard 1: Students know how to use and construct maps and other geographic tools to locate and derive information about people, places and environments. In order to meet this standard, the student will:*

- know how to use maps and other geographic tools to acquire, process and report information from a spatial perspective
- develop knowledge of Earth to locate people, places and environments.

• *Standard 2: Students know the physical and human characteristics of places and use this knowledge to define and study regions and their patterns of change. In order to meet this standard, the student will:*

- know the physical and human characteristics of places

Information Literacy and Technology

An Efficient Information and Technology User



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- Computer Operations, Electronic Tools, Terminology
- Online, Electronic, Print and AV Research Tools
- Keyboarding

A Responsible Citizen

- Copyright and Plagiarism
- Bibliographic Information
- Care of Books and Technology
- Safety Issues in a Digital World

A Quality Producer

- Sharing of Information
- Document production–word processing
- Document production–presentation tools