

SEUSS ON THE LOOSE: AN INTEGRATED LESSON

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Unit Overview

This Kindergarten unit – designed for an inclusion classroom – focuses on English language arts, mathematics and science standards. During this unit, students explore Dr. Seuss' works to master rhyming, and identifying number symbols, number words, and details in texts. The unit concludes with an individual writing assignment and self-assessment. Throughout the unit, students with special needs receive social and emotional support to ensure they both progress towards their IEP goals and master the standards.

Standards Addressed

1. **ELA.K.RF.1:** Demonstrate understanding of the organization and basic features of print.
 - a. Follow words from left to right, top to bottom, and page by page.
 - b. Recognize that spoken words are represented in written language by specific sequences of letters.
 - c. Understand that words are separated by spaces in print.
 - d. Recognize and name all upper and lowercase letters of the alphabet.
2. **ELA.K.RF.2:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Recognize and produce rhyming words.
 - c. Blend and segment onsets and rimes of single-syllable spoken words.
 - d. Isolate and produce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel- consonant, or CVC) words.
 - e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
3. **ELA.K.RL.1:** With prompting and support, ask and answer questions about key details in a text.
4. **ELA.K.W.2:** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are “writing” about and state an opinion or preference about the topic or book (e.g. *My favorite book is...*).
5. **ELA.K.L.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize the first word in a sentence and the pronoun I.
 - b. Recognize and name end punctuation.
 - c. Write a letter or letters for most consonant and short-vowel sounds (phonemes)

- d. Spell simple words phonetically, drawing on knowledge of sound – letter relationships.
6. **ELA.K.SL.1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for classroom discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion)
 - b. Continue a conversation through multiple exchanges.
 7. **M.K.6:** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
 8. **M.K.7:** Compare two numbers between 1 and 10 presented as written numerals.
 9. **S.KL.2.** Students will compare the similarities and differences in groups of organisms.
 - a. Explain the similarities and differences in animals. (color, size, appearance, etc.)

Day One – Introduction

Standards Addressed: 1, 2, 5, 6

1. Using the SMART Board, introduce the unit with “A Great Day for Seuss” *Scholastic Weekly Reader*.
 - a. Display a picture of the author and ask students who he is.
 - b. Ask students what you call the person who writes a book and what you call a person who draws pictures for a book (an author and an illustrator).
2. Then, read through four simple sentences on the board.
 - a. We could put on tall, silly hats.
 - b. We could eat green eggs and ham.
 - c. We could wear pajamas to school.
 - d. We could trace our feet with crayons.
3. Students match these sentences to four Dr. Seuss books: *The Foot Book*, *Green Eggs and Ham*, *The Cat in the Hat*, and *Sleep Book*.

**Seuss on the Loose
in the Co-Taught Classroom**

During Day One, the general education teacher delivers the unit to the whole class, while the special education teachers sits with students on the carpet and provides social emotional learning support, including tactile tools, calming strategies, or physical compressions. Refer to the **Social Emotional Learning Supports Guide** for different strategies.

4. Next, students complete the “at family activity,” choosing the beginning letter of various rhyming words. Call on students to write answers on the board.
5. Present the following conflict to the students: “Mingo and Zip only have one copy of *The Cat in the Hat*. What should they do?”
6. Students work with a partner to develop a solution and share their ideas with the class.
7. In their writing journal, students then draw a picture and write one sentence about how they solved the problem.

Day One – The Cat in the Hat

Standards Addressed: 1, 2

1. Students listen and follow along to the *The Cat in the Hat* by Dr. Seuss and listen for rhyming words. After each sentence, ask students to give a “thumbs up” or “thumbs down” if the sentence contains words that rhyme with the prior sentence.
2. Next, write paired sentences on the board and have students predict what word comes at the end of the second sentence. For example:
 - a. Oh, I like it a lot! Two fish in the pot.
 - b. That are pink, white, and red. On the head of her bed!
 - c. And, then, fast as a fox. Came back in with a box.
3. Then, divide students into three groups based on current guided reading levels and rotate through the following stations. Students with disabilities rotate based on their current guided reading levels or their social emotional needs.

Station	Description	Differentiation for Students with Special Needs
‘At’ Family Hats	Each student receives an ‘At’ Family Activity Sheet to create an ‘At’ Family Hat. Students color their hat and choose letters to build ‘at’ words. The teacher asks students to brainstorm ‘at’ family words and then students write the words on their hat.	Students tap letter sounds and build ‘at’ words using an alphabet magnetic board, receive direct specialized instruction, and copy full ‘at’ words on their hat, and use self-opening scissors.

'At' and 'Et'	Each student receives an 'At' and 'Et' Activity Sheet and matches each word to the correct rhyme family. Students then write and draw two words that end in 'at' and 'et.'	Students use pictures and tap the 'at' and 'et' words, identify less words in each rhyme family, or use a verbal visual timer.
Suessville	Students visit the Suessville website and complete the "Fox and Socks" activity.	Students visit the Suessville website and complete "Fishing for ABC's" activity, or complete specialized direct reading.

Day Three – Horton Hears a Who!

Standards Addressed: 1, 2, 3, 5, 9

1. Students listen and follow along to *Horton Hears a Who!* by Dr. Seuss.
2. Then, ask students what character or animal is in *Horton Hears a Who!* and what characters or animals are in *The Cat in the Hat*.
3. Using the SMART Board, compare and contrast an elephant and a cat. Encourage students to think about how they are similar and how they are different.
4. Then, divide students into three groups based on current guided reading levels and rotate through the following stations. Students with disabilities rotate based on their current guided reading levels or their social emotional needs.

Station	Description	Differentiation for Students with Special Needs
Similarities and Differences	Using the Similarities and Differences Activity Sheet , students dictate and write two sentences about the similarities and differences between elephants and cats. Then, students draw a picture of their favorite character from either <i>Horton Hears a Who!</i> or <i>The Cat and the Hat</i> , and write two sentences explaining why. Encourage them to use details from the text to support their answer.	Using the Similarities and Differences Activity Sheet , students dictate and copy two sentences about the similarities and differences between elephants and cats. Students are guided by sentences on the board such as "Cats and elephants both have _____" or "I like cats because _____" and use a word bank.

<p>Rhyming</p>	<p>Students play a rhyming game with flash cards. Students name the picture on one card, and match the picture to a different rhyming word.</p>	<p>Students match a picture of a word to the same corresponding written word, match a written word to a picture of a corresponding rhyming word, or match a written word to a word given verbally.</p>
<p>Seussville and Rhyming Practice</p>	<p>Students visit the Suessville website and complete “Fishing for ABCs” or “Fox and Socks” activity.</p>	<p>Students practice rhyming words with directed specialized reading focusing on the ‘at’ rhyme family.</p>

Day Four – One Fish, Two Fish, Red Fish, Blue Fish

Standards Addressed: 1, 2, 7, 8

1. Read *One Fish, Two Fish, Red Fish, Blue Fish* by Dr. Seuss. As you read, ask students to listen for color words, number words, and rhyming pairs. Pause every few pages, and ask students if they heard any of these words or pairs.
2. Then, use the SMART Board and picture cards to practice rhyming as a class.
3. In pairs, students match number symbols with the corresponding number word using the **Goldfish Count Activity Sheet**.
4. Next, give each student a bag of colored Goldfish snacks and have them complete the **Graphing Goldfish Activity Sheet**¹. Students may eat the Goldfish only when they finish their activity.

**Seuss on the Loose
in the Co-Taught Classroom**

During Day Four, the general education teacher rotates through the classroom as students complete each activity, while the special education teacher works with her students at a separate table. During the Goldfish Count activity, special education students use tactile numbers to practice writing numbers. For the Graphing Goldfish activity, create an “If/Then” visual reminder that “If you finish your work, then you can eat the Goldfish.”

¹ Teachers Pay Teachers. *Thing2's Treasures*. Retrieved from <https://www.teacherspayteachers.com/Store/Thing2streasures>

Day Five – Green Eggs and Ham

Standards Addressed: 1, 2, 3

1. Students listen to *Green Eggs and Ham* by Dr. Seuss. Once the book is complete, ask students about the characters, including what foods they did not want to eat, and the places where they did not want eat. Be sure students support their answers with evidence from the text.
2. Then, divide students into three groups based on current guided reading levels and rotate through the following stations. Students with disabilities rotate based on their current guided reading levels or their social emotional needs.

Station	Description	Differentiation for Students with Disabilities
'I Do Not Like'	Students complete the 'I Do Not Like' Activity Sheet and cut out magazine pictures or grocery ads of items the characters in the book did not like to eat.	Students use a visual help box to complete each step of the activity, use verbal cues to complete each step of the activity, or highlight words in magazines instead of cutting out pictures.
Rhyming Practice	Give students an activity sheet with four rows of pictures with four pictures in each row. In each row, have one picture that does not rhyme with the other pictures. Students then circle the picture that does not rhyme. For example, a row may have a picture of a dog, log, frog, and star, and students circle the star.	Give students an activity sheet with four sets of four pictures, enlarging one picture in each set. The enlarged picture should rhyme with one of the small pictures in the set. Students will then circle the small picture that rhymes with the large picture in each set. For example, one set may include a large picture of a dog, and three small pictures of a frog, a box, and a house. Students will circle the frog.
Beginning Sounds	Using a magnetic board and colored tiles, students practice changing the beginning sounds of words to create rhymes.	Students practice sight words and phonics using a Specialized Phonics Activity .

<p style="text-align: center;">Seussville</p>	<p style="text-align: center;">Students visit Suessville website and complete “Fishing for ABCs” or “Fox and Socks” activity.</p>	<p style="text-align: center;">Students visit Suessville website and complete “Fishing for ABCs” or “Fox and Socks” activity.</p>
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Day Six – Writing and Conclusion

Standards Addressed: 3, 4, 5, 6

1. Students dress up as their favorite Dr. Seuss character and wear their ‘At’ Family Hat. Parents and grandparents are invited to visit and read a Dr. Seuss book to the class.
2. When guests leave, students complete the **Dr. Seuss Writing Assignment**. Students write the sentence “My favorite book is...” and explain why they chose that book using details from the text.
 - a. Students with special needs use a word bank or dictate their sentences.
3. Students use the **Student Writing Checklist** to self-assess their writing. Students turn in their writing and the checklist to the teacher.
4. Use the **Writing Response Rubric** to assess completed assignments.
5. To conclude the unit, take pictures of each student with their favorite Dr. Seuss book and create a class scrapbook. Have students present their writing, sharing with the class what book they choose and why.