

Dr. Seuss and the Sequence

Grade Level or Special Area: Preschool, Level II

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Length of Unit: Five lessons (approximately 20-25 minutes each)

I. ABSTRACT

Students will explore the world of Dr. Seuss while learning key skills and goals outlined in the *Core Knowledge Preschool Sequence*. Autonomy, Emerging Literacy, Mathematical Reasoning, and Oral Language, are the main focus goals. Assessments are provided for each lesson with CK-PAT reference numbers included.

II. OVERVIEW

- A. Content from the *Core Knowledge Preschool Sequence*
 - 1. Autonomy and Social Skills (page 17)
 - a. Identify and label the following emotions: happy, sad, angry, afraid, frustrated, confused.
 - 2. Emerging Literacy (page 53)
 - a. Given a word, provide other rhyming words.
 - 3. Mathematical Reasoning (page 61)
 - a. Count groups of objects with up to 6 items per group.
 - b. Name and write numerals 1-6.
 - c. Classify by color.
 - d. Compare 2 groups of no more than 6 objects and use quantitative vocabulary to describe the groups. (more than, less than, same as)
 - e. Organize and read data in a simple bar graph.
 - 4. Oral Language (page 29)
 - a. Identify and express physical sensations, mental states, and emotional feelings (happy, sad, angry, afraid, frustrated, confused).
 - b. Show understanding and use spatial words; here/there, in/on, over/under, in/out.
 - c. Assume a different role or perspective and express different possibilities, imaginary or realistic.
 - 5. Children's Literature: Read Alouds (page 47)
 - a. Point to the title of a book.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 - 1. Core Knowledge Foundation, *Core Knowledge Preschool Sequence*
 - 2. Core Knowledge Foundation, *Core Knowledge Preschool Assessment Tool (CK-PAT)*
 - 3. Lanza, Janet. *Just for Kids, Basic Concepts*
 - 4. Open Court Curriculum, *Pre-K Open Court Phonics*
 - 5. Rau, Dana. *Dr. Seuss*

IV. PREREQUISITE PRIOR KNOWLEDGE FOR STUDENTS

- A. For Students
 - 1. Count groups of objects up to 4.
 - 2. Sort objects by color.
 - 3. Name colors: black, blue, brown, green, orange, purple, red, white, yellow

V. RESOURCES

- A. Freyman, Saxton. *How Are You Peeling? Foods with Moods*. (Lesson Four)
- B. Lanza, Janet. *Just for Kids, Basic Concepts* (Appendix A)
- C. Rue, Dana. *Meet Dr. Seuss* (Lesson One)
- D. Seuss, Dr. *The Cat in the Hat* (Lesson One, Two)
- E. Seuss, Dr. *Green Eggs and Ham* (Lesson Five)
- F. Seuss, Dr. *My Many Colored Days* (Lesson Four)
- G. Seuss, Dr. *One Fish, Two Fish, Red Fish, Blue Fish* (Lesson Three)
- H. Seuss, Dr. *Happy Birthday to You* (Culminating Activity)

VI. LESSONS

Lesson One: Meet Dr. Seuss (one lesson, 20-25 minutes)

- A. *Daily Objective(s)*
 - 1. Children will learn about authors and illustrators and will learn where to find the title of a book.
- B. *Grouping*
 - 1. Whole group instruction
- C. *Materials and Preparation*
 - 1. *Meet Dr. Seuss* book
 - 2. A copy of *The Cat in the Hat*
 - 3. A copy of *Green Eggs and Ham*
 - 4. A copy of *One Fish, Two Fish*
 - 5. A copy of *Go Dog Go*
 - 6. A copy of Assessment (Appendix A) for each child
 - 7. Journals for each child
 - 8. Pencils or crayons for each child
 - 9. White board or chart paper and marker
- D. *Language of Instruction*
 - 1. Teacher: **author, read, illustrator**
 - 2. Students: none
- E. *Procedures/Activities*
 - 1. Say, "Today we are going to learn about an **author and illustrator**. Can anyone tell me what an **author or an illustrator** does?" (Depending on the time of year you do this lesson, children may or may not know the answer.)
 - 2. "An **author** is someone who writes books or stories. You are the **author** of the journal that you have been working on this year. You decide what you want your stories to be." "An **illustrator** draws the pictures that are in the book so you are also an **illustrator** because you draw the pictures in your journal."
 - 3. "Sometimes the **author and illustrator** are the same person."
 - 4. "The **author** we are going to read about today has written many books that you might know." Hold up "The Cat in the Hat". "Does anyone know what the title of this book is?" Explain that the title means the name of the book.
 - 5. Do the same for other well known books by Dr. Seuss such as *Green Eggs and Ham*, *Hop on Pop* and *One Fish Two Fish*.
 - 6. Say, "Now that you know the books that this **author** wrote, do you have an idea about the person we are going to talk about today?"
 - 7. "That's right, Dr. Seuss!"
 - 8. "Now, do you think that his mommy named him Dr. Seuss?" (no) "I'm sure you're right! Let's **read** this story about Dr. Seuss and find out what his real name was."

9. “We will also find out some other interesting information about Dr. Seuss so listen carefully and try to remember what we hear.”
 10. Read *Meet Dr. Seuss*.
 11. After the story ask, “Who remembers Dr. Seuss’s real name?” (Theodore Geisel)
 12. “Let’s look at another name he used when he wrote books. Remember the story said that he wrote his last name backwards?” “Let’s see how he did that.”
 13. Write the name Theodore Geisel on a white board or chart paper. Show children that “Theo” is a short name for Theodore. You can show them this by crossing out the “dore” on the white board.
 14. Underneath the name “Geisel”, point to each letter in the last name starting with the “I”. As you point to each letter, ask children what letter it is. Remember you will need to capitalize the “I” as it is now the first letter.
 15. Continue until you have the name “LeSieg” written down.
 16. Point to each of the new names, “Theo” and “LeSieg”.
 17. Say, “When you put those names together you get the name Theo LeSieg.” This was another name he used when he wrote books, like this book called “Go Dog Go”.
 18. Show the book and point to the title as you read and then the author’s name at the bottom.
 19. Say, “So, Theodore Geisel used two different names to write books!”
 20. “Let’s go to our tables and become **authors and illustrators** too. When you go to your table, I will give you your journal and I want you to think of a story you would like to write. When you think of it, draw a picture that would be on the cover of the book to show us what your story would be about.” Give a few examples if needed but not too many as children tend to just write about the examples you give them.
 21. Give children journals and crayons. As they are drawing, have them tell you what the title of their story would be and write it at the top of their page.
 22. When you are done, ask them what name they would want to have if they were an author. Would they use their own name or a made up name? Write down the name they say at the bottom of the picture.
 23. Review what an author does and what an illustrator does.
- F. *Go A Little Further*
1. For students who have difficulty: Focus only on the author or illustrator. Review through repetition.
 2. For students who excel: Have children write a story with inventive spelling and then go back and re-read their story, adding appropriate pictures.
- G. *Assessment/Evaluation*
1. Children will present their drawings to the class. The teacher will ask the child the title of the story and the author’s name and to point out each one. The teacher will also ask what an author does and what an illustrator does. Answers will be recorded on individual Assessment sheets (Appendix A), questions 1-3.
 2. Questions 1 and 2 are not Core Knowledge skills; they are part of the Open Court Pre-K Program and are listed as skills through that curriculum.

Lesson Two: The Cat in the Hat (one lesson, 20-25 minutes)

- A. *Daily Objective(s)*
1. Children will learn various rhyming words and when given a word, will provide a rhyming word through activities associated with *The Cat in the Hat*.
- B. *Grouping*
1. Whole group, Small group, and Individual for assessment

C. *Materials and Preparation*

1. A copy of Assessment for each child
2. A copy of Appendix B for each child, copied on tag board
3. *The Cat in the Hat* by Dr. Seuss
4. A copy of Appendix C for small group time
5. Red crayons for each child
6. Cat in the Hat video for extra time if desired
7. Cat in the Hat costume for the teacher or special guest reader
8. White board or chart paper and markers

D. *Language of Instruction*

1. Teacher: none
2. Student: none

E. *Procedures/Activities*

1. Say, "Boys and girls, today we will have a special guest come and read a story to us!"
2. "Let's listen to the clues and try to figure out who it might be."
3. Give clues such as "He is black and white, He is tall, He causes trouble, He is a character in a Dr. Seuss book, and He wears a hat..."
4. "That's right! Our guest today is the Cat from the story *The Cat in the Hat!*"
5. "Does anyone remember, who wrote the story *The Cat in the Hat?*" (Dr. Seuss)
6. "That's right and the Cat was one of Dr. Seuss's favorite characters that he created."
7. At this point, either put on your costume, or invite the guest to come into the class. (Parents are a GREAT resource for costumes and for volunteering in the classroom!)
8. Read *The Cat in the Hat* by Dr. Seuss, emphasizing rhyming words that end with "at".
9. When the story is finished say "We know that the Cat was one of Dr. Seuss's favorite characters. Who were some of the other characters in the story?"
10. As children give answers, write them down on the board. The other characters include; mom, brother, sister, fish, Thing One and Thing Two,
11. To the best of your ability, draw a picture next to each word and then review the characters one at a time.
12. Ask the children to "read" the words to you. (The emphasis on characters is for the Open Court Pre-K assessment. If you do not use Open Court, you do not necessarily need to cover this area although it is a good skill to learn.)
13. When you are done, read the title to the children again, emphasizing the words "Cat" and "Hat".
14. Say, "When I read the title of this book, there are two words that sound the same."
15. "Who can tell me what words sound the same?" (cat, hat)
16. "That's right, the words "cat" and "hat" are rhyming words. That means that the words sound the same at the end."
17. Have children say the phrase "rhyming words" a few times.
18. Write the word "cat" and the word "hat" on the board.
19. Say, "Let's think of some other words that rhyme with cat and hat."
20. Write those words on the board. Any word is fine, even nonsense words, as long as they rhyme. For example, a child might say "gat" or "wat". This shows that the child understands how to play with words so whether they are "real" words or not, they need to be written down.

21. If a child gives a word that doesn't rhyme, just tell them "great try!" and help them come up with a rhyming word.
 22. When finished, cover up the first letter of each word. Show the children how the end of all the words looks the same. Tell them that in order to make the words different, we need to add a letter to the beginning of the word.
 23. Uncover the "c" from the word "cat". Review sound of "c" and say the word with the children.
 24. Do this for all the words written down. As you go along, more children should be joining you in saying the word. This is not a skill they need to master; this is a skill that they need to be exposed to. The main goal is that they can HEAR the pattern. However, this activity is a good exposure for all students and a more challenging activity for children who are ready.
 25. Divide the children into two groups. One group will make Cat in the Hat hats, and the other group will work on "-at" words. Switch groups after about five minutes.
 26. Keep the hats for the remaining lessons so children can wear them during story time and their personal library time.
- F. *Go A Little Further*
1. For students who have difficulty, give them a choice of two sets of words and ask which set of words sound the same. Repetition is key.
 2. For students who excel, have them think of different words that rhyme besides "-at" words.
- G. *Assessment/Evaluation*
1. Use Appendix A, question 4, to assess students' ability to understand rhyming words.

Lesson Three: One Fish, Two Fish, Red Fish, Blue Fish (one lesson, 20-25 minutes)

- A. *Daily Objective(s)*
1. Children will learn how to count groups of objects with up to 6 items per group, name and write numerals 1-6, classify by color, compare 2 groups of no more than 6 objects and use quantitative vocabulary to describe the groups, and organize and read data in a simple bar graph through the activity and the book *One Fish Two Fish Red Fish Blue Fish*.
- B. *Grouping*
1. Whole group and small group for assessment
- C. *Materials and Preparation*
1. A copy of Assessment for each child
 2. A copy of Appendix D for each child, copied on tag board and laminated
 3. Swedish or "gummy" fish for each child in the colors of red, orange, green, yellow, and blue. OR Rainbow gold fish
 4. Copies of Appendix E, enough for each child to have a fish
 5. Scotch tape
 6. Crayons for each child
 7. A copy of *One Fish, Two Fish, Red Fish, Blue Fish* by Dr. Seuss
- D. *Language of Instruction*
1. Teacher: **equal, less than, more than, sort, count, how many, compare, classify, color**
 2. Student: **equal, less than, more than**
- E. *Procedures/Activities*
1. Tape a fish from Appendix E on each child. Don't equally give out the fish, you will want to have more of some colors for the graphing activity.

2. Put a different colored fish in different areas of the room.
3. Say, "Everybody look at the fish that is taped on them. What color fish do you have?" Allow time for each child to say the color of their fish.
4. Say, "All of these fish need to find their way home. We are going to **sort** ourselves to find the right homes."
5. "**Sort** means that we will divide into different groups. So, if you are wearing a red fish, you will need to find the red fish on the floor and stand next to it."
6. Repeat directions for each color. It may seem repetitive but if you only use red as an example, there is a possibility that everyone will go to the red fish even if they are wearing a different color!
7. Say, "When I say go, find the color fish that matches your fish and stand right next to it." "Ready, go!"
8. Walk around the room and help those that need it. Double check groups to make sure that everyone is in the right place.
9. Say, "Good job! We just **sorted** ourselves by the color of our fish." Have the children repeat the word **sort** a few times.
10. "Let's count and see which color has the most."
11. Take the fish off the floor and put them in a line next to each other, like you would see on a graph.
12. Line the children up one group at a time, in a straight line behind the appropriate color fish.
13. Say, "Let's count each color group and see who has the most."
14. Proceed to count each group and write that number on the fish on the floor.
15. Talk about which color has the most, least, and the same. Show the numbers that were written as you discuss the number of children in each group.
16. Assemble the children to the rug for story time. Read *One Fish, Two Fish...* by Dr. Seuss.
17. Move children to their tables. Give each child a copy of Appendix D, a handful of gummy fish (a minimum of 20 is recommended but not more than six of a given color), and crayons.
18. Explain to them that they are going to **sort** their gummy fish into groups, just like they did to themselves earlier.
19. Ask children to begin sorting their fish by color on the table. Remind them that all the red fish belong in one group, all the blue fish belong in another group etc... If a child has difficulty, put small squares of colored construction paper on the table so they can match their fish to the paper.
20. Walk around and check to see if children are grasping the concept of sorting. Assess at this time using Assessment question 5.
21. When the sorting is finished, ask the children to put their finger on the red box on their graph.
22. Tell them to take their red fish, and put one in each box, beginning with the empty box above the red one. You may demonstrate this by holding up a graph and pointing to the appropriate box.
23. After children have placed their red fish in the boxes, have them count how many red fish they have.
24. Have them write the number on the line under the red box. If they are unsure how to write the number, remind them that they can look at the number next to their last fish (or "fish at the top"), and copy it.
25. Do the same process for all colors.
26. When all colors are finished, have them look at their graph and figure out which color had the most, least, same amount etc...

27. Have them leave the graphs on the table, without removing the fish.
- F. *Go A Little Further*
1. For children who have difficulty, have them glue the fish onto the graph and simply compare sizes of lines instead of actual counting.
 2. For children who excel, have them count the number of fish in each color group and color the corresponding boxes to equal the same number.
- G. *Assessment/Evaluation*
1. While children are working on puzzles or reading, call 2-3 children at a time to their graphs and have them tell you about their graph. If they don't volunteer the information, ask them "Which color has the most? Least? Are there any that are the same?"
 2. Record answers on Assessment, questions 6-9.

Lesson Four: My Many Colored Days (one lesson, 20-25 minutes)

- A. *Daily Objective(s)*
1. Children will identify, label, and express physical sensations, mental states, and emotional feelings: happy, sad, angry, afraid, frustrated, and confused through the story and activities associated with *My Many Colored Days* and *Foods with Moods*.
- B. *Grouping*
1. Whole group and individual for assessment
- C. *Materials and Preparation*
1. *My Many Colored Days* by Dr. Seuss
 2. *My Many Colored Days* video (if available at your library)
 3. *How Are You Peeling? Foods with Moods* by Saxton Freymann
 4. A copy of Assessment for each child.
 5. Journals for each child
 6. Crayons for each child
 7. VCR (if using videotape)
 8. CD or Tape player
 9. Music with "happy and sad" sounds. (happy-Dance of the Sugar Plum Fairies) (sad- Little Train of Caipira, the end of the song)
 10. Magazine pictures of people displaying various emotions. Mount on construction paper.
- D. *Language of Instruction*
1. Teacher: none
 2. Student: none
- E. *Procedures/Activities*
1. *Teacher's Note: This lesson can be a window into a child's perception of his/herself as well as a non-obtrusive way of finding out some feelings the child may be harboring. It was through this lesson that a connection was made with one of my students and her social and academic improvement was a result. Please be sensitive to cues you hear or see.*
 2. Read the story *Foods with Moods* by Saxton Freymann.
 3. As you read the story, point out the different vegetables and talk about the kind of face they are making and the feeling associated with it.
 4. Emphasize happy, sad, angry, afraid, frustrated, confused with the kiwi in the middle of the book (approximately page 17-18).
 5. At the end of the story, show the page that says "How are YOU feeling?"

6. Talk about the emotions that are being shown on the page and make the faces with the children. Watch to see which children do this easily and those that have a more difficult time.
 7. Say, "Music can help us feel emotions. I'm going to play a song and I want you to tell me how it makes you feel."
 8. Play Dance of the Sugar Plum Fairies or another song that has a light happy sound to it.
 9. Ask, "How did that music make you feel?" (happy, quiet, I felt like dancing...)
 10. ALL answers are acceptable. There are some children that hear "happy" sounding music and it makes them angry or mad. If you get an answer like this, be sure to follow up with the child at a later time to find out more specifics. When children are extremely unhappy, or frustrated with home life, it can manifest with a dislike of anything light or happy.
 11. Now play the last 30 seconds of Little Train of Caipira.
 12. Say, "How did that music make you feel?" (sad, tired, lonely)
 13. Again all answers are acceptable, just make sure to note any that are not a typical answer and follow up.
 14. Watch the video of *My Many Colored Days* or read the book by Dr. Seuss. (I personally like the video because it adds music and color to the emotion and therefore is multi sensory.)
 15. After the video, show the book page by page. Talk about each page and review the emotion associated with the color.
 16. Ask children to choose one color crayon. Offer the colors that were mentioned in the book.
 17. When the child chooses the color, remind them of what emotion goes with that color. Have them repeat it after you.
 18. After each child has chosen a color, have them sit at their table and pass out their journals.
 19. Tell the children that they are to draw a picture of a time that they felt the emotion that goes with their color. For example, if they chose a black crayon, ask them to draw a picture of time when they were angry. Go through each color and the emotion attached to the color.
 20. As the children are drawing, do not interrupt by asking what they are drawing. You can ask at a later time for assessment.
- F. *Go A Little Further*
1. For children who have difficulty, give them a choice of a happy time or a sad time and hand them the appropriate color.
 2. For children who excel, have them draw more than one picture, choosing their color that matches the emotion of the picture.
- G. *Assessment/Evaluation*
1. Call children over one at a time to dictate to you what they drew. Date the paper and keep in the child's file. Any serious concerns regarding their safety must be reported to your director immediately.
 2. Show magazine pictures and ask the child what emotion is being shown. Use Assessment to record answers to question 10.

Lesson Five: Green Eggs and Ham (one lesson, 20-25 minutes)

- A. *Daily Objective(s)*
1. Children will show understanding of, situate themselves in relation to one another, and use spatial words; here/there, in/on, over/under, in/out as well as

assume a different role or perspective and express different possibilities, imaginary or realistic through the book *Green Eggs and Ham*.

- B. *Grouping*
 - 1. Whole group
- C. *Materials and Preparation*
 - 1. A copy of assessment for each child
 - 2. One small Styrofoam plate for each child
 - 3. One large green plastic egg for each child
 - 4. A sample craft for use in demonstrating position words.
 - 5. A copy of *Green Eggs and Ham* by Dr. Seuss
 - 6. Green paint
 - 7. Paint brushes
 - 8. Paint shirts or smocks
 - 9. Chart paper and marker
- D. *Language of Instruction*
 - 1. Teacher: **here, there, in, out, on, over, under**
 - 2. Student: **here, there, in, out, on, over, under**
- E. *Procedures/Activities*
 - 1. Say, "Yesterday we learned about feelings or emotions. Today we are going to hear a story and I want you to think about how the characters might be feeling."
 - 2. Read *Green Eggs and Ham* by Dr. Seuss
 - 3. Say, "How do you think the character who didn't like green eggs and ham was feeling?" (mad, frustrated, annoyed, tired)
 - 4. Choose a child. Say, "Let's pretend that you are that character. I will be Sam I Am and ask you if you would like green eggs and ham."
 - 5. Continue asking over and over again and watch how the facial expression changes on the child's face. Make sure to point that out to the children.
 - 6. Pair the children and designate one child to be Sam and the other to be the character Sam was talking to.
 - 7. Instruct the children to pretend they are in the story. "Sam" will keep asking the other child if they would like green eggs and ham. Encourage them to say things like "Would you like them IN a box, would you like them with a fox?" and other parts of the story. (Informal pretest of word usage)
 - 8. The other child is instructed to use their face and their words to tell Sam how they are feeling. For example, "No Sam, I do not want them in a box or with a fox! I am getting ANGRY that you keep asking me!"
 - 9. Give each child a few minutes and then switch parts. Repeat the directions.
 - 10. After a few minutes, call the children back to the rug.
 - 11. Go through the book and with the children's help, write down all the position words you find. For example "IN a box, ON a train, I do not like them HERE or THERE. Etc..."
 - 12. Review the words and as each word is being reviewed, use your egg craft sample and put it in the appropriate place. For example, put the egg in the box when you say "IN a box".
 - 13. When finished, pass out materials for the egg craft. See Appendix F for directions.
 - 14. When the eggs are dry, use for assessment.
- F. *Go A Little Further*
 - 1. For students who have difficulty with position words, repeat the examples as many times as needed.

2. For students who excel, have them think of their own position words and make up new parts of the story.
- G. *Assessment/Evaluation*
1. Use Assessment to record answers to questions 11 and 12.

VII. CULMINATING ACTIVITY – Happy Birthday Dr. Seuss!

- A. Students will have a birthday party for Dr. Seuss and celebrate all they have learned!
- B. Set up the room with the following centers and materials:
 1. “Sam’s Kitchen”
 - a. Griddle, non stick cooking spray, eggs, ham slices, green food coloring, plates, forks, napkins, spatula, bowl, recipe on chart paper.
(See Appendix J for sample recipe)
 2. “Theodore Geisel’s Play Doh creatures”
 - a. Various colored Play-doh
 3. “Rhyming with Thing One and Thing Two”
 - a. Rhyming word cards with pictures, laminated- Appendix G
 4. “Fishing for Numbers”
 - a. Number fish, laminated-Appendix H, paper clips, string, pencils
 5. “A Rainbow of Feelings”
 - a. Paper dolls- Appendix I, copied on different colored construction paper, crayons, drawing paper, glue
 6. “Happy Birthday Dr. Seuss!”
 - a. Cupcakes, frosting, plastic knife, paper plates, candles, *Happy Birthday to You* book.
- C. Divide children into six equal groups. Children will rotate around centers and do the activity in each center.
- D. Invite parents on this day to help in centers and to prepare materials.

VIII. HANDOUTS/WORKSHEETS

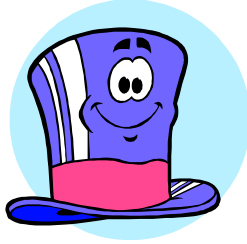
- A. Appendix A: Assessment for Unit
- B. Appendix B: Cat in the Hat hat
- C. Appendix C: “-at” words game
- D. Appendix D: One Fish Two Fish Graph
- E. Appendix E: Colored Fish
- F. Appendix F: Egg Craft Directions
- G. Appendix G: Rhyming word cards
- H. Appendix H: Number Fish
- I. Appendix I: Paper Dolls
- J. Appendix J: Green Eggs and Ham Recipe
- K. Appendix K: Game and Activity Directions for Culminating Activities

IX. BIBLIOGRAPHY

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Assessment for Dr. Seuss and the Sequence



Name: _____

Date: _____

Name of Assessing Teacher: _____

CK-PAT Code

Skill Level

1. na What does an author do? NY / P / C

Answer: _____

2. na What does an illustrator do? NY / P / C

Answer: _____

3. 4LD-SR-C1 Point to the title of the book NY / P / C

4. 4LD-WR-00 Tell me a word that rhymes with: NY / P / C

1- NY, 2- P, 3- C

- bat, _____

- tin, _____

-ball, _____

5. 4KD-MR-A3A Child demonstrated ability to sort fish by color. NY / P / C

Appendix A, page 2

- | | | | |
|-----|-------------------------|--|------------|
| 6. | 4KD-MR-E05 | "Count the number of red fish, blue fish etc..." | NY / P / C |
| 7. | 4KD-MR-E07 | Child demonstrated ability to write numbers under fish. Yes / No

"What numbers did you write?" | NY / P / C |
| 8. | 4KD-MR-E02 | Child demonstrated ability to compare lines on graph and used quantitative vocabulary to describe. (more than, less than, same as) | NY / P / C |
| 9. | 4KD-MR-E10 | Overall, child demonstrated understanding of how to read the bar graph. | NY / P / C |
| 10. | 4SD-AS-03
4LD-LA-B03 | The child was able to express the following emotions:

Happy _____, Sad _____, Angry _____
Afraid _____, Frustrated _____, Confused_____ | NY / P / C |
| | | The child pointed to the correct picture for the following emotions (Appendix F):

Happy _____, Sad _____, Angry _____
Afraid _____, Frustrated _____, Confused_____ | |
| 11. | 4LD-LA-D1J | "Put this egg..."

6 correct- C, 4-5 correct- P, 3 or less- NY

ON the box
IN the box
OUT of the box
UNDER the box
OVER the box
Over THERE
Over HERE | NY / P / C |

Appendix A, page 3

12. 4LD-LA-B11 The child demonstrated the ability to pretend he/she was a character from Green Eggs and Ham and was able to reenact the emotion of how the character was feeling.

NY / P / C

Character chosen: _____

What emotion did they show?

13. Additional Assessments:

Just for Kids, Basic Concepts

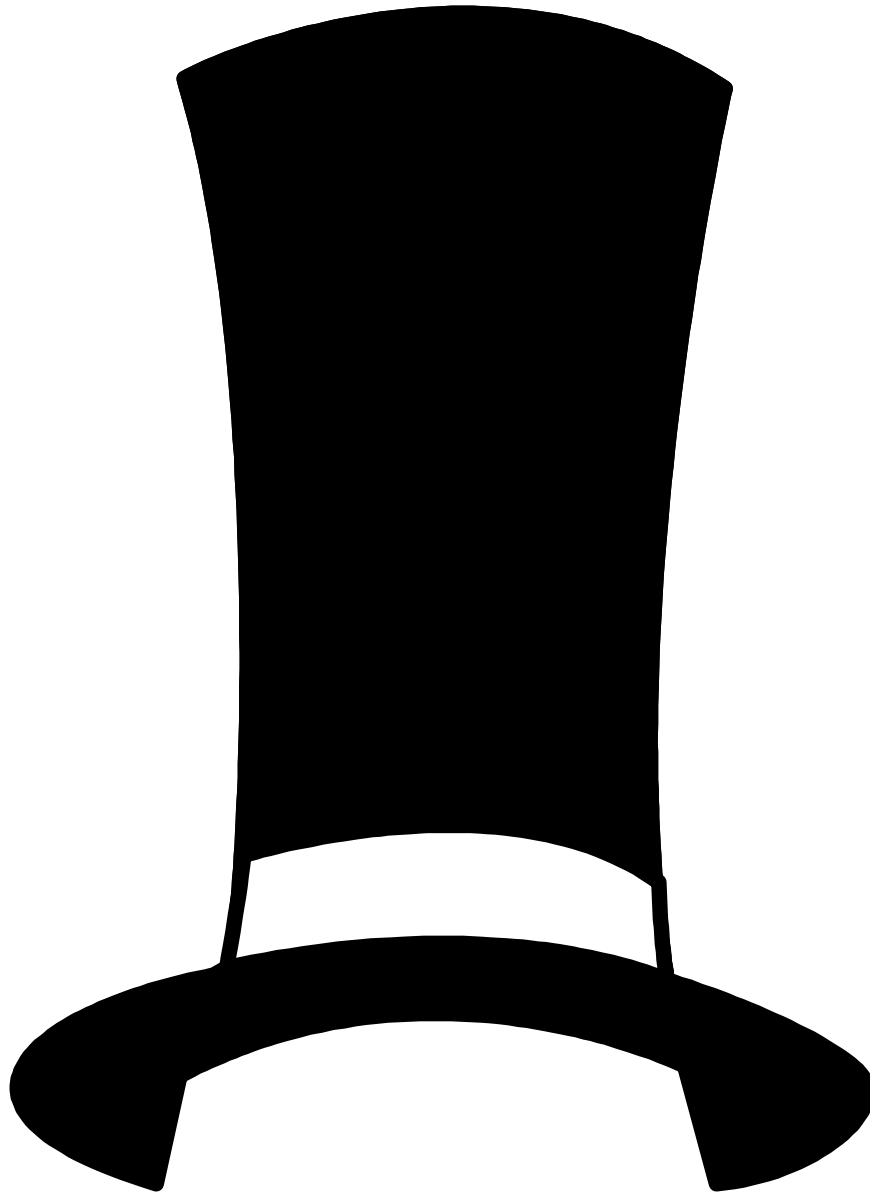
Pages 9, 10, 18, and 20

These are good pretest and additional posttests for children who may have had difficulty.

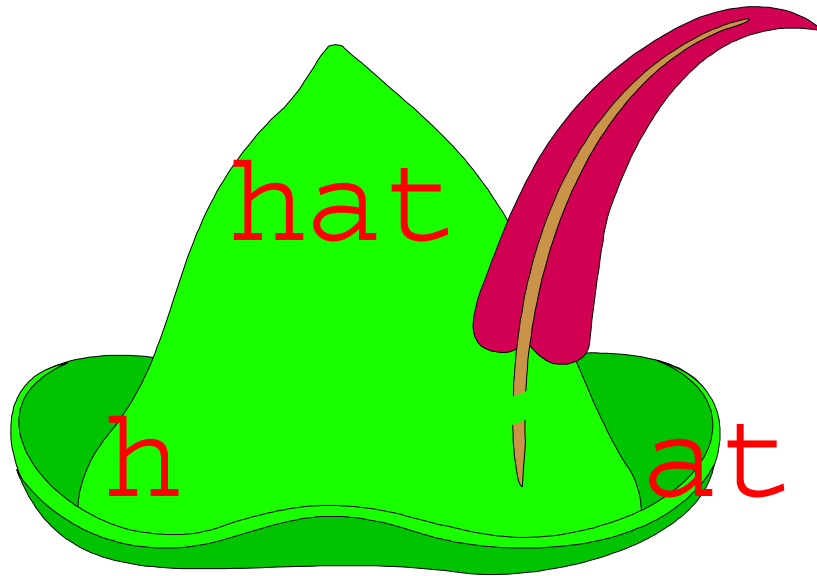
Appendix B

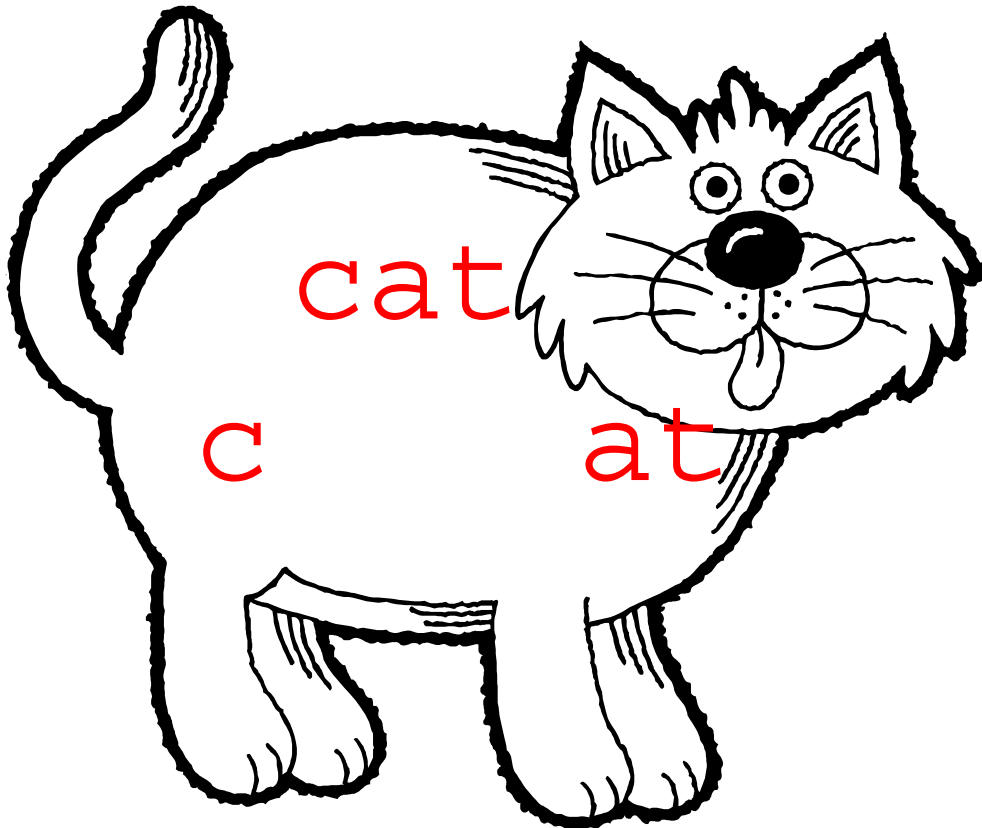
“Cat in the Hat” Hat

Trace outline of hat onto tagboard. Attach strip of tagboard around head and staple to the hat.



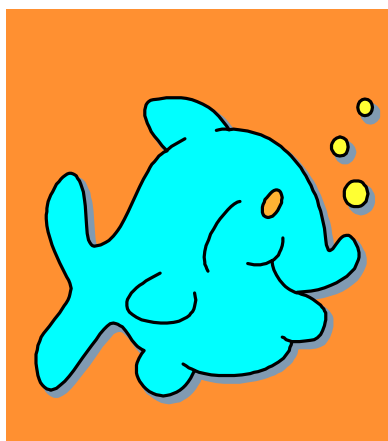
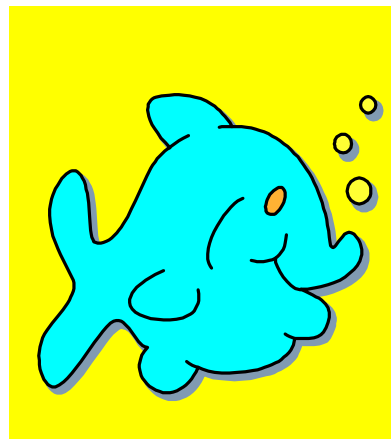
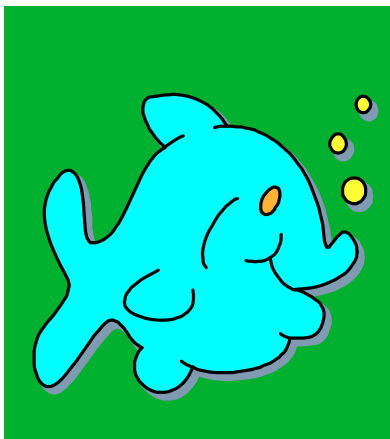
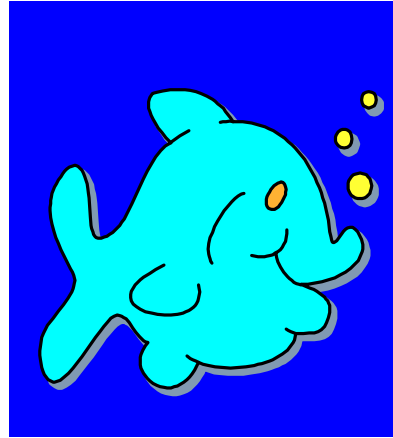
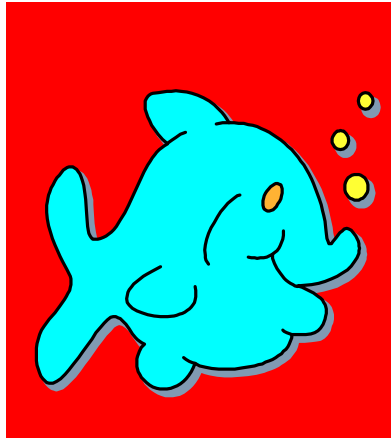
Appendix C, page 1
“-at” Words Game





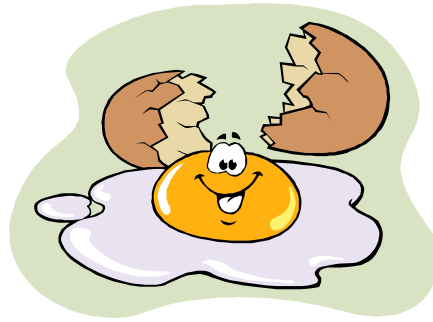
Appendix E

Colored Fish for One Fish Two Fish



Appendix F

Egg Craft Directions



Divide plastic green eggs in half so that each child has two halves.

Cut a circle in the Styrofoam plate that is big enough for the egg to fit through.

Paint the plate green using tempera paint and brushes or fingerpaints.

When dry, push the plastic egg through the bottom of the plate so that it looks like a giant green egg!

Appendix G

Rhyming Word Cards

Please scan enclosed word cards.

Appendix H

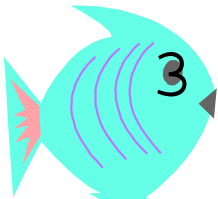
Number Fish



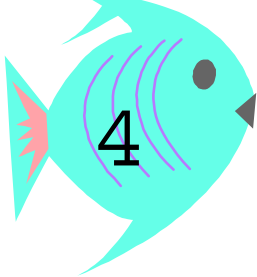
one



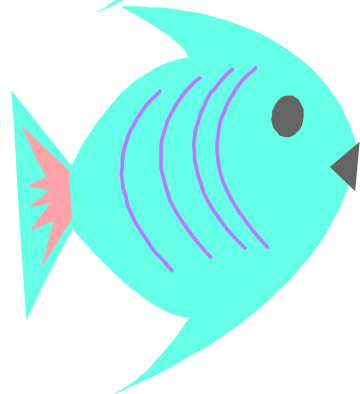
two



three

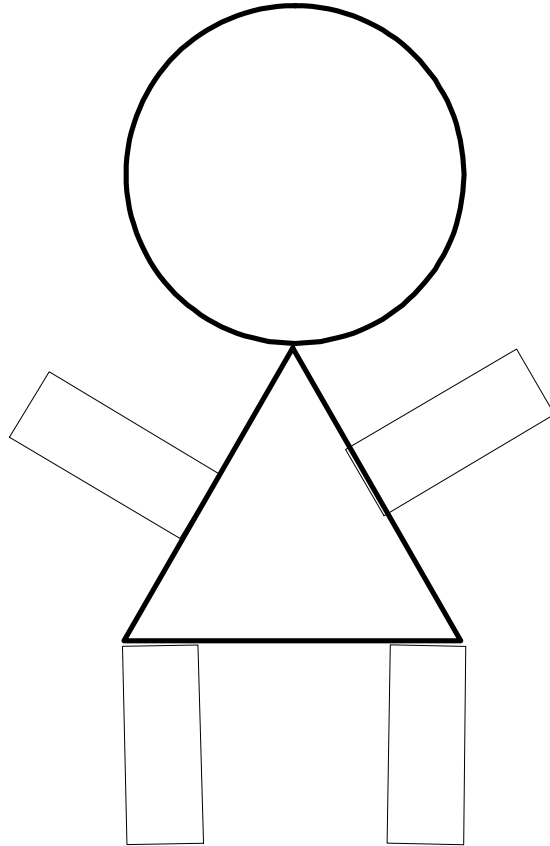


four

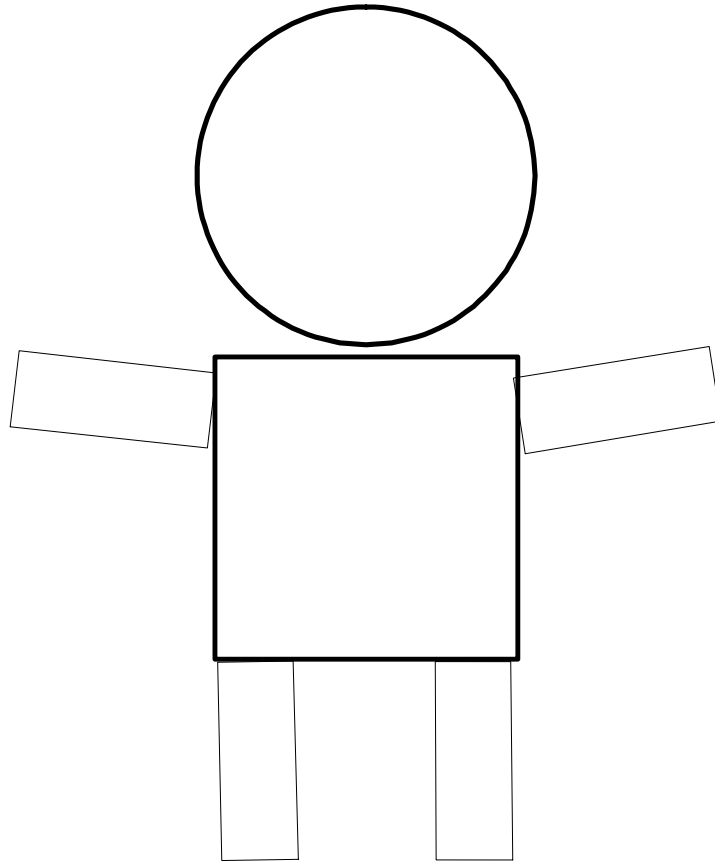


6
six

Girl Paper Doll



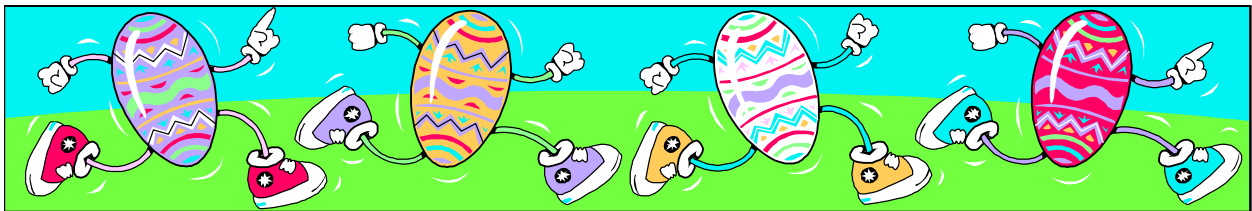
Boy Paper Doll



Appendix J

Recipe for Green Eggs and Ham

1. Use one egg per child. Put eggs into mixing bowl.
2. Use green food coloring and add 1 drop per egg. Put into bowl with eggs.
3. Gently stir the eggs and food coloring, being careful not to break the yolks.
4. The food coloring will color the egg whites, green.
5. Pour eggs onto skillet. Fry eggs until cooked thoroughly. Do not flip eggs over.



Appendix K

Activity Directions

“Sam’s Kitchen”

Make green eggs and ham for a snack. You can put the recipe into different steps and have children help you do the cooking.

“Theodore Geisel’s PlayDoh Creatures”

Remind children of Dr. Seuss’s real name and that he liked creating new characters for his stories. Have children use playdoh to create their own creatures and then tell you a short story using that creature.

“Rhyming with Thing One and Thing Two”

Cut out and laminate the rhyming words from Appendix G. Turn the cards over and play the game like you would play “Memory”. Children will take turns turning the cards over to find matching rhymes.

“Fishing for Numbers”

Cut out and laminate the fish from Appendix H. Attach a paper clip and fish for the matching numbers and number words using a pencil with a string attached. On the string, attach a paperclip that has been pulled apart a little bit so that it has a hook on the end.

“A Rainbow of Feelings”

Photocopy the paper dolls from Appendix I on different colored paper. Have children choose a colored paper doll and glue it onto a piece of paper. They will then draw a picture that would go with that color. Be sure to review what the colors mean.

“Happy Birthday to You”

Give each child a cupcake. Children will frost their cupcakes and place a candle in the middle. Sing “Happy Birthday to You” to Dr. Seuss and then read the book while they eat their cupcakes.