

# #11423 THE CAT IN THE HAT

PHOENIX LEARNING GROUP, 1971 Grade Level: Ps-5 24 Minutes

#### **DESCRIPTION**

# LESSON GUIDE CONTENTS:

Description

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Read Captions Across
America™

"Calculatus Eliminatus"

Word Find

The Cat in the Hat

Caption Script

In this Dr. Seuss classic, a mischievous, singing cat transforms a dull, rainy afternoon into a magical and just-messy-enough adventure for a brother and his sister. This jovial feline trashes the siblings' house searching for his "moss-covered, three-handled family gradunza" and severely upsets the pet fish. Just when the house is in complete disarray, the children's mother returns home. Will the house be clean before she opens the front door? With its simple and often single-vowel vocabulary, the book has been called a must for any child's library.

#### **ACADEMIC STANDARDS**

The Captioned Media Program's (CMP) standards for this lesson guide are listed below. These standards were chosen by professional educators and are hyperlinked to the Mid-continent Research for Education and Learning (McREL) Web site so that you may specify benchmarks for your class in conjunction with this media.

#### Subject Area: LANGUAGE ARTS

- Standard: <u>Uses reading skills and strategies to</u> <u>understand and interpret a variety of literary texts.</u>
- Standard: <u>Uses listening and speaking strategies</u> for different purposes.

# Subject Area: LIFE SKILLS

• Standard: Works well with diverse individuals and in diverse situations.

# Subject Area: MATH

• Standard: <u>Uses a variety of strategies in the problem-solving process.</u>



# Subject Area: PHYSICAL EDUCATION

• Standard: <u>Understands the social and personal responsibility associated with participation in physical activity.</u>

## **Subject Area: VISUAL ARTS**

- Standard: Knows how to use structures (e.g., sensory qualities, organizational principles, expressive features) and functions of art.
- Standard: <u>Uses acting skills.</u>

## **INSTRUCTIONAL GOALS**

- 1. To develop rhyming ability by introducing new vocabulary and varied sound patterns. Specifically focus on short vowel sounds and their uses in the English language.
- 2. To utilize drama and imagination to promote conflict resolution, reinforce parental, social, and academic rules, and to develop model interpersonal behavior and skills.
- 3. To cultivate critical thinking through problem-solving visuals and activities that promote awareness for the effect one person may have on others.
- 4. To stimulate artistic abilities and cooperative learning through group activities and creation of artwork.

#### **BACKGROUND**

"I like nonsense, it wakes up the brain cells. Fantasy is a necessary ingredient in living; it's a way of looking at life through the wrong end of the telescope, which is what I do, and that enables you to laugh at life's realities." –Dr. Seuss

The history of children's literature is richly sprinkled with authors who have been able to catalyze a child's desire to read. Dr. Seuss is no exception. When the name "Dr. Seuss" is mentioned, one of the first books ever read as a child will likely come to mind.

Theodor Seuss Geisel, better known to the world as Dr. Seuss, was born in 1904 in Springfield, Massachusetts. His father and grandfather were brewmasters in the city. His mother often soothed her children to sleep by "chanting" rhymes remembered



from her youth. Ted credited his mother with both his ability and desire to create the rhymes for which he became so well known.

Geisel left Springfield as a teenager to attend Dartmouth College, where he first used the pseudonym "Seuss" as contributor to the college's humor magazine. This is the first record of the "Seuss" pseudonym, which was both Ted's middle name and his mother's maiden name.





























































After Dartmouth, he attended Oxford University and then returned to the United States to pursue a career as a cartoonist. Much of his early career activity as a cartoonist was dedicated to designing marketing campaigns for Standard Oil until his focus shifted during World War II. It was during the war that he began working as an editorial cartoonist developing a series of animated U.S. Army training films.

Before his "big break" into children's literature, the first book he published, *And to Think I Saw It on Mulberry Street*, was rejected over 30 times before it was printed by Vanguard Press in 1937. It was the printing and release of *The Cat in the Hat* in 1957 that made him the influential children's book author that he is thought of today. When Seuss died following years of illness on September 24, 1991, he had written and illustrated 44 children's books. His books have been translated into more than 15 languages and over 200 million copies have been sold internationally.

#### **BEFORE SHOWING**

- 1. Ask the students what they know about Dr. Seuss. Most students will probably mention *The Cat in the Hat* book or character, Seuss's rhyming schemes, and his fabricated words. Add to their input until they are ready to view the production.
- 2. Discuss fun rainy-day activities. Ask the students to cut large raindrop shapes out of construction paper. Have them list their favorite rainy-day activities on their raindrop. Encourage them to decorate their cut outs. Display each student's raindrop on a bulletin board titled "Our Rainy-Day Ideas."
- 3. Collect various pictures of hats and place them around the room. Discuss each hat and ask the students when and where they might wear the hat. If appropriate, ask how to say the word "hat" in other languages.
- 4. Discuss the importance of following the rules set forth by parents and teachers. What are some rules about strangers? About people being in the house when parents aren't home? What are some chores? What should kids be responsible for in their homes? At school?
- 5. Discuss how it can take courage to tell some things to parents.

#### **DURING SHOWING**



- 1. View the media more than once, with one showing uninterrupted.
- 2. Pause the media after significant events, including any literary, visual, mathematical, or theatre elements, to address them specifically.
- 3. Give students time to write down everything mentioned.































































#### **AFTER SHOWING**

#### **Discussion Items and Questions**

- 1. What words describe the Cat in the Hat, Krinklebein (the fish), the brother, and the sister?
- 2. What should someone do if there is an emergency? What did Krinklebein do?
- 3. Explain what the children could have done to convince the Cat in the Hat to leave.
- 4. Notice that the conflict between Krinklebein and the Cat in the Hat leave the children caught in the middle. Discuss feelings expressed by the characters in the story. How does each seem to feel about the Cat in the Hat's tricks? Ask students to describe how they would feel in the same situation.
- 5. Brainstorm with the students as to what the children should have done when the Cat in the Hat entered the home without permission. How does this apply to being home without parents?
- 6. Discuss root words. How did Seuss create new words by manipulating root words?
- 7. Was the "moss-covered, three-handled family gradunza" ever lost? What evidence in the production suggests the answer?

## Applications and Activities

- 1. Draw what a "moss-covered, three-handled family gradunza" might look like. Generate a narrative focusing on its potential uses and the characters that might use it.
- 2. Create a book or play that would continue the story. What would the boy and girl say to their mother? Would Krinklebein be able to talk to her as well? If so, what would he say? How would the mother react?
- 3. Make edible hats by layering white frosting and gummy Lifesavers on circular crackers. Alternate the Lifesavers and the frosting so the "hat" looks like the Cat in the Hat's.
- 4. Let the students draw their favorite character, including their favorite quotes from him/her. Make a graph to see which Dr. Seuss character was most liked by the class. Why was this character chosen over the others?
- 5. Use a Venn Diagram to compare and contrast the fantasy world of *The Cat in the Hat* to the real world. What events were safe in the production that might not be safe in real life?
- 6. Come up with interesting words that may explain how to get something done. Just as the Cat in the Hat invents "calculatus eliminatus" as a way to find something that has been lost, create new words that describe how to clean up a room or complete homework.
- 7. Use Dr. Seuss characters and invented words to generate math word problems for students to solve.



















































- 8. Complete the "Calculatus Eliminatus" Word Find.
- 9. Give the students a copy of <u>The Cat in the Hat Caption Script</u>. Ask them to individually circle words they do not know, or provide a vocabulary list for review. Once this has been completed, break the students up into groups and ask them to help each other define the words. If the words are invented (such as "gradunza" and "thwertled"), ask them to generate their own definitions based on context clues in the sentence. Share with the class.

#### **RELATED RESOURCES**

## **Captioned Media Program**



To search the CMP media library for related titles, click on <a href="CHILDREN'S LITERATURE"><u>CHILDREN'S SONGS</u></a>, <a href="DR. SEUSS">DR. SEUSS</a>, <a href="ECONOMICS"><u>ECONOMICS</u></a>, <a href="MATHEMATICS"><u>MATHEMATICS</u></a>, <a href="PERFORMING ARTS"><u>PERFORMING ARTS</u></a>, or <a href="click here"><u>click here</u></a> to enter your own keyword.

#### World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

## • DR. SEUSS ACTIVITY PAGES

Focuses on the books *The Cat in the Hat; Oh, the Places You'll Go!;* and *Green Eggs & Ham.* This page has many fun and educational activities for young students.

- "GO, CLASS, GO: USING DR. SEUSS IN EARLY READING INSTRUCTION"
   Presents methods researched by Tamby Allman using Dr. Seuss's books as a way to help young deaf and hard of hearing students develop reading comprehension; she discusses activities and her own research.
- ID, EGO, AND SUPEREGO IN DR. SEUSS'S THE CAT IN THE HAT

  Presents a deeper reading of The Cat in the Hat. Designed for older students, the lesson plan has interactive instructional graphics, but can be tailored to meet the standards for a younger class.

PRESCHOOL DR. SEUSS ARTS AND CRAFTS
 Involves several books by Seuss. This teacher-generated site has a variety of lessons for the preschool scholar.

## • SEUSSVILLE

Loaded with games, historical context, and information for kids and adults alike. This is the official Dr. Seuss Web site.



Includes reading, math, science, and reasoning activities that feature Seuss characters. This Web site is dedicated to creating an interactive learning

environment that focuses on fun and education.



- <u>TEACHING SHORT VOWEL DISCRIMINATION USING DR. SEUSS RHYME</u> Uses rhyming words from Dr. Seuss books to help identify rhyme and vowel sounds; focuses on short vowels *u* and *o*.
- THEODOR SEUSS GEISEL—"DR. SEUSS" BIOGRAPHY
   Visit the Dr. Seuss National Memorial Sculpture Garden right in your classroom! This Web site is full of information on Dr. Seuss, his characters, and what has been done to honor Seuss's memory.

#### READ CAPTIONS ACROSS AMERICA™

Reading is an integral part of a person's life, but we all know reading fluently takes practice. The National Education Association's (NEA) "Read Across America" is an event that calls for every child to celebrate reading on March 2, Dr. Seuss's birthday.

But that's not all! In 2006, the CMP partnered with the NEA to create Read Captions Across America™, the nation's first reading event that emphasizes the importance of captioned media as a reading tool. We encourage teachers to support the CMP and its focus on increasing literacy by showing captioned media in their classrooms.

Join in on the fun by having your own Read Captions Across America<sup>™</sup> event. To learn more, click on the links listed below.



#### For the Classroom

- RCAA E-ZINE
- RCAA RECOMMENDED MEDIA LIST
- RCAA ACTIVITIES PLANNER
- <u>"READ CAPTIONS ACROSS</u> AMERICA!™"

## **Promotion Information**

- RCAA PROMOTING GUIDE
- RCAA FLYER

• LOGOS AND GUIDELINES

















# "Calculatus Eliminatus" Word Find

Name: \_\_\_\_\_ Date: \_\_\_\_

Find the words from <u>The Cat in the Hat Caption Script</u> in the word search below. Find all the words you can first. Then, if you are having trouble, try eliminating letters you know cannot make any of the words you have left.

S Ε U S S U S S Υ Ε Μ V W Ζ R Ρ D Ρ Η  $\Gamma$ Ι Y Ε Ε НХ ΑМ Τ Ν U  $\mathbf{F}$ В С Α R Α Κ S Υ Υ Ε V Τ F W Ν UFMR Υ Ι  $\Gamma$ В G U V Η V S JL  $_{\rm L}$ Η R Υ  $\mathbf{L}$  $\mathbf{L}$ Τ G R N Α Q Η F L Μ 0 Q D U E  $\mathbf{E}$ E U B U

Cat In The Hat
Cat Fun
Hat Messy
Playful Rhyme White
Stripes Dr Seuss

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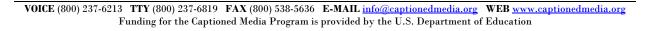






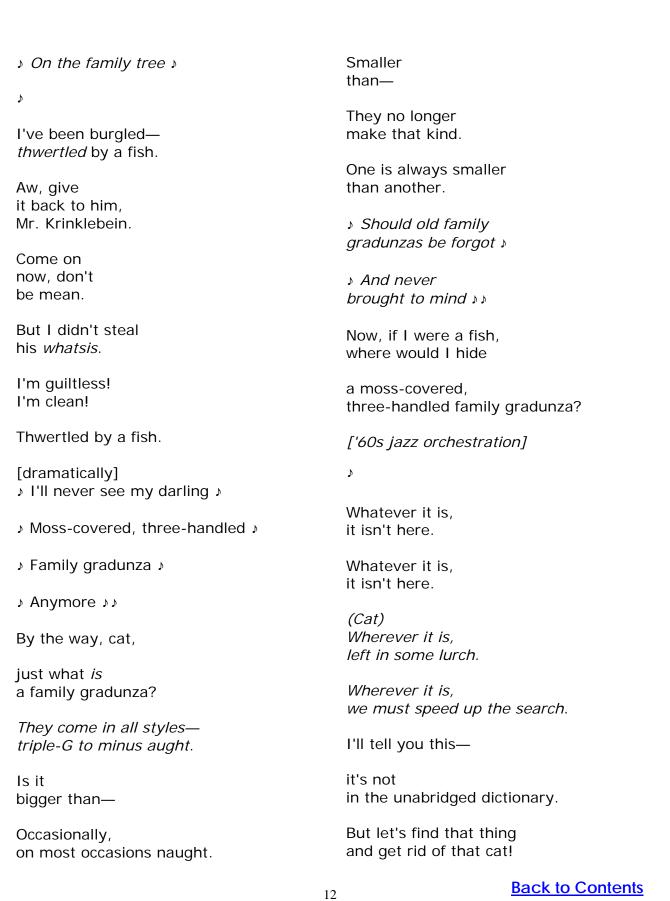
# The Cat in the Hat Caption Script

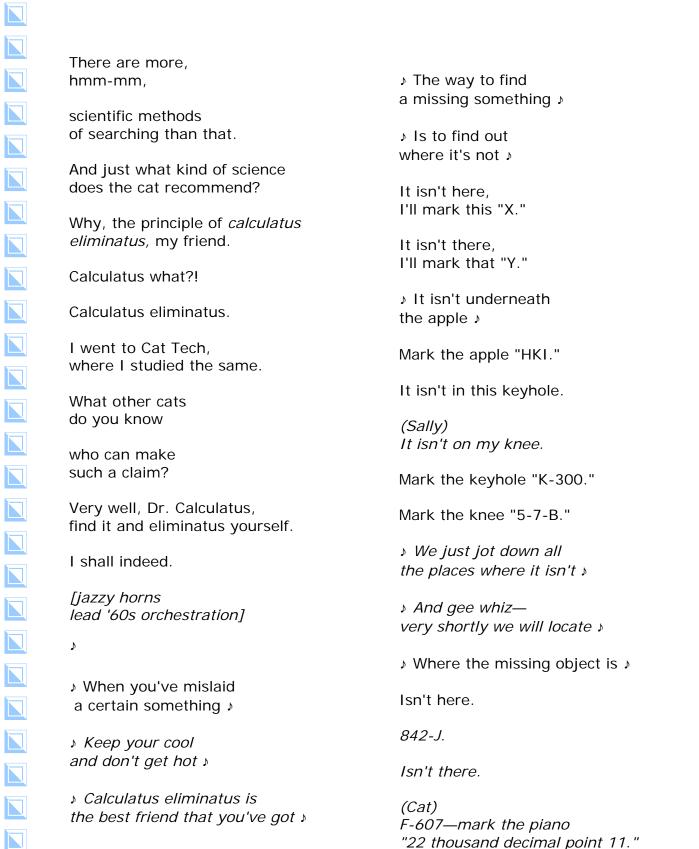
[bells chime with splashes] Nothin' doing... nothing at all. ['60s jazz orchestration] (chorus) ♪ Fun, fun ♪ [playful flute leads strings] When there's nothin' to be done ♪ Nothin', nothin', [thunder rumbling] nothin', nothin' > blam, blam...blam ♪ Absolutely nothin', nothin' ♪ (male narrator) The sun did not shine. ▶ Positively, absolutely ▶ It was too wet to play. Just sit in the house all that cold, cold, wet day. Nothin', nothin', (woman) nothin', nothin' > Goodbye, kids, I'm leaving now. ♪ Nothin' to be done ♪ ♪ Have fun—I'll be back at, (narrator) uh, 3:30 sharp. Nothing to do but sit, sit, sit. (narrator) Just sit Sit by the window. in the house. Just sit there Just sit there and grump. and stew. Then, all of a sudden, And wish something went...bump! there were something— [yawning] something to do. [orchestration builds] Too gooey and dunky outdoors to play ball. **Back to Contents** 



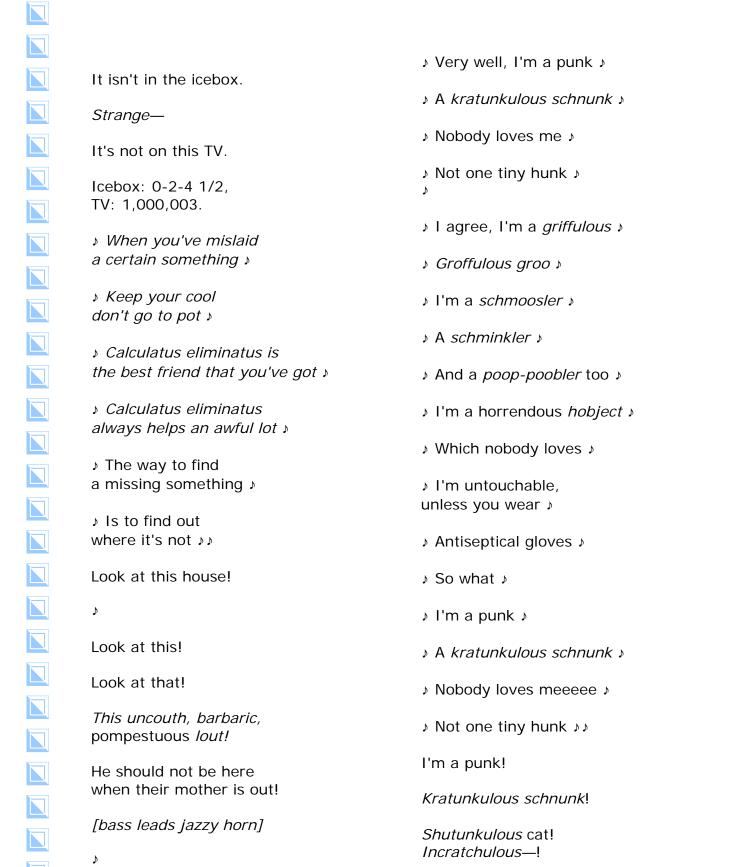
# Captioned Media Program Look! Listen, cat! A cat! I know some In a hat! great tricks. You will note, Listen! I am neat— Your mother won't mind if I do. wiped my feet on the mat. I'm simply itching to show them to you... Thump and to you. [strings race] Out of this house— I'm warning you! Get! [horns rise menacingly] Who's that? I believe that we [orchestration deflates] haven't yet met. The name is Krinklebein— Karlos K. Krinklebein. Why do you sit there like that? Ooh. I know it is wet Please go away. and the sun is not sunny. Tell that top-hatted cat It is damp he should not be about. the sidewalks are runny, He should not be here but I when your mother is out! can't see-My dear Mr. Krinklebein, Listen my tricks are quite safe. why you'd sit I invite you to join there like that. in the fun, if you wish, I know some good with a game that I call, games we can play. "up-up-up with a fish." **Back to Contents** 10 VOICE (800) 237-6213 TTY (800) 237-6819 FAX (800) 538-5636 E-MAIL info@captionedmedia.org WEB www.captionedmedia.org

[strings rise and fall] Ha! Somebody stole my moss-covered, three-handled Put me down! family gradunza! Put me down, you fool cat. Nobody's gonna leave this room until I find it. bup, bup...bup Pardon me, sir, you lost a moss-covered what? Outrageous! Now, let me repeat, and I don't like to shout, Three-handled family gradunza. but he should not be here when your mother is out! Humph. It's up to you kids, So, that's your attitude, whatever you say. eh, Krinklestein? If you think me untrustworthy Did you steal it? send me away. There's a gradunza-snitcher in the house. Well, he is getting 口 the house [tearfully] Things'll never be the same. sort of messy and dirty... and Mother-How dear to my heart Yeah, Mother— Was that beautiful gradunza ▶ back home at 3:30. Ahh, a vote bequeathed to me of no confidence. ♪ That old family gradunza ♪ [flute leads gentle guitar] The old, three-handled family gradunza ♪ I most humbly bow → The old, moss-covered, to the voice of the majority. three-handled family gradunza > Goodbye now off to Siberia. That hung 
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Out! Out! Out! OUT! bleep, bleep ♪ Krinkle-fish, The sandman old fellow, on tiptoes ▶ your little fish nerves Comes creep, are so jumpy-wumpy. creep, creep, creep > Fishenstein, Hush your mouth, poor fellow, shush your mouth > your little heart's Sleep, sleep, going bumpy-wumpy. sleep, sleep ▶ Fishber, old fellow, ♪ Safe in your beddy-bye ♪ I know what you need. Sweet dreams to you > You need a small tranquilizer, With your teddy bear steady by > you do... you do indeed. → Bloo, bloo, Poor, troubled bloo, bloo > Krinkle-fish friend, just relax, close your eyes. → Kitten-fish → Your good ol' ♪ Sleep, baby, sleep ♪ **Uncle Cat** ♪ Bloop, bloop, bloop ♪ will now proceed → Bloop, bloop, bloop → to tranquilize. ♪ Bleep…bleep… bleep ♪ [sung to "Beautiful Dreamer"] ♪ Bleeeep ♪♪ [clarinets punctuate tiptoeing] ♪ Sleep, baby, sleep ♪ Your eyelids are droopy >

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♪ Bloop, bloop, bloop,

[violins swoon]



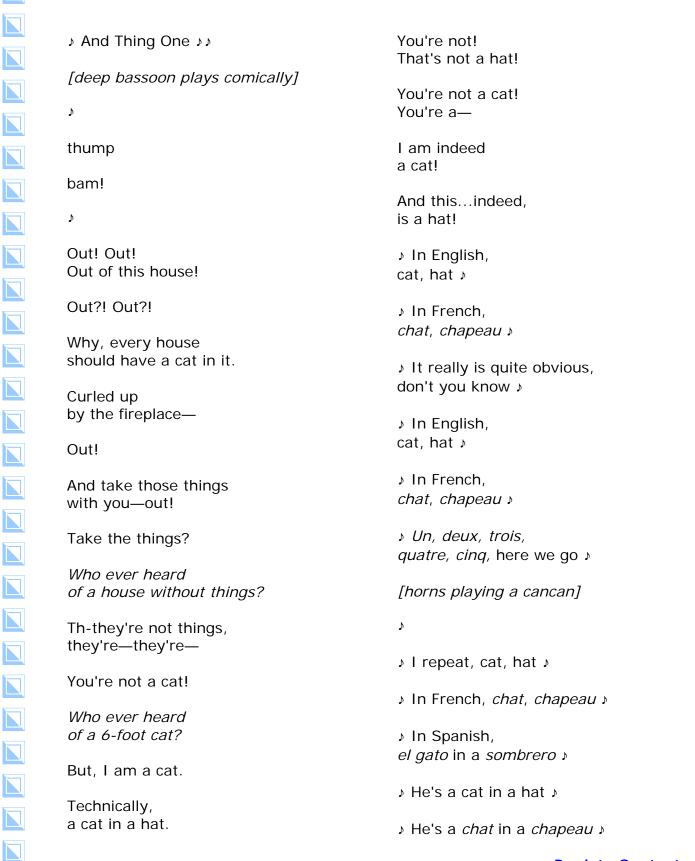


Thank you. 22, 37, 43, 10, 67, 21, 14, 8... hike! crash! dink-a-dink! [footsteps] clomp, clomp...clomp → There's always some fish, some crotchety one > There's always some fish, some blotchety one There's always some fish, some sore-bellied fish > There's always some fish ♪ (Cat) If your nerves are getting nervous ♪ And your house is topsy-turvus > They will both be
 They will be
 They wi at your service on the run > They'll find my
 long-lost, moss-covered ▶ > Three-handled

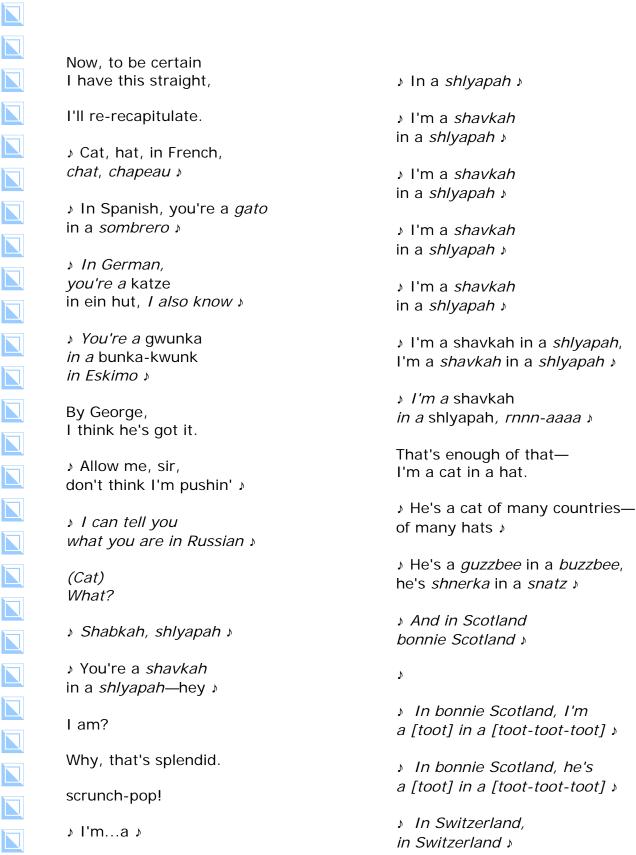
<u>Bac</u>

family gradunza >

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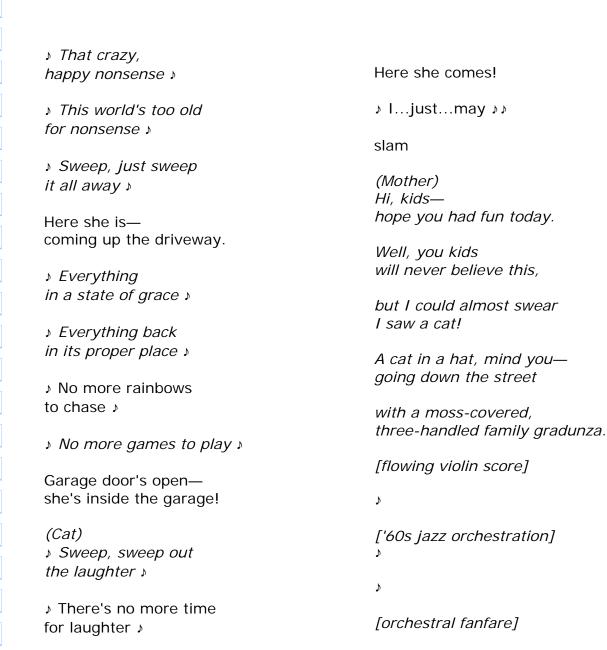






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# Captioned Media Program [car honks] beep-beep, beep ♪ I'm a yodel-yodel-yodel Your mother! in a yodel-ay-ee-hoo ♪ Mother! → He's a yodel-yodel-yodel in a yodel-ay-ee-hoo ▶ Mother! What am I [horns race] A cait Thank you... → And in Holland? → for a fascinating afternoon. A kat in a hoed → What do we do now? He's a cat of many countries, She's passing Mrs. Blumberg's house. a cat of many hats > 口 [strings rise] Many foreign countries and an awful lot of hats > ♪ In *Boogoo-googoo* ♪ Sweep... ♪ he's just darling > Sweep up the memories → He's a scoogoo in a swarling > → Those old, untidy memories → He's a fahska in a fez A fahska in a fez N fahska in a f ♪ Broken, mixed-up memories ♪ He's a wahska in a wez Me He's a wahska in a wez New He's Of what we had one day ♪ Out in Foda-foda, I'm a perk in a pagoda > She's passing Mrs. Thompson's house! I'm a futz in a fedora, how are things in Glocamora (Cat) Sweep, sweep out What a cat the nonsense > in a hat >> **Back to Contents** 21 VOICE (800) 237-6213 TTY (800) 237-6819 FAX (800) 538-5636 E-MAIL info@captionedmedia.org WEB www.captionedmedia.org Funding for the Captioned Media Program is provided by the U.S. Department of Education



Funding for purchase and captioning of this video

was provided by the U.S. Department of Education:

PH: 1-800-USA-LEARN (V).

You know—

She's taking the groceries out!

(Karlos)

I come back >

→ At least, not until after...