

a unit for  
**March 2nd**



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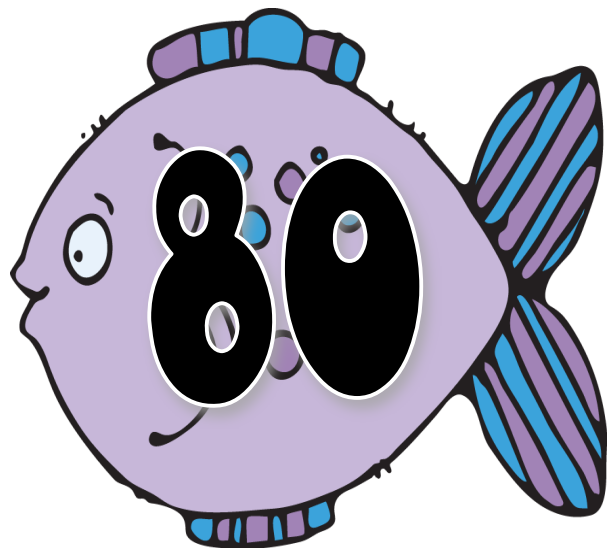
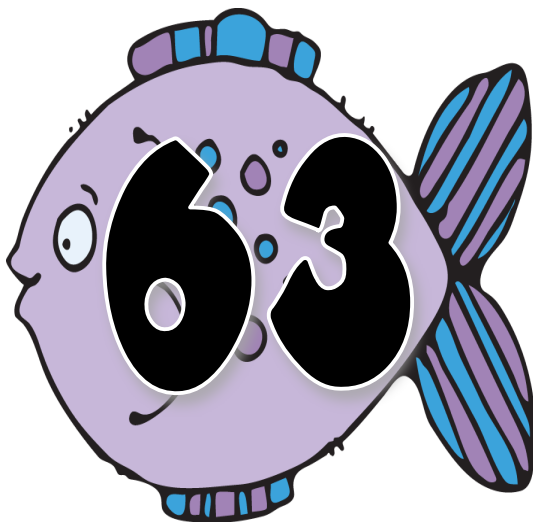
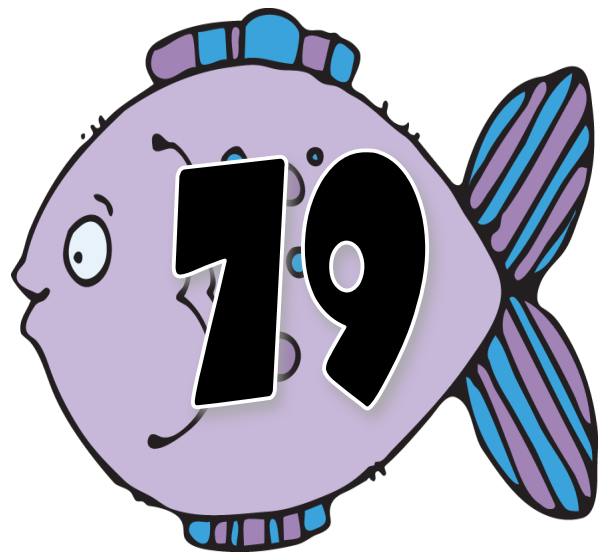
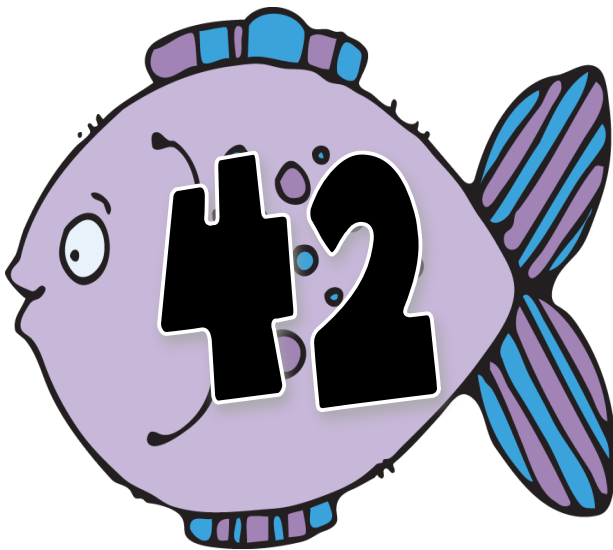
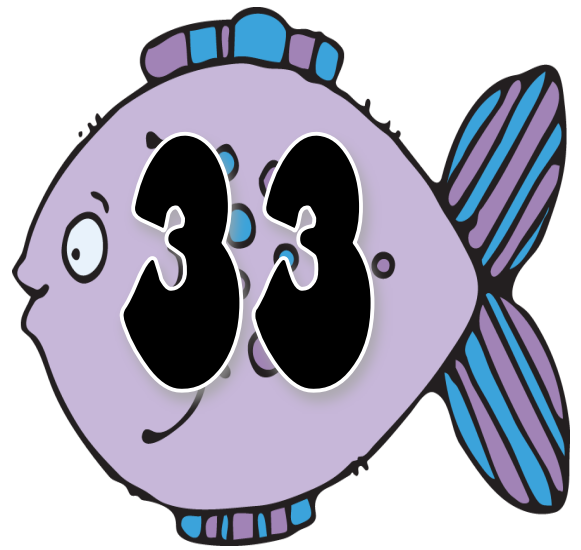
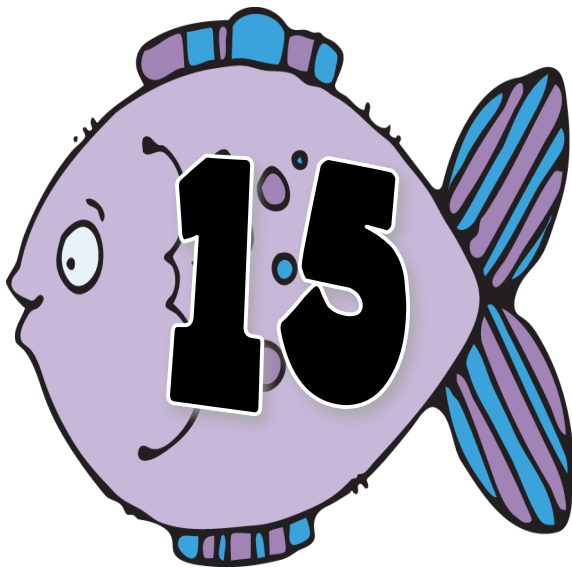
# fish

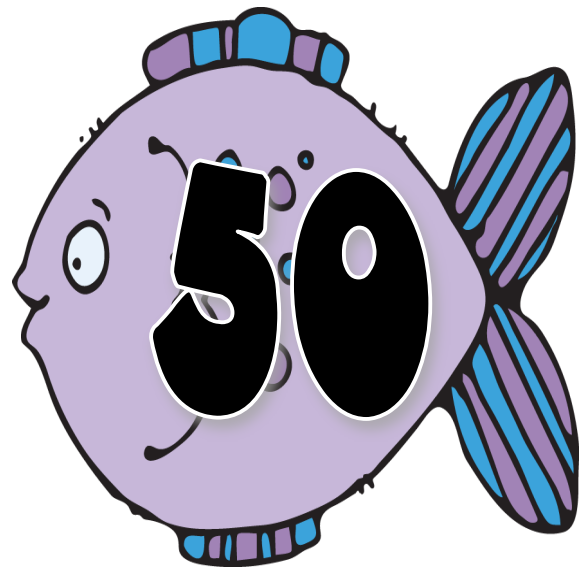
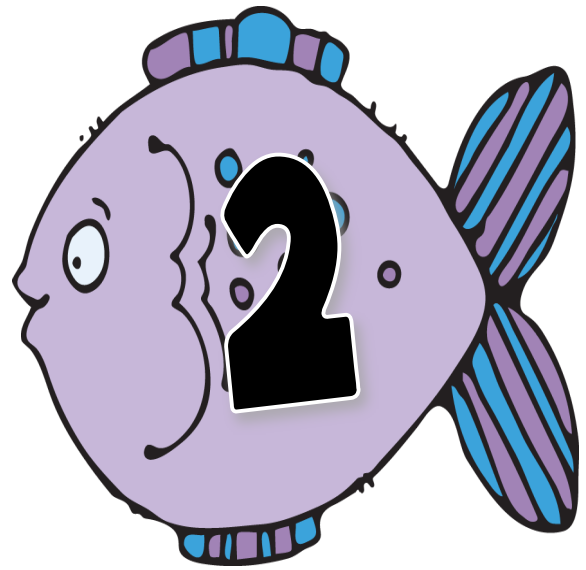
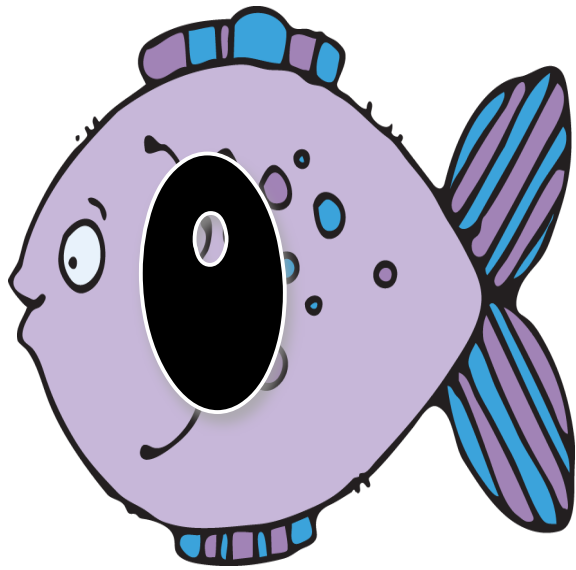
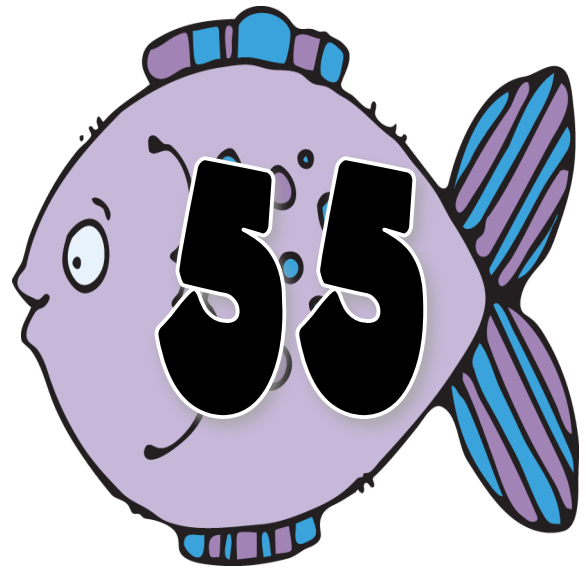
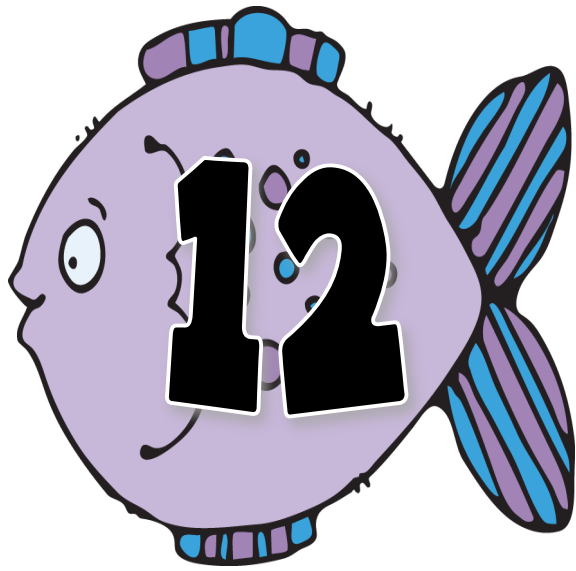
Read the book "One Fish, Two Fish, Red Fish Blue Fish by Dr. Seuss

#1) Number fish-Copy on cardstock, laminate, and cut. The students will match each number fish to the correct number word bowl. After completing, the students will record their answers on the recording sheet.

#2) Goldfish graph-The students will sort and graph their colored goldfish crackers and record on their recording sheet.

#3) Pattern Fish- Make repeating and/or growing patterns with goldfish and record on the following sheet



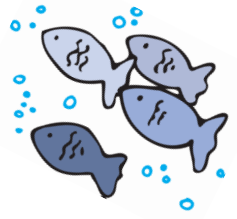






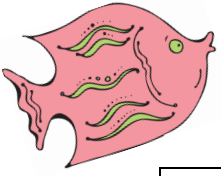
# Fishy Words

Numbers and Number Words



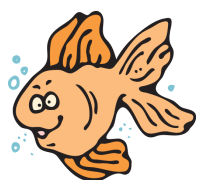
Number	Number Word

Name \_\_\_\_\_



# Goldfish Graph

RED	ORANGE	GREEN	PURPLE	YELLOW



NAME \_\_\_\_\_



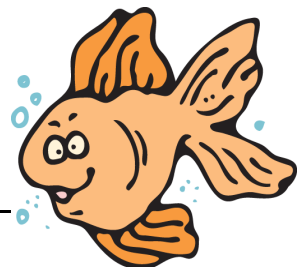
# Goldfish Graph Data

color	Tally	Number
RED		
orange		
Green		
PURPLE		
YELLOW		

Which COLOR had the MOST? \_\_\_\_\_

Which COLOR had the least? \_\_\_\_\_

NAME \_\_\_\_\_



# Pattern Fish



1.



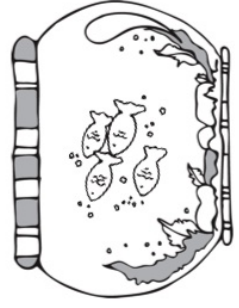
2.



3.



4.



Name \_\_\_\_\_

# Elephant

Read the book:

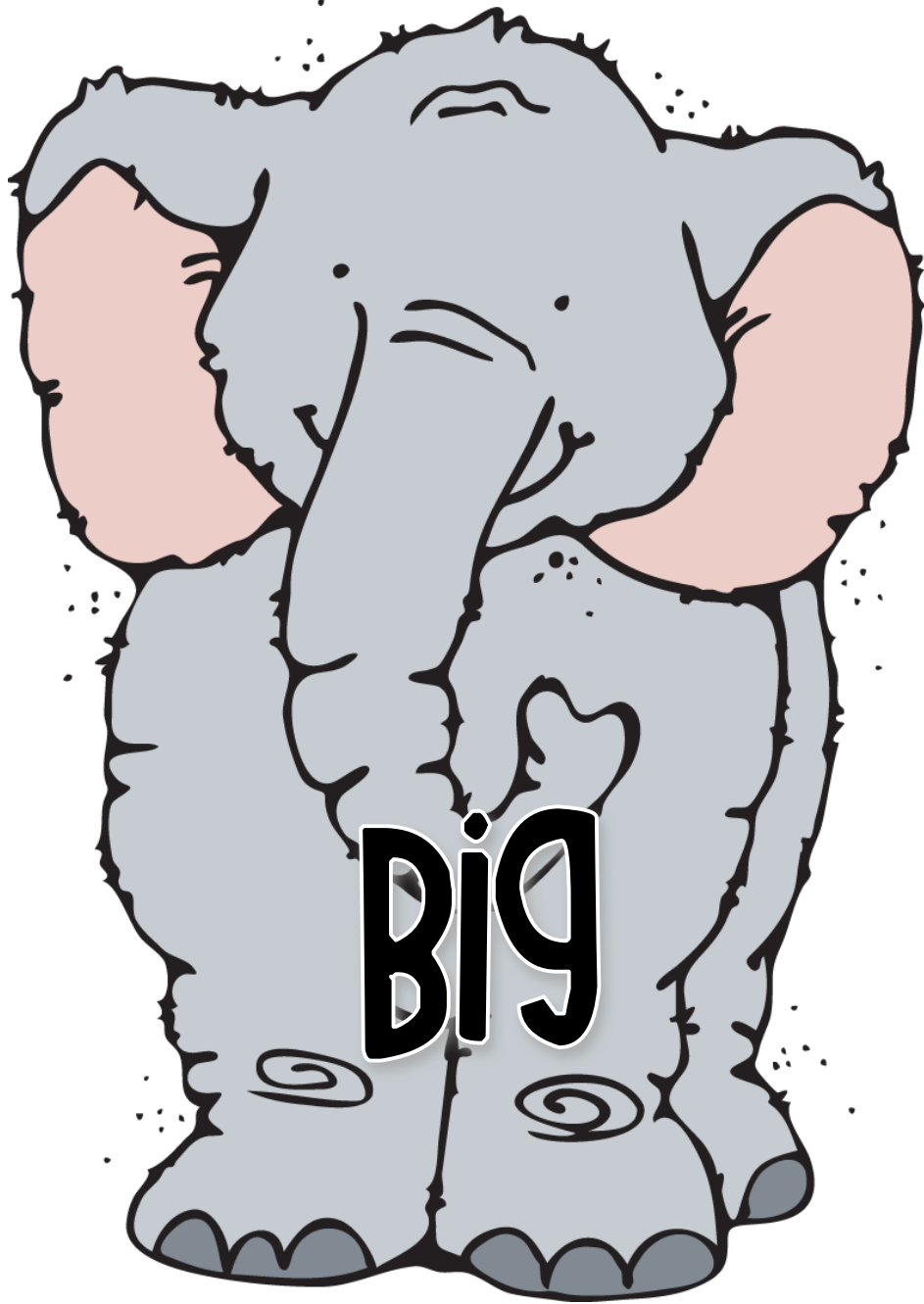
## Horton Hears a Who by Dr. Seuss

#1. This first activity is an introduction to inflections (small, smaller, smallest and big, bigger, biggest). You can have the students line the elephants and flowers in order. Then, the students can fill out the recording sheet by drawing a picture {same thing} in the top 3 boxes according to size and do the same on the bottom 3 boxes. (Example: on the first box, draw a big car, then a bigger car, then the biggest car)

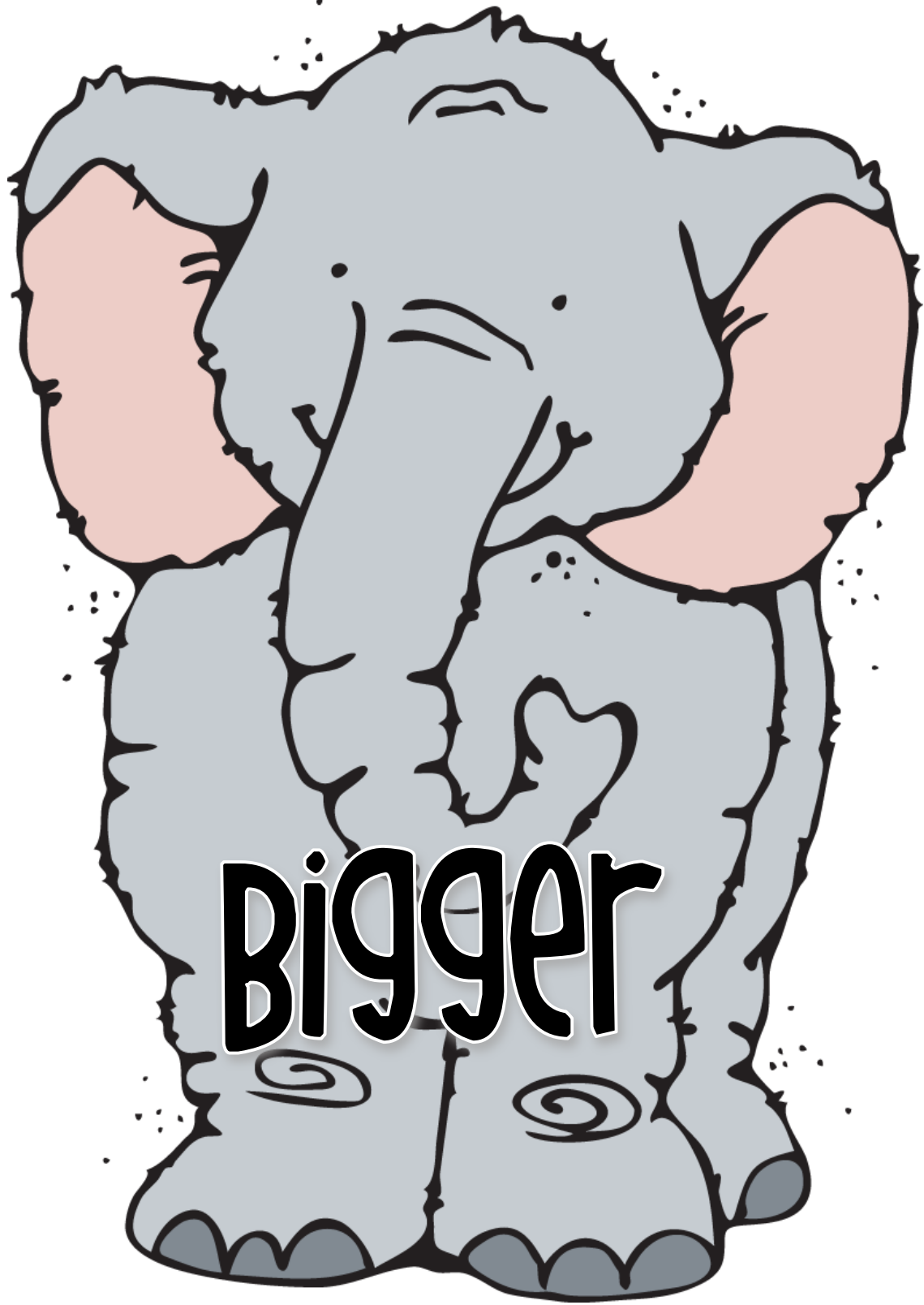
#2. Make your very own specks! All you need is a pencil, medium puff balls, tiny puff balls, and green floral tape (or duct tape) Wrap the pencil in green tape and hot glue a medium puff ball on the eraser. Then, hot glue the tiny puff ball on the top of the medium puff ball. Ta-Da!



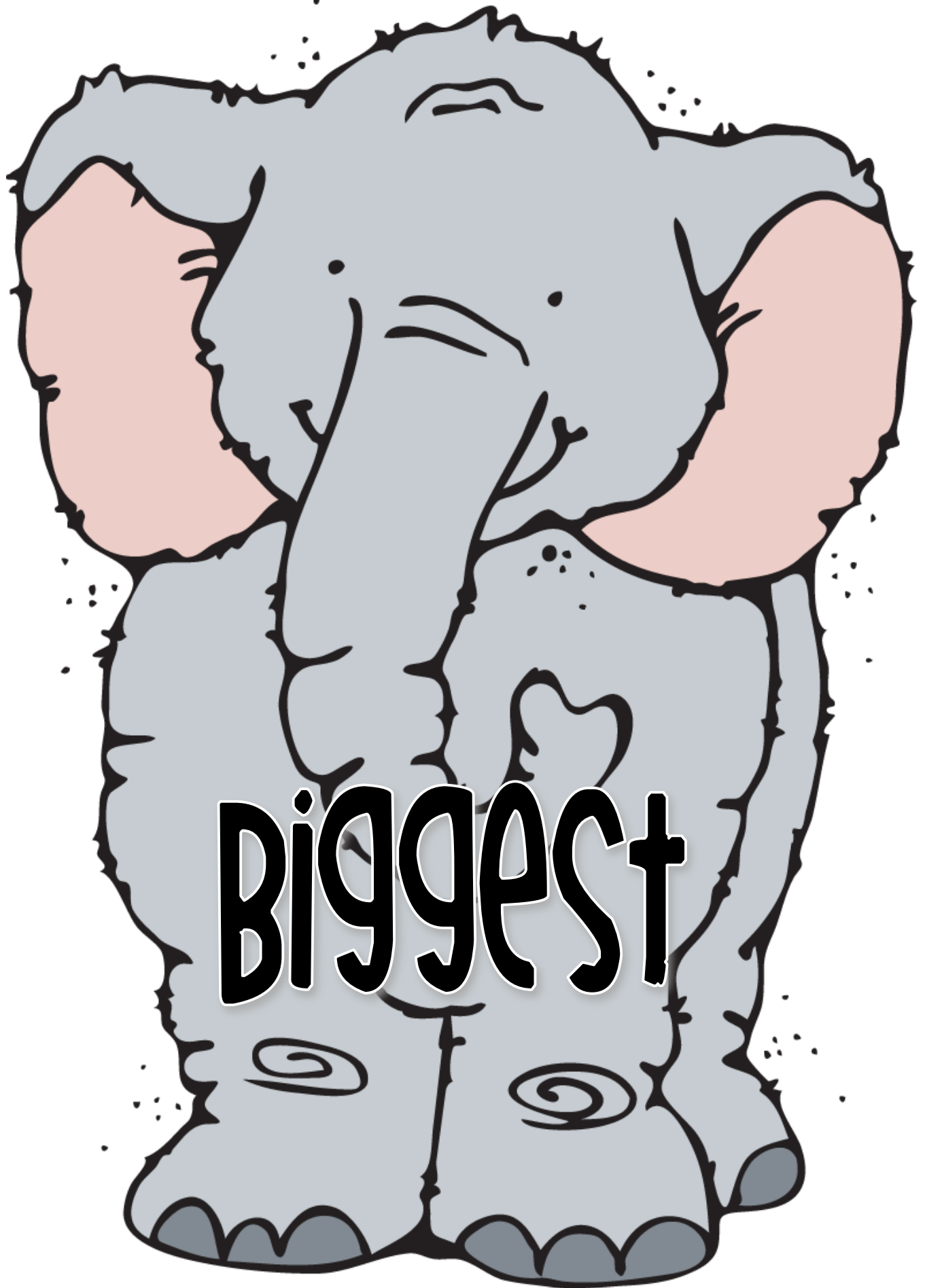
Picture courtesy of [familycrafts.about.com](http://familycrafts.about.com)



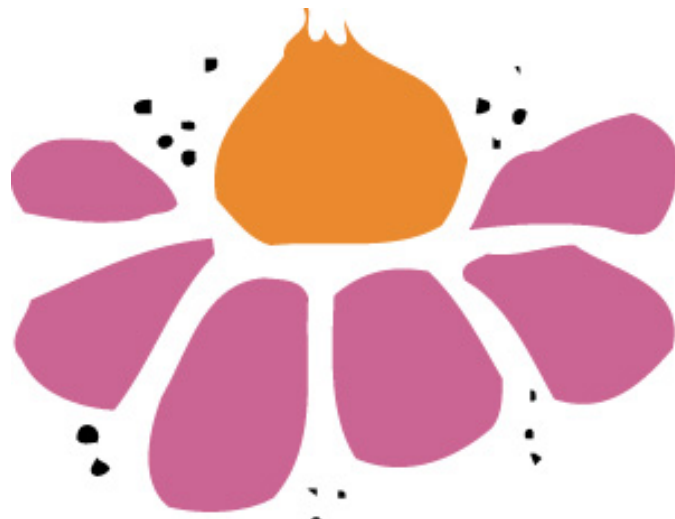
**BIG**



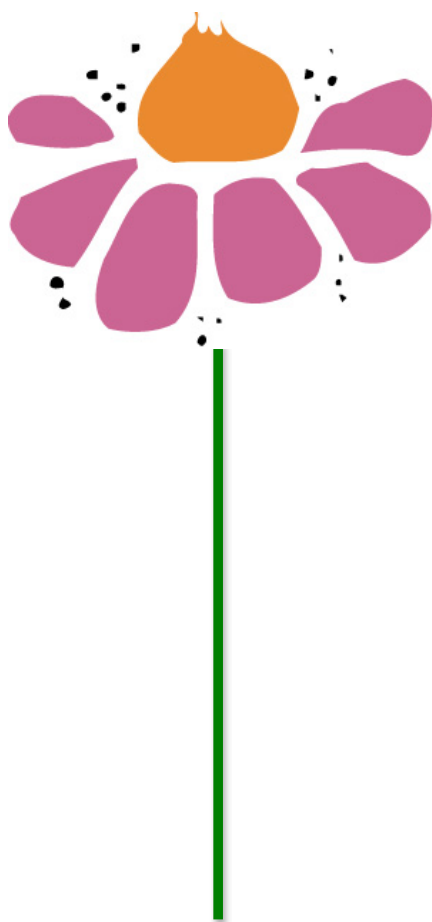
**Bigger**



**Biggest**

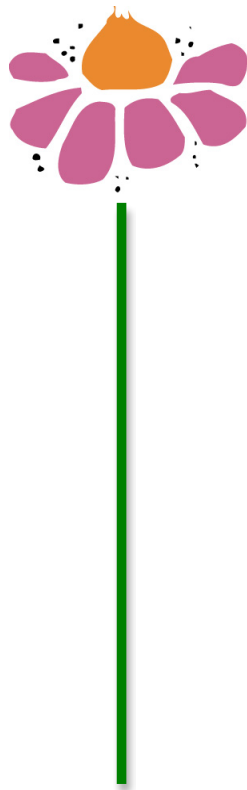


**Small**



**Smaller**





**Smallest**

NAME \_\_\_\_\_

Draw one picture in each box

**Small**

**Smaller**

**Smallest**

**Big**

**Bigger**

**Biggest**

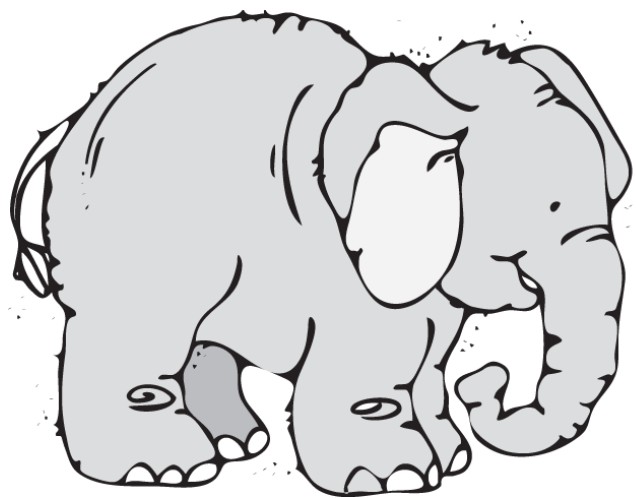
# The Egg Hatching

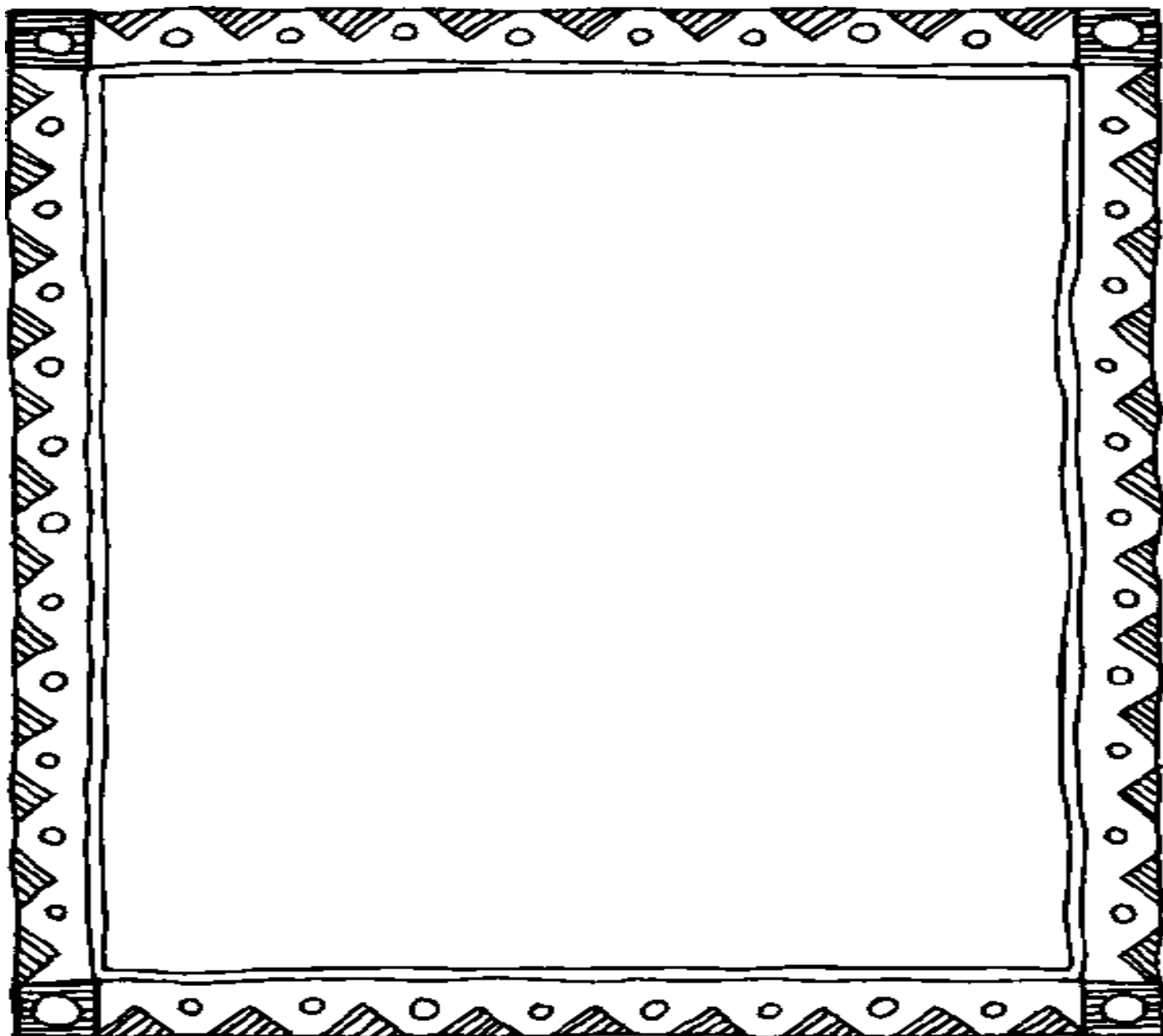


Read the book:

Horton Hatches the Egg by Dr. Seuss

Have the students think of two animals to combine and make a new animal. (Example- a frog + a cow=a frow) The student writes them down on the following sheet and draws a picture of their new animal!





If I crossed a \_\_\_\_\_ with a \_\_\_\_\_,

I would get a \_\_\_\_\_.

By: \_\_\_\_\_

# What's in Your Pocket?

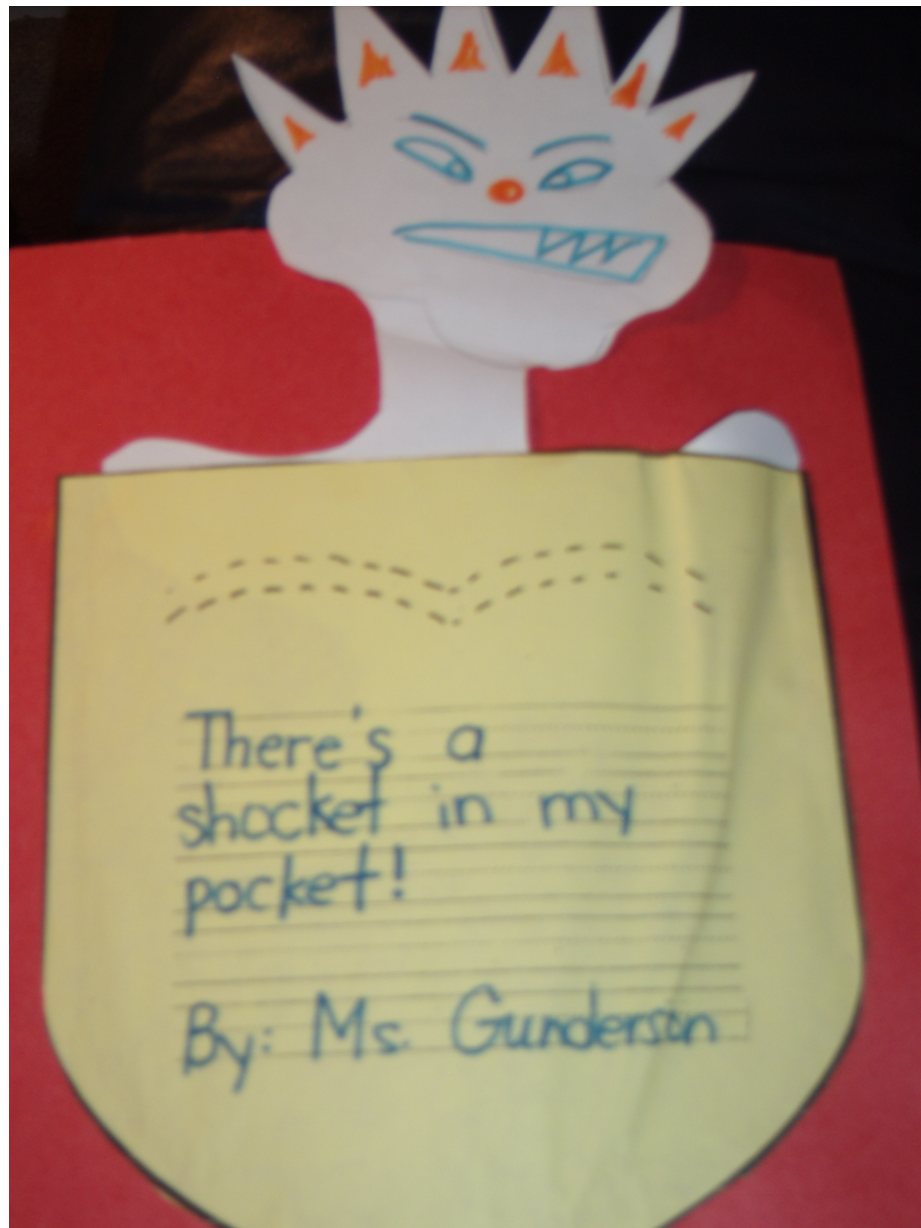
Read the book: *There's a Wocket in my Pocket*

Talk about chunks (word families) and practice finding silly chunks for the "ocket" chunk. Talk about other real chunks that we are familiar with (ad, ight, ike, at, it, an, etc). Brainstorm silly "ocket" chunk ideas on chart paper.

Then, have the students draw a picture of any creature they can think of (following the examples from the book) and draw it on art paper. The student will color and cut out their creature. Then they need to write on their pocket "There's a \_\_\_\_\_ in my pocket!" The word in the blank needs to be silly rhyming word to pocket (examples: socket, tocket, zocket, blocket, nocket). The students cut out their pocket and glue it onto construction paper and stick their creature in the pocket (they glue only the bottom and sides so that the creature can sit in it).

# What's in Your Pocket?

Example



Handwriting practice lines consisting of four sets of solid top and bottom lines with a dashed midline.

**BY:**

\_\_\_\_\_

# CLASS portraits

## & Bulletin Board idea

Read the book: *The Shape of Me and Other Stuff* by Dr. Seuss

Have the students draw a detailed self portrait. Cut the portrait out and glue on a Dr. Seuss hat cut-out {I found mine at the nearest teacher store or you can get them on Amazon}. I have them each make bowties out of construction paper.

I put them on my bulletin board and titled it -

"Oh the faces you'll meet  
without leaving your seat!"



# self portrait example



# Discovering the Properties of Oobleck

## Science

Submitted by: Amy Vincenzini

Email: Vinni53@hotmail.com

Duration: 40-45 minutes

**Description:** In this lesson, students will work with a substance called Oobleck. Children's literature can be incorporated into this activity by reading Bartholomew and the Oobleck by Dr. Seuss. Oobleck has the properties of a solid and a liquid. Students will be amazed at what they see!

**Goals:** The main goal of this lesson is for students to become more familiar with the states of matter, specifically solids and liquids.

### Objectives:

1. Students will observe the movement of Oobleck and be able to compare its movement to that of solids and liquids.
2. Students will be able to state the properties of solids and liquids and compare them to the properties of Oobleck.

### Materials:

- Oobleck (already prepared for students; see directions below)
- pie pans
- newspaper (to cover desks)
- small objects (paper clips, pennies, confetti, marbles, toothpicks, string)
- Bartholomew and the Oobleck by Dr. Seuss

### Procedure:

*Directions for making Oobleck:*

Pour 1 cup of water into a large bowl. Add a few drops of green food coloring. Use your hands to mix in 1/2 cup of cornstarch.

### *Lesson Introduction:*

Begin the lesson by introducing the principles of solids and liquids.

## *Liquid:*

- assumes the shape of the container which it occupies
- is not easily compressible (little free space between particles)
- flows easily (the particles can move/slide past one another)

## *Solid:*

- has a fixed volume and shape (the particles are locked into place)
- is not easily compressible (little free space between particles)
- does not flow easily (the particles cannot move/slide past one another)

Inform students that it is possible for a substance to have both the properties of a solid and a liquid. Read the book Bartholomew and the Oobleck by Dr. Seuss. Discuss what Oobleck is and tell students that they will have an opportunity to experiment with Oobleck.

## *Lesson Focus:*

Divide the students into groups of 4. Have one student from each group come to the front of the room to gather materials. Explain the activity: Students will be free to handle and explore the consistency of the Oobleck. Students will then place the objects given to them (marble, paper clip, penny, confetti, toothpick, and string) in the Oobleck and observe what happens with each.

[ **Author's Note:** The students will discover that the marble, penny, and paper clip sink in Oobleck; the confetti, toothpick, and string float in Oobleck. The students may come to the conclusion that any object will either sink or float depending on its weight. Heavier objects will sink and lighter objects will float.]

## *Conclusion:*

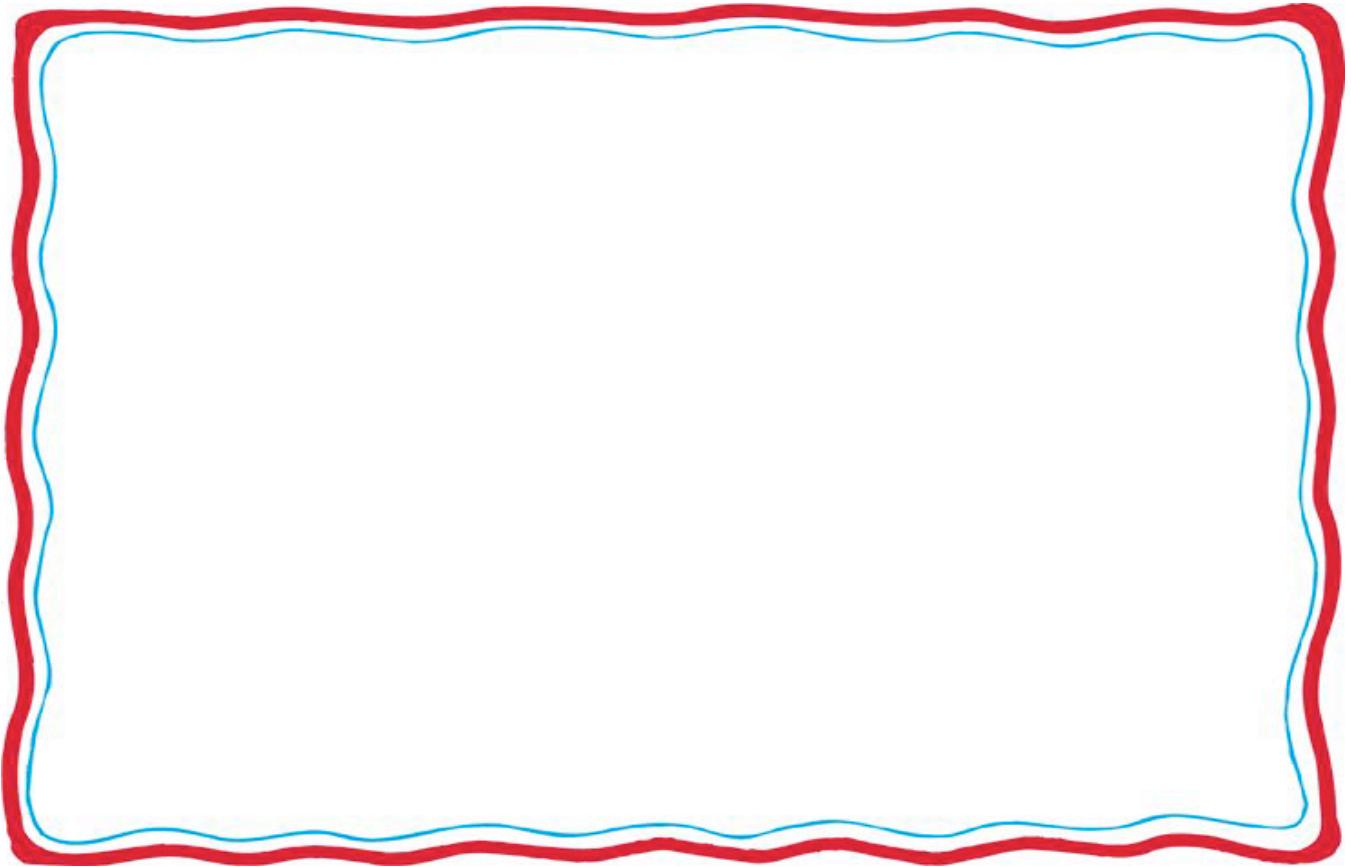
Ask students to share their group findings with the rest of the class. Explain that Oobleck is a non-Newtonian fluid. Introduce the new term non-Newtonian fluid -- a substance that exhibits characteristics of both solids and liquids. A Venn diagram or other chart can be used to compare the Oobleck with a solid and a liquid. In their science journals, have students write about their experiences with the Oobleck.

**Assessment:** Informal observations can be used (i.e. teacher observation of group work). Evaluation can also come from students' responses in their science journals.

☛ You can also record on the following sheet.

# DISCOVERING OObleck

Draw a picture of the experiment



Write about the experiment:

Four sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

NAME \_\_\_\_\_

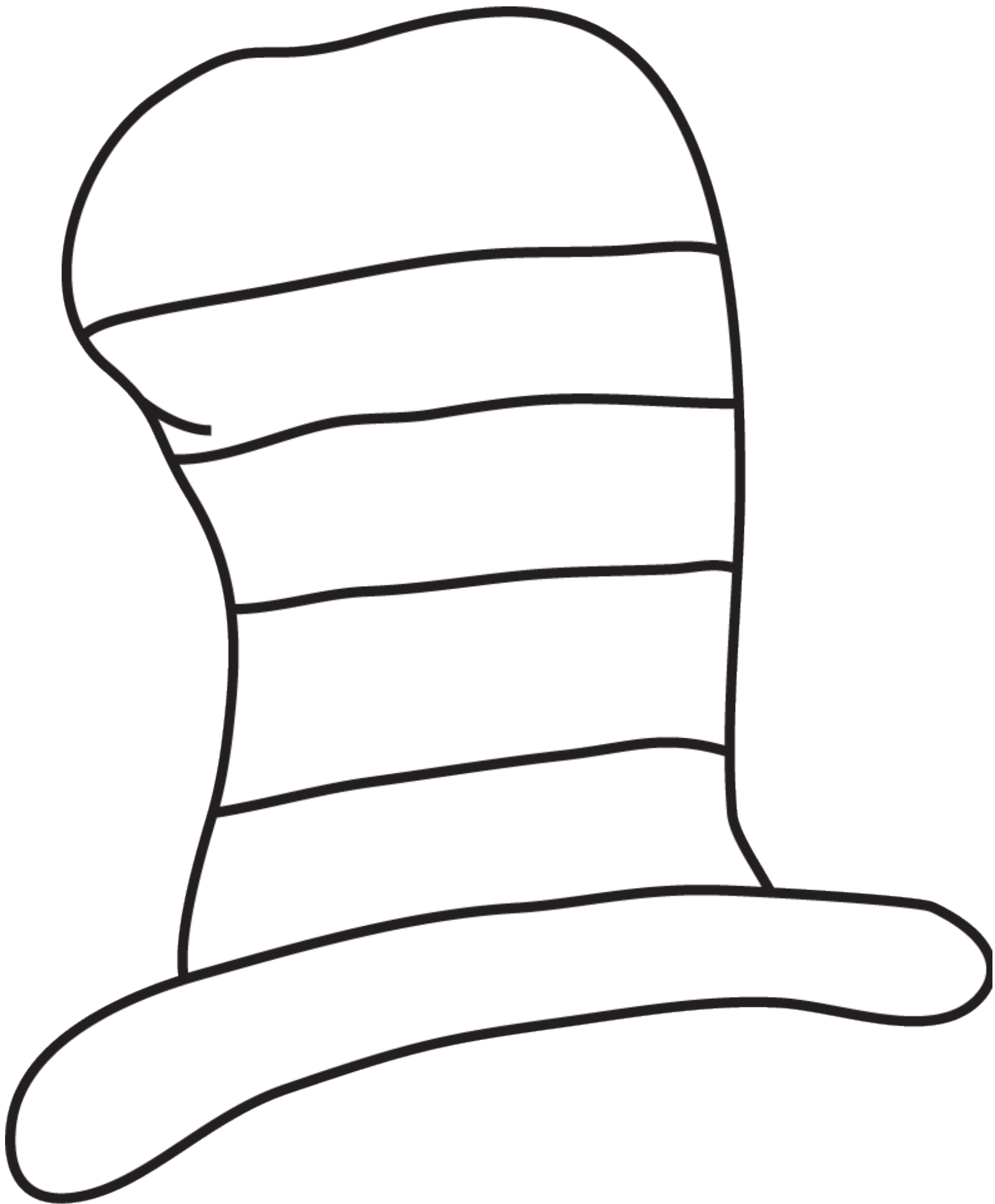
# Cat

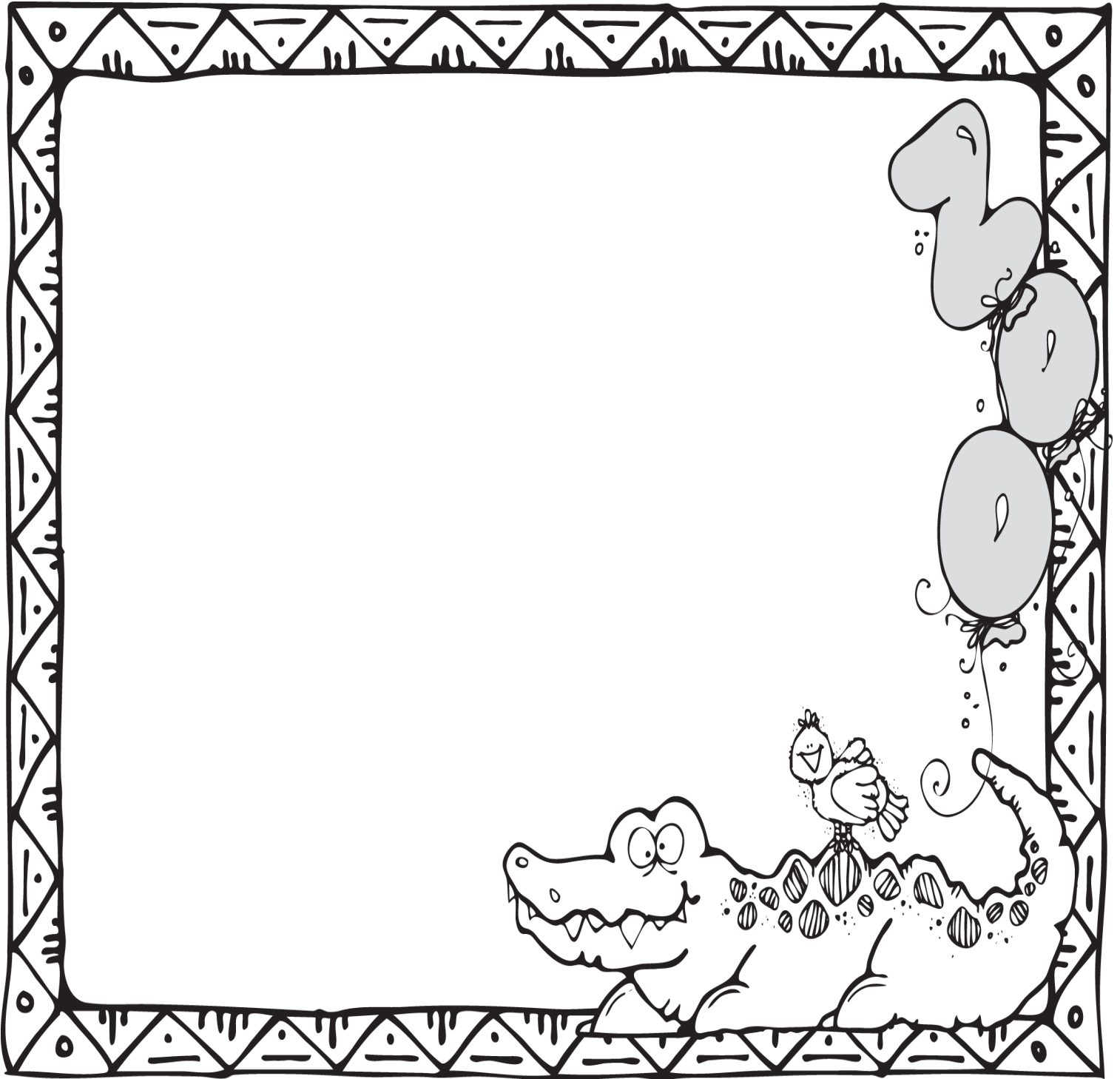
## Art activity

Cut 2X2 squares of red and white tissue paper. Put the end of your pencil in the middle (the end with the eraser) of one square and then wrap the edges of the tissue paper around the pencil. Dip it in glue and glue it onto the hat (on the next page).

Continue until your hat looks like this:







**If I ran the zoo.....**

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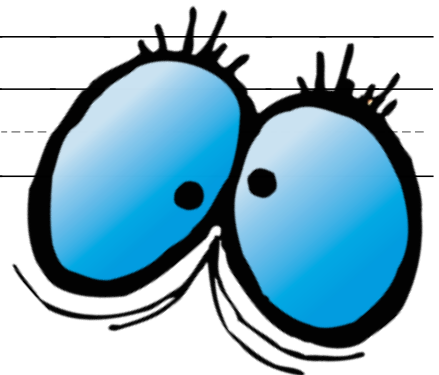
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I can \_\_\_\_\_ with my eyes shut!

Four sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.



By: \_\_\_\_\_



# write around the room!

see if you can find words starting with these letters around the classroom.

**T**he **C**at's **H**at


write 2 sentences using some of the words you found:

1. \_\_\_\_\_

2. \_\_\_\_\_

name \_\_\_\_\_

# Rhyme Time

Find 6 pairs of rhyming words in Dr. Seuss books.

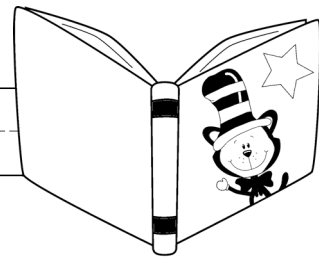

Name \_\_\_\_\_



# DR. SEUSS

## BOOK REVIEW

BOOK Title: \_\_\_\_\_



Draw a picture in each box:

BEGINNING	MIDDLE	END



Circle one



DID YOU LIKE THE BOOK? WHY OR WHY NOT?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

# WORDS FROM A BOOK

Put these words in ABC order by writing the numbers 1-4.

\_\_\_\_\_ lorax  
\_\_\_\_\_ Horton  
\_\_\_\_\_ Grinch  
\_\_\_\_\_ Mullberry

\_\_\_\_\_ Wocket  
\_\_\_\_\_ Ooblecks  
\_\_\_\_\_ Sneetches  
\_\_\_\_\_ Fox

\_\_\_\_\_ Yurtle  
\_\_\_\_\_ Zong  
\_\_\_\_\_ Seuss  
\_\_\_\_\_ Cat

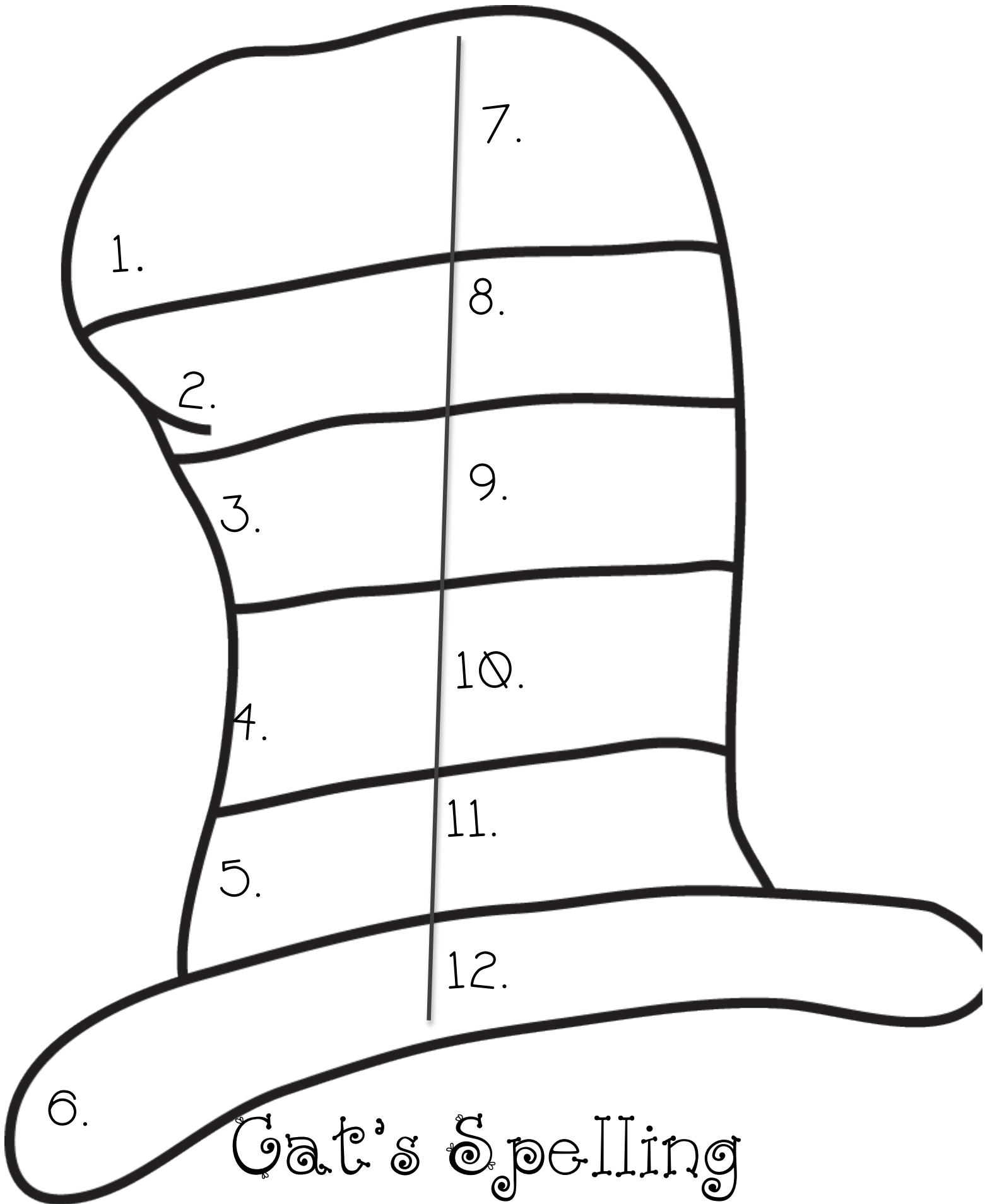


# Cat's Spelling

Hide your spelling words around the room on index cards (or you can buy the cat in the hat cut outs at any teacher store or online).

I like to tape them to the walls.

Have the student walk around with clipboards searching for the spelling words. I mix some Dr. Seuss "nonsense" words in to make sure the students are reading each word before they write them on the recording sheet.



6.

# Cat's Spelling

Name

Name \_\_\_\_\_



# Seuss

## Word Search

d	r	s	e	u	s	s	c	b
z	m	n	j	u	f	i	s	h
l	t	u	r	t	l	e	w	c
v	o	p	l	i	u	g	g	n
h	o	r	t	o	n	v	n	i
s	f	a	a	m	g	j	i	r
a	h	p	o	x	l	k	h	g
r	w	q	r	y	c	a	t	i

Horton

Dr. Seuss

Cat

Hat

Fish

Grinch

Thing

Lorax

Turtle