

Dr Seuss Literacy Day #2

Principals and leaders read the books to students. Then we had round robin activities. K&1, 2&3, 4&5

Kindergarten- The Foot Book theme: We are all different and it's ok!

foot charades: act out different parts of the book and kids guess and/or match feet to animals

<http://raisingcreativeandcuriouskids.blogspot.com/2012/08/the-foot-book-and-activity.html>

- cards with foot charades
- matching cards
- matching sheet

fizzy footprints <http://www.toddlerapproved.com/2013/02/fizzy-footprints-dr-seuss-virtual-book.html>

- toys with feet
- baking soda, vinegar, food coloring, stirrer, droppers, pie pan, little cups, and paper towels

personal connection to all being different

1st grade- Wacky Wednesday theme: when things go weird, keep going

wacky bingo - bingo cards will have pictures of wacky things from story, different wacky events will be called and kids will cover boxes

- **cards**
- **call out slips**
- **covers for bingo**

create wacky pictures...use magazines pictures, glue to page, decorate around to make wacky... like the what's out of place pictures <http://www.ready-set-read.com/2013/02/wacky-wednesday-by-dr-seuss.html>

- **magazines**
- **scissors**
- **paper**
- **glue**
- **crayons and markers**

personal connection to keep going

2nd grade I can read with my eyes shut Theme: importance of reading, open your eyes to success

make bookmark or make reading glasses/ brainstorm what have we learn from reading, what do we want to learn, I can _____ with my eyes shut

- **pipe cleaners**
- **chart paper**
- **eyes shut paper**

What can we do with eyes shut/ what do we need eyes open. Chart with activities: write, tie shoes, play patty cakes, count to 10, hop on one foot, jump rope, sing a song. Students will test each activity to see if they need eyes open or eyes closed.

- **chart with things to do yes/no or eyes open/eyes shut**

personal connection to reading

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personal connection to reading

3rd grade What was I scared of Theme: being brave, overcoming fears

Draw something scary that turns out to be not scary (fold paper in half- outside something scary, inside what it turned out to be not scary)

- paper
- crayons/markers

Students will need to be partnered together, using teacher if odd number of students. Six sets of partners

will do this event at one time. One of the partners needs to be blindfolded and standing on a circle, the other partner needs to stand behind them. On the signal to begin, the non-blindfolded partner will guide their partner by tapping on their shoulder(s) to indicate what direction they should move. The object of this event is to guide their partner to a pair of “ghost” pants that are the same color as the circle they were standing on **without** any verbal commands/talking. The first pair to locate the right color pants is the winner.

- circles and pants of same color (6 different sets)

personal connection to not being scared

The Sneetches 4th grade theme: everyone has equal value

video <https://www.youtube.com/watch?v=v3yJomUhs0g>

discussion on moral lesson or theme, Students decorate stars with words and phrases that make them different and special/ can put names on stars and pass to others to write positive comments

- construction paper stars
- markers and crayons
- hole puncher
- yarn
- poster with positive phrases and comments

Questions for Philosophical Discussion by **Lena Harwood**

- What makes the Sneetches different from one another?
- How do the Sneetches treat those who are different from them?
- Do you think it is alright to treat those who look different than you differently? What about those who act differently?
- What makes a Sneetch a Sneetch – what makes it different from other animals or things?
- How do you know one thing is different from another thing? Is it based on things you can see, things you cannot see, or both?
- Based on the qualities we chose for deciding what makes something different, are the Star-Bellied Sneetches and the Plain-Bellied Sneetches the same or different?
- Are there things that make people different from one another? Do any of these things make certain people better than others? (Think about physical differences and personality/characteristic differences.)
- Are there any situations in which it is okay to treat two things differently because they are different? Imagine that one person in class is really smart. Should they be treated differently? If not, are there any examples you can think of where you would treat someone differently?
- What makes the Star-Bellied Sneetches think that there is still something different about the Plain-Bellied Sneetches since they now have stars on their bellies?

- If there was something that made the Sneetches different, other than their appearance, would it be okay for them to treat each other differently? Are there any qualities that would make that okay?
- Is there a rule we can apply to determine when it is okay to treat others differently and when it is not? How does this rule apply to the Sneetches? Based on the rule you develop, is it okay for the Star-Bellied Sneetches to treat the Plain-Bellied Sneetches differently?

Play sneetch ball http://www.seussville.com/activities/SNEETCHES_Ball.pdf

- sets of colored stars (5 colors, 5 each color)
- balls

personal connection to not judging, equal value

online game <http://www.seussville.com/games/sneetches/>

- shockwave on the computer in the room
- back up plans

5th grade Green Eggs and Ham theme: always try new things

discuss book, pulls moral lesson that we should always try new things, EGG activity

Brainstorm animals that lay eggs—for example, chickens, geese, turtles, fish, frogs, butterflies, and snakes. Let children work with partners to investigate one of the animals that lay eggs. Write riddles about eggs and the animals that lay them on index cards—for example, “I leave my eggs on a leaf. The leaf will be food for my babies when they hatch!” Draw pictures of corresponding animals to index cards. In Media Center we will display animal cards and let children take an egg, “crack” it open, and match animals to eggs.

- egg carton, plastic eggs
- books or fact sheets about animals who lay eggs
- index cards

<http://egginfo.co.uk/teachers/node/27> - cute game online

<http://www.eurekaalert.org/eggs/game.php> online game

Reiterates lesson of try new things, tries green foods, charts who likes and doesn't like *Children may not have enjoyed a meal of green eggs and ham, but they're probably familiar with lots of other green foods. Brainstorm some, and then have kids taste green foods, bar graph like or don't like.*

- green foods
- charts
- small sticky notes
- pencils

personal connection to trying new things