

NEA'S
READ ACROSS
AMERICA
2014

Hats Off TO Reading

Classroom Activity Guide

Getting kids to enjoy reading was something Ted Geisel, aka Dr. Seuss, was passionate about. His philosophy and his books are why America's teachers and the National Education Association (NEA) selected Dr. Seuss's birthday as the day to celebrate Read Across America.

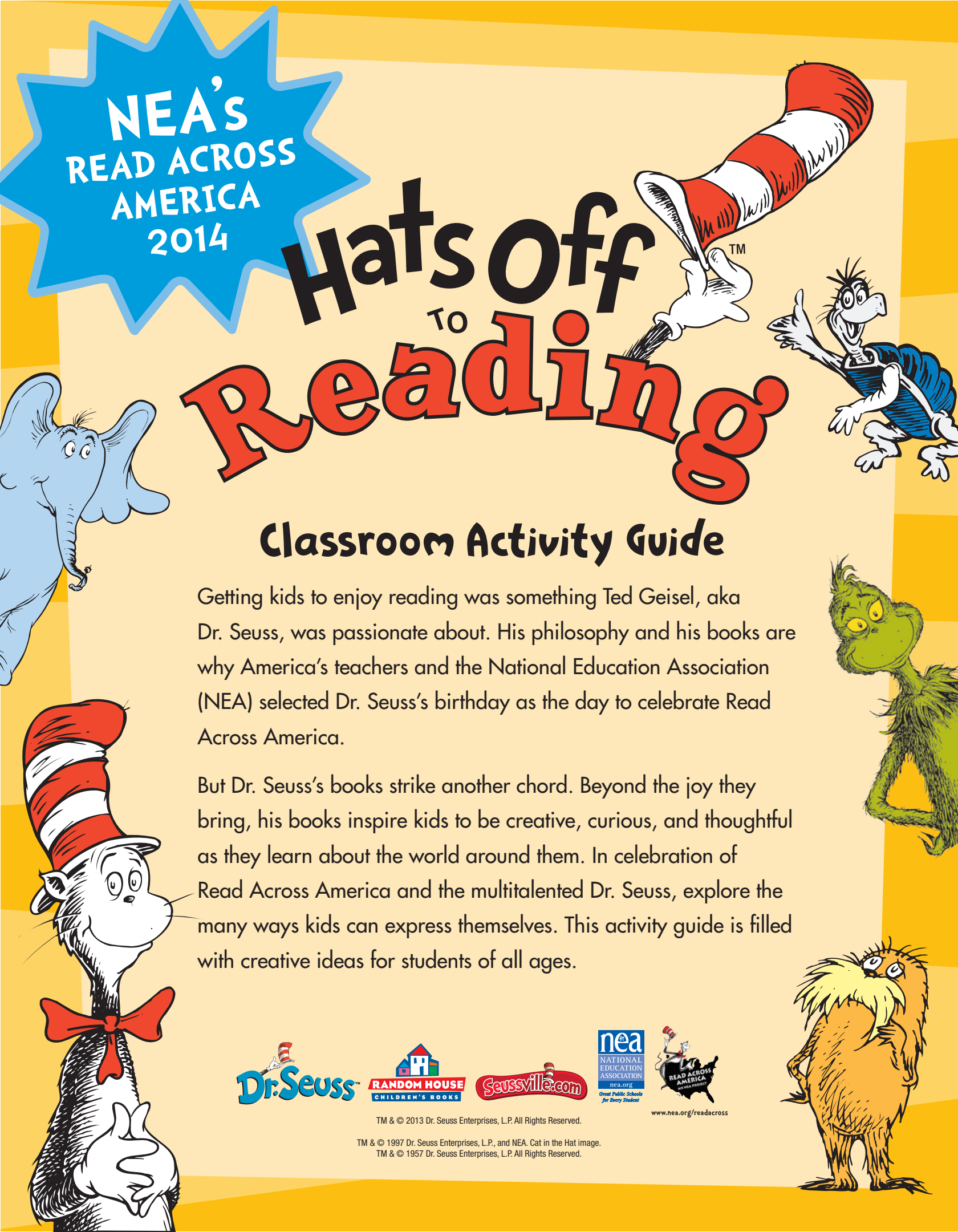
But Dr. Seuss's books strike another chord. Beyond the joy they bring, his books inspire kids to be creative, curious, and thoughtful as they learn about the world around them. In celebration of Read Across America and the multitalented Dr. Seuss, explore the many ways kids can express themselves. This activity guide is filled with creative ideas for students of all ages.



www.nea.org/readacross

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TM & © 1997 Dr. Seuss Enterprises, L.P., and NEA. Cat in the Hat image.
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A Hats-Off Salute to Dr. Seuss!

Though best known as the author and illustrator of beloved titles like *The Cat in the Hat* and *The Lorax*, Dr. Seuss wore many other hats throughout his life and career. He was a cartoonist, an ad man, a painter, a sculptor, a filmmaker, a screenwriter, and a champion of the environment, peace, and social justice.

An author study of Dr. Seuss is a natural activity to lead up to Read Across America Day. If you've never done an author study or are looking for ideas, the Author Study Toolkit from Reading Rockets is a helpful place to start: ReadingRockets.org/books/authorstudy. Students love having the chance to read, discuss, and reflect on books by and about their favorite author. In a hats-off salute to Dr. Seuss, begin with the basics below and then move on to the 27-Hat Salute:

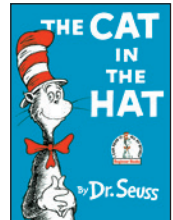
-  Start off by reading *The Boy on Fairfield Street: How Ted Geisel Grew Up to Become Dr. Seuss* aloud to your class. This picture book biography of Dr. Seuss zeroes in on the first 22 years of his life.
-  Surround students with the genius of Dr. Seuss by having as many of his books on hand as you can. Give the class free time each day to read Seuss books on their own or with a friend and to play interactive games at Seussville.com
-  Using *The Boy on Fairfield Street*, help students find links between the author's life and his characters. For example, his father ran a zoo and Dr. Seuss created a lot of interesting animals in *If I Ran the Zoo* and other books.
-  Create a time line of key events in the author's life, including the publication dates of his books.
-  Post a United States map and have students mark locations that were important in Dr. Seuss's life, such as Springfield, Massachusetts, and La Jolla, California.
-  Have young readers dress up as their favorite Seuss character and introduce themselves to the class. Challenge them to invent new stories for these characters.



A 27-HAT SALUTE!

Make a mobile. Provide a large paper cutout of the Cat in the Hat's famous hat on which students can write what they've learned from and admire about Dr. Seuss. Also provide smaller cutout versions of the Hat—à la the Little Cats—where students can include a number of interesting Seuss facts, from A through Z. On the reverse of the hat, they can decorate with red-and-white stripes or add images that relate to their facts. Provide red-and-white yarn or cut spirals from red-and-white paper and let students attach the little hats to the large one. Depending on the number of facts they have and how they want the mobile to look, they may want to have a number of long strings or spirals with several small hats attached, or stagger where the small hats hang from the large hat. Punch and reinforce a hole in the top of the large hat, add string, and hang the mobile from the ceiling for everyone to enjoy.

Hats Off TO Reading



The Cat in the Hat

HC: 978-0-394-80001-1 • GLB: 978-0-394-90001-8



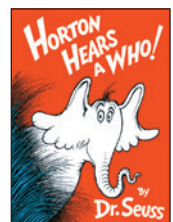
The Cat in the Hat Comes Back

HC: 978-0-394-80002-8 • GLB: 978-0-394-90002-5



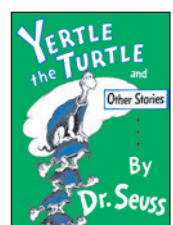
The Lorax

HC: 978-0-394-82337-9 • GLB: 978-0-394-92337-6



Horton Hears a Who!

HC: 978-0-394-80078-3 • GLB: 978-0-394-90078-0



Yertle the Turtle and Other Stories

HC: 978-0-394-80087-5 • GLB: 978-0-394-90087-2

Seuss the Day!

MOVE YOUR FEET!

With its focus on feet—what they can do and where they can go—*The Foot Book* is easy to interpret through dance. Read the book aloud to students and then ask them how they would pantomime or demonstrate movement for each foot! Then chant the story or put on some music and let kids improvise a dance step by step!

MAKE SOME NOISE!

Read aloud *Oh, the Things You Can Think!*, then provide students with a wide selection of percussion instruments—drums, chimes, bells, sticks, blocks, rattles—and let them experiment with sounds.

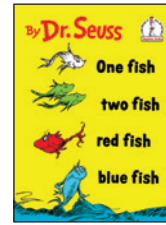
Return to the book and ask students to think about what instruments would create the mood for the lines you reread on the first two pages. Work together to come up with the sound mood for each line and, as you read it again, have students play along. Then have students work in small groups to choose their own selection from the book (or another title) and create an accompaniment that they perform for the class and explain why they chose the sounds they did.

TELL A STORY!

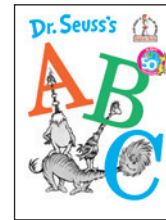
Puppets are a great way to get kids talking about what they've been reading. These puppets will make the Lorax happy because they reuse items often thrown away—plastic spoons and forks! Let students make a puppet of any Dr. Seuss character they choose—with the understanding that they will have to use the puppet to tell the character's story or answer questions as the character. Have students draw faces on the backs of clean plastic spoons or forks using a permanent marker. Students can draw and cut out hats, hair, horns, and other accessories from scraps of paper from the recycling bin or make these parts from bottle caps, yarn, and ribbon. Students can work in small groups on all the characters in a book and then retell the whole story with a puppet show!

SING A SONG!

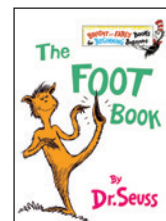
"It is fun to sing if you sing with a Ying. My Ying can sing like anything. I sing high and my Ying sings low, and we are not too bad, you know." Share this verse from *One Fish Two Fish Red Fish Blue Fish* and demonstrate singing high and singing low. Ask students to think about how other Dr. Seuss 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 let students read aloud Seuss titles and come up with unique voices to suit the characters. Of course, the multitasking Mr. Brown (*Mr. Brown Can Moo! Can You?*) could have a lot of variations! Bring everyone together to sing happy birthday to Dr. Seuss in their special voices!



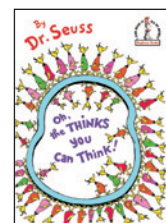
One Fish Two Fish Red Fish Blue Fish
HC: 978-0-394-80013-4 • GLB: 978-0-394-90013-1



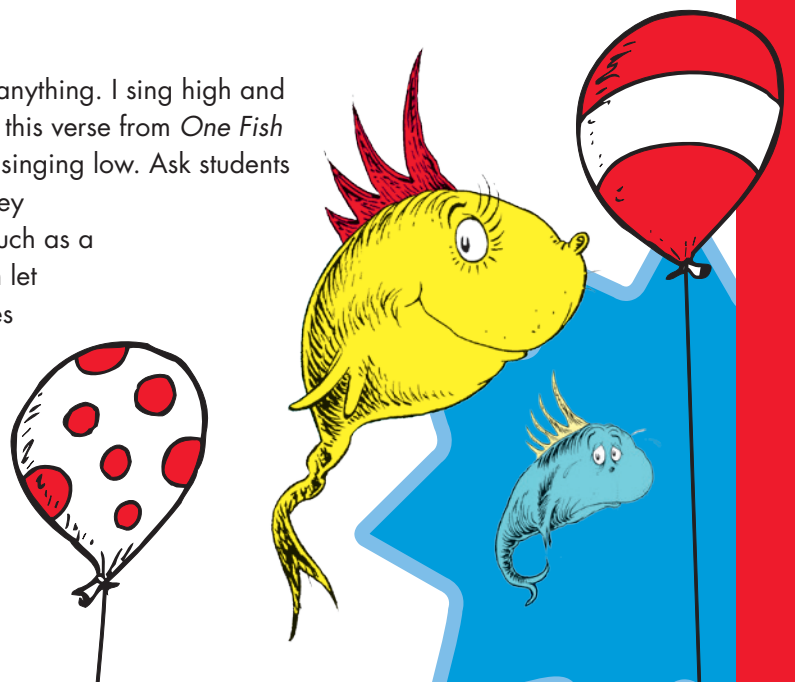
Dr. Seuss's ABC
HC: 978-0-394-80030-1 • GLB: 978-0-394-90030-8



The Foot Book
HC: 978-0-394-80937-3 • GLB: 978-0-394-90937-0



Oh, the Things You Can Think!
HC: 978-0-394-83129-9 • GLB: 978-0-394-93129-6



Happy 75th Birthday to *The King's Stilts*!

Dr. Seuss's playful tale about a hardworking king and his unusual pastime deserves the royal treatment on Read Across America Day!

HIGH-STEPPING READERS

When King Birtram played, he really played—on stilts! Read *The King's Stilts* aloud, then plan to parade your readers on stilts! For each student, you'll need two empty, clean large metal cans (coffee-can size) and thin rope to make one pair of stilts. Use a churchkey to pierce two holes opposite each other on the bottom of the can. Run a length of rope through the holes and securely knot it inside the can. Let students decorate or paint their "stilts" before taking a few practice steps holding the ropes as they stand on their cans. For your Read Across America Day festivities, have stilt walkers dress as their favorite book characters and exhibit their new stilt walking skills in a parade of readers!



This activity addresses a number of Common Core Anchor Standards for K–5, including:

Speaking and Listening: Comprehension and Collaboration: 1

Speaking and Listening: Presentation of Knowledge and Ideas: 4

MARCH OF THE PATROL CATS

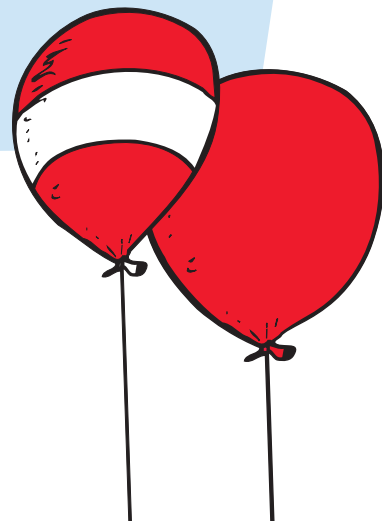
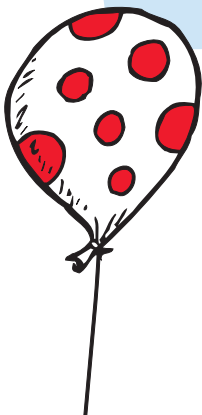
In the illustrations for *The King's Stilts*, the Patrol Cats parade to their post accompanied by standard-bearers and brass and percussion musicians. Ask students to imagine what music might be playing. Is it the national anthem of the Kingdom of Binn? A special Patrol Cat march? Talk about the types of tunes that might be played during such an occasion and have students compose lyrics for the song they see in the picture. Plan for performances to celebrate Read Across America Day!



This activity addresses a number of Common Core Anchor Standards for K–5, including:

Writing: Text types and Purposes: 3

Writing: Production and distribution of Writing: 4, 5



ANIMALS WITH RESPONSIBILITY

In *The King's Stilts*, the Patrol Cats have a very important job. Although your students are unlikely to know any cats that protect Dike Trees, they should be aware of other animals that *do* have jobs. Read *The King's Stilts* and include a discussion about working animals. Invite a trainer (or user) of assistance dogs to bring a dog to visit and talk about the animal's responsibilities and the kind of training service dogs receive. Following the visit, have students think about what they learned, and write and illustrate a story about an assistance dog or other working animal with which they are familiar.



This activity addresses a number of Common Core Anchor Standards for K–5, including:

Writing: Text Types and Purposes: 3

Writing: Production and Distribution of Writing: 4, 5

Speaking and Listening: Comprehension and Collaboration: 1, 2, 3

Speaking and Listening: Presentation of Knowledge and Ideas: 4, 5, 6

Language: Vocabulary Acquisition and Use: 6



The King's Stilts

HC: 978-0-394-80082-0

GLB: 978-0-394-90082-7

BLACK, WHITE, AND RED ALL OVER

In *The King's Stilts*, Dr. Seuss's drawings are very detailed, but they are mostly black, white, and gray, with touches of bright red. As someone in the advertising business, Ted Geisel knew that red was important in getting people to pay attention. After reading aloud *The King's Stilts*, ask students to review the illustrations. Why do they think the stilts are red? What does the use of red in other places mean?

Ask students to write their own versions of *The King's Stilts* focusing on what they do for work and what they do for play. Have them include how they would feel if the thing they really enjoy doing to relax was taken away from them. Challenge them to use the same color palette Dr. Seuss did to illustrate their stories. When students read their stories aloud, offer opportunities for comments on their use of the color red in their illustrations.



This activity addresses a number of Common Core Anchor Standards for K–5, including:

Writing: Text Types and Purposes: 3

Writing: Production and Distribution of Writing: 4, 5

Speaking and Listening: Comprehension and Collaboration: 1, 2, 3

Speaking and Listening: Presentation of Knowledge and Ideas: 4, 5, 6

Language: Vocabulary Acquisition and Use: 6

CROSS THE BRIDGE

Although located below sea level, the Kingdom of Binn had natural protection from the water thanks to the heavy-knotted roots of the mighty Dike Trees. Have students research other ways that low-lying areas deal with potential flooding. Ask them to imagine that they own a house or business in the Kingdom of Binn. Have them design and make a model of the kind of building or structure they need to ensure their safety and prevent flood damage should the Dike Trees fail. Test their models with a "flood" of water and award surviving structures with commendations from the King!

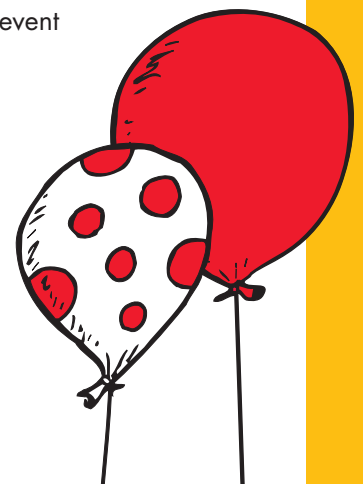


This activity addresses a number of Common Core Anchor Standards for K–5, including:

Reading: Integration of Knowledge and Ideas: 7

Writing: Research to Build and Present Knowledge: 7, 8, 9

Speaking and Listening: Presentation of Knowledge and Ideas: 4, 5, 6



Hats Off To Reading

REPRODUCIBLE
ACTIVITY

Happy Birthday, Dr. Seuss!

Wish Dr. Seuss a happy birthday by coloring in the card below. Don't forget to write him a special birthday note!

Happy
Birthday,
Dr. Seuss!



From _____



Visit DrSeussBirthdayClub.com
for activities, prize packs, e-cards, and more!





NEA's READ ACROSS AMERICA

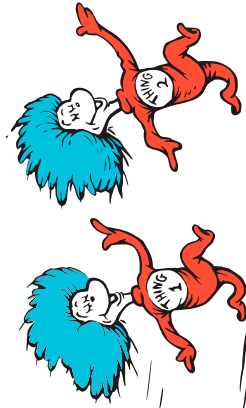
CERTIFICATE OF PARTICIPATION

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_____ participated as a reader
in the 2014 annual celebration.

CONGRATULATIONS!

Teacher _____



Dr. Seuss's
Birthday
Club!



Have Your Students
Join Today!

A club for
Seuss fans
of all ages!

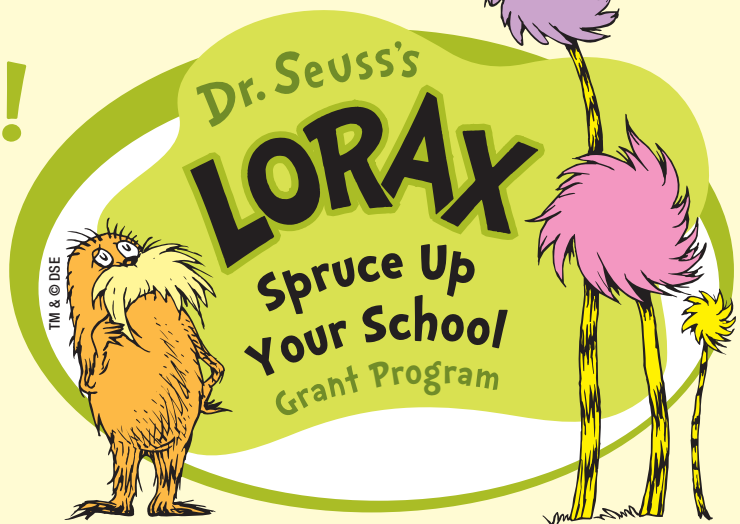
Enjoy activities, e-cards, prize packs, and more!

Visit DrSeussBirthdayClub.com to sign up!

NEW YEAR!
NEW SCHOOL!



One winner will receive
\$2,500 to BEAUTIFY
THEIR SCHOOL in the
spirit of the Lorax!



*Accepting entries starting January 15, 2014

Visit Seussville.com starting January 1
for more details, deadlines, and applicant criteria.*