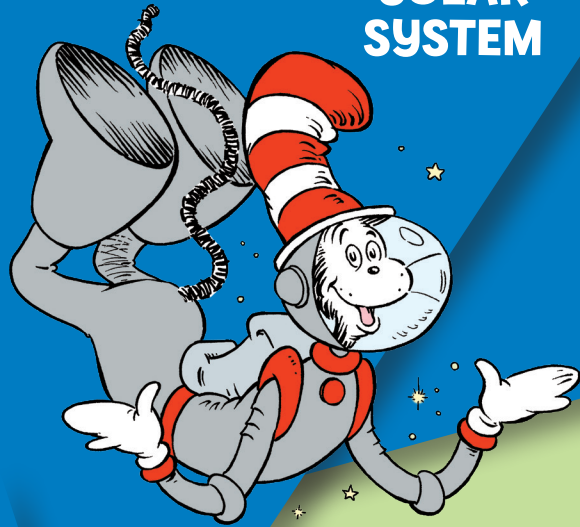


# The Cat in the Hat's Learning Library

All About Our  
**SOLAR  
SYSTEM**



All About  
**DINOSAURS**



All About  
**FARMS**



## Laugh & Learn with Nonfiction from **Dr. Seuss**

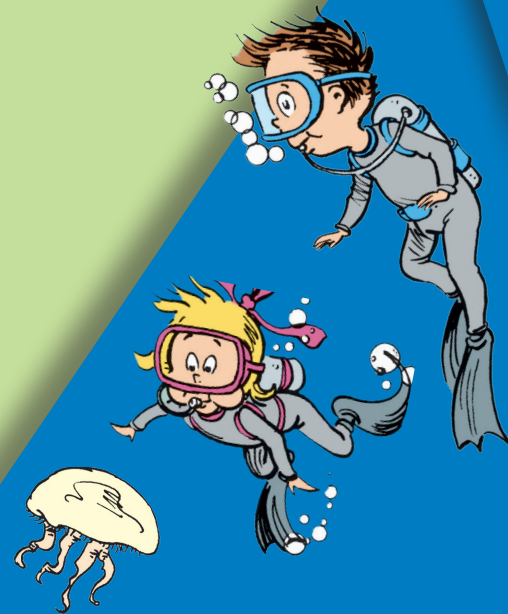
**Dr. Seuss**   
RANDOM HOUSE  
CHILDREN'S BOOKS

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All About  
**INSECTS**



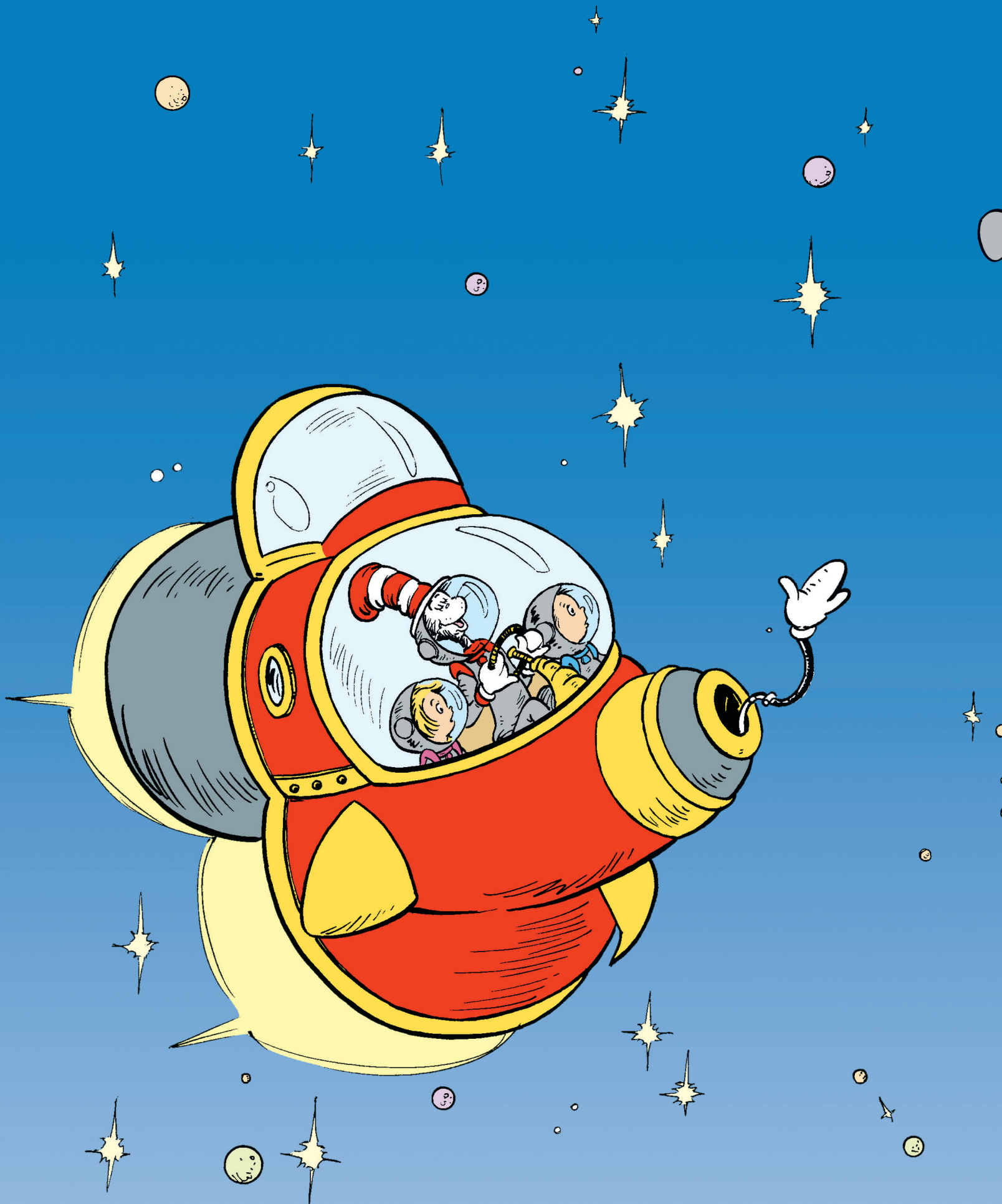
All About  
**SEA CREATURES**



All About  
**DOGS**



# EDUCATORS' GUIDE





# Fun Nonfiction from Dr. Seuss!



Dear Teacher,

Dr. Seuss books aren't just zany fun . . . The Cat in the Hat's Learning Library™ books are also full of super cool facts that enrich kids' minds!

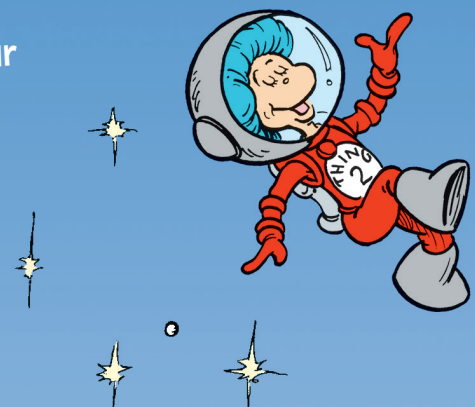
Did you know? The Cat in the Hat's Learning Library™ has more than 35 rhyming and easy-to-read titles that give young readers fun facts about the world we live in and the reading confidence they need!

Invite your students to join the Cat in the Hat, Thing 1, and Thing 2 on exciting adventures as they learn about the vast expanse of outer space to the tiniest creepy-crawly—there's no limit to the things that your students can discover with Dr. Seuss.

This educators' guide includes teaching tips and a printable activity for each book. From a word search to a heart map, the kid-friendly printable activities paired with each book help bring exciting topic to life.

With the Cat in the Hat's Learning Library™, your students will learn to read and read to learn!

Your friends,  
Random House Children's Books

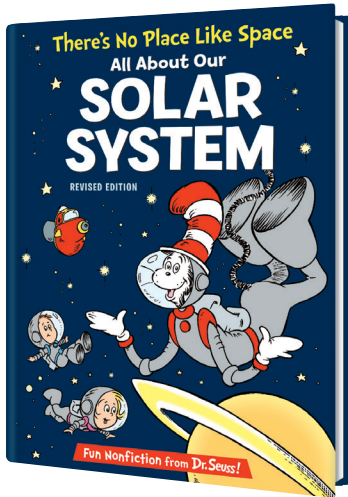


## Praise for the Cat in the Hat's Learning Library™

“The familiar format and entertaining text are sure to appeal to beginning readers.”—*School Library Journal*



# Our Natural World



**About the book:** Sally and Dick blast off into space with the Cat in the Hat along with Thing One and Thing Two to visit the eight planets in the solar system, various constellations including Orion, the Great Bear, and Leo the Lion; and the closest star to Earth—the sun. Fun facts, engaging rhymes, and colorful Seussian illustrations will delight beginning readers and budding astronomers.

**Objective:** Students will learn the names of the planets and where they are located.

**Materials:** paint sticks, various colors of paint, paintbrushes, clothespins, and markers

## Activity and Directions:

### Paint Stir Stick Solar System



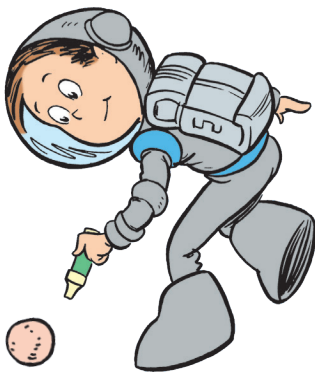
1. Explain to students they will be painting a small picture of each planet in the solar system in response to the book. Revisit the information about the planets by rereading *There's No Place Like Space*. Create a chart listing the planets in order and what is unique about each one. For example, Mars is the color of rust, Saturn has rings, and Neptune is blue. Consult the internet or the NASA Science website at [spaceplace.nasa.gov/menu/solar-system](https://spaceplace.nasa.gov/menu/solar-system) for information about the size of each planet and the order to paint them in. Students can refer to this chart when they begin painting the planets.

2. Have students paint the back and front of the paint stick black or dark blue. Let dry.

3. Using yellow paint, students will paint a picture of the sun at the end of the paint stick.

4. Underneath the sun, students will use various colors to paint each planet, starting with Mercury, followed by Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune. Remind students that the planets are not all the same size and to refer to the information from the chart and the NASA website.

5. While the paint sticks are drying, students will use markers to write the name of each planet on a clothespin. When the paint is dry, students can attach the clothespin to the paint stick next to the corresponding planet.



# 3-2-1 Activity

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

**3 - 2 - 1**

**Three things I learned from *There's No Place Like Space!***

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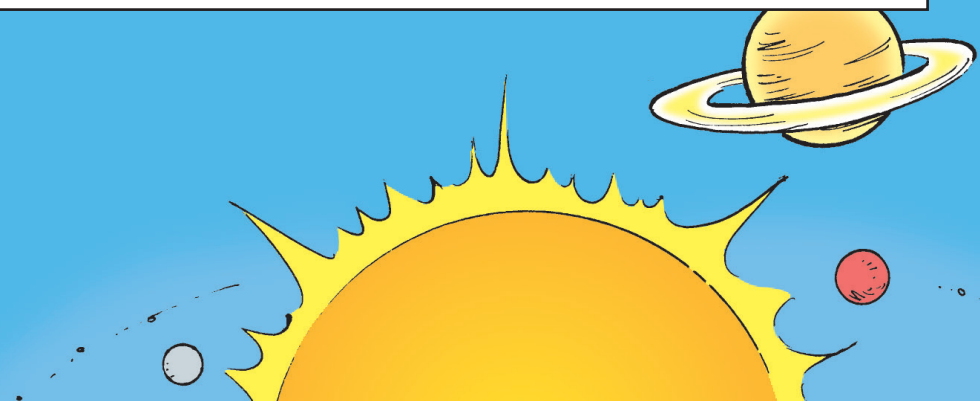
**Two interesting facts about the Solar System:**

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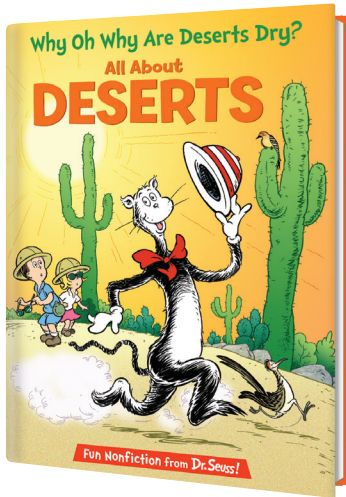
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**One question I have:**

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# Our Natural World (continued)



**About the book:** Why are deserts dry? How do plants, insects, and animals find and store water in these environments? Why is Antarctica considered a desert? Discover the answer to these burning questions as the Cat in the Hat takes Sally, Dick, and readers on a tour of deserts around the world.

**Objective:** Students will discover facts about various cacti to create a pet rock resembling a cactus endemic to North America.

**Materials:** rocks, acrylic paint, mini terra-cotta pots (or sturdy mini plastic cups), black wiggle googly eyes (optional), glue

.....

## Activity and Directions: Cactus Pet Rocks

1. Access the internet or books about the desert to explore with students the different types of cacti that are commonly found in the deserts of North America such as saguaro, balloon, spiny pincushion, barrel, and bunny ears. Discuss the unique features of each cactus.
2. Have students select a rock for their pet cactus by conducting a walk around the schoolyard (if there are rocks nearby) or bringing a rock they find in their neighborhood. Be sure to show students the pots they will be using so they understand the size restrictions for their rocks.
3. Clean the rocks before painting. Provide various colors of green acrylic paint for students to paint their rocks.
4. Once the paint has dried, students can draw markings such as dots, lines, or hash marks that resemble a cactus they learned about in step #1.
5. The final step is to paint eyes on the pet cactus rock or to glue googly eyes for a 3D effect.
6. Display the pet cactus rocks in the classroom. Students can also write down facts such as where the cactus is commonly found, if any animals use it for their home, and any other special facts about the cactus they chose.






# Desert Details

In each box, write down three names of deserts, mammals, plants, reptiles, insects, or birds that were featured in *Why Oh Why Are Deserts Dry?*

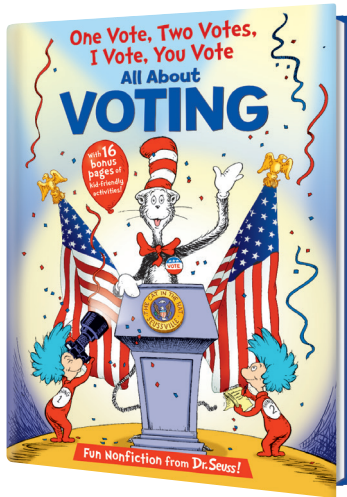


Deserts	Mammals	Plants
	Insects	Birds

How is the desert different from other places? \_\_\_\_\_

\_\_\_\_\_

# Social Studies



**About the book:** A brief history of voting is coupled with the process of campaigning and running for a political, community, or school office and the responsibilities of being an informed voter. In this revised edition, sixteen additional pages offer instructions for kid-friendly, election-themed activities.

**Objective:** Students will engage in the process of identifying, campaigning, and voting for a book character candidate who demonstrates leadership qualities and actions.

**Materials:** chart paper, construction paper, markers, box for ballots

## Activity and Directions:

### Book Character Class Election

1. Create an anchor chart by discussing with students what makes a good leader. Divide the chart into two sections—the *qualities* of a good leader and the actions that good leaders demonstrate. For example, qualities might include being a good listener, problem solver, and hard worker. Actions could be making rules based on information and facts, including others in the decision-making process, and finding solutions to problems.
2. Next, discuss why the Cat in the Hat is a good leader. What are his leadership qualities as depicted in *One Vote, Two Votes, I Vote, You Vote*? A quality might be encouraging others and the action is explaining how to make informed choices about a candidate as the Cat does on page 25. Write down students' examples on another chart.
3. Divide the class into small cooperative learning groups of four to six students. Each group chooses a picture or chapter book they have read with a character they think demonstrates good leadership skills.
4. Next, groups create a chart about their book character similar to the one generated about the Cat in the Hat.
5. Using the example on page 53 of the book, groups design a poster for their candidate with the character's name, what they are running for (Best Book Character Leader), and their character's leadership qualities and campaign promises (actions).
6. One student is selected from each group to present the poster to the class.
7. Students vote for the best book character leader by using a ballot listing the characters' names with a box or line next to each name that can be checked. A box like the one on page 57 could be constructed for casting ballots.





# Read. Think. Vote.

Create your very own voter registration card.

★ ★ **Voter Registration Card** ★ ★

★ ★ ★ ★

Photo or drawing of Student

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

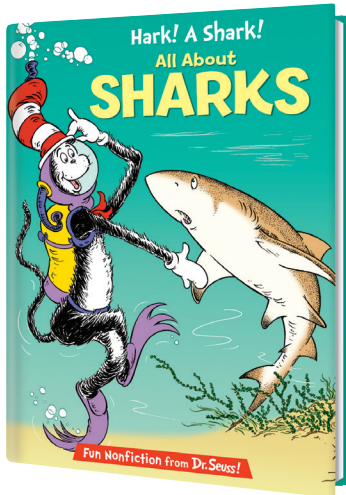
School: \_\_\_\_\_

Grade: \_\_\_\_\_

Age: \_\_\_\_\_



# All About: Sharks!



**About the book:** Beginning readers join the Cat in the Hat, Sally, and Dick as they embark on a shark-spotting adventure aboard the Super-Stupendous Shipshape Shark Spotter. Various shark species are observed, including the hammerhead, puffadder shyshark, dwarf lantern, mako, and spiny dogfish. Thing One and Thing Two hold a Shark Spotter contest to reward each shark with what it does best like being the smallest, fastest, slowest, most feared, and least fussy eater.

**Objective:** Students will learn about various species of sharks. They will also observe how to create a water vortex that behaves like a tornado.

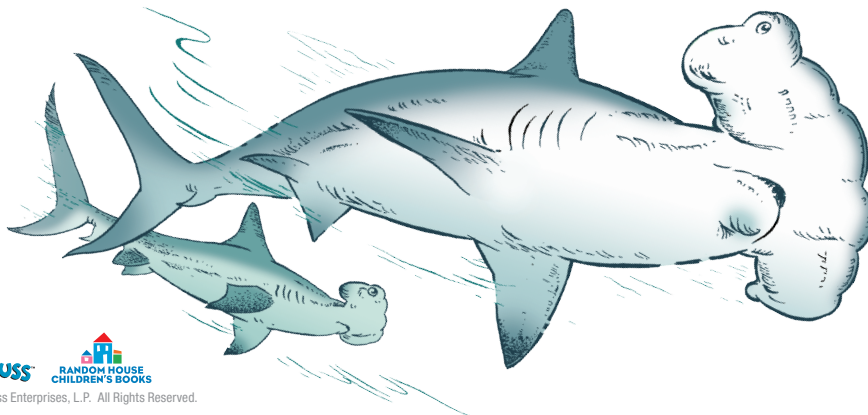
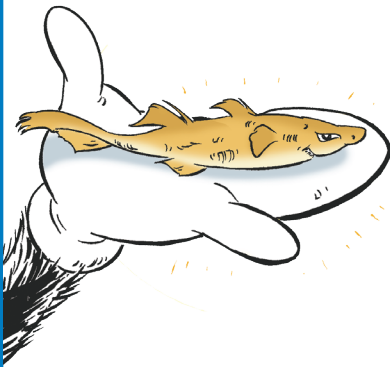
**Materials:** Two empty 2-liter bottles, tornado bottle connector (this can be purchased for a nominal price and is better to use than taping the bottles together), blue food coloring, glitter, aluminum foil

---

## Activity and Directions:

### Sharknado Tornado in a Bottle

1. Rinse two 2-liter bottles so they are clean. Remove the labels.
2. Cut three or more shark images out of aluminum foil. You can find shark templates on the internet to trace onto the foil.
3. Fill one 2-liter bottle two-thirds of the way full with water and then add 4 to 5 drops of blue coloring, a few pinches of glitter, and the shark cut-outs.
4. Connect the bottle with water to the top of the empty bottle using the tornado bottle connector.
5. Flip and spin the bottle to trigger the Sharknado action.
6. An additional activity can be accessed on the Florida Museum website containing information about various shark species along with a project to graph the largest and smallest. [floridamuseum.ufl.edu/discover-fish/teaching-resources/shark-classroom-activities/](http://floridamuseum.ufl.edu/discover-fish/teaching-resources/shark-classroom-activities/). For videos, shark lessons, and resources, visit [atlanticwhiteshark.org/shark-lessons-and-resources](http://atlanticwhiteshark.org/shark-lessons-and-resources)



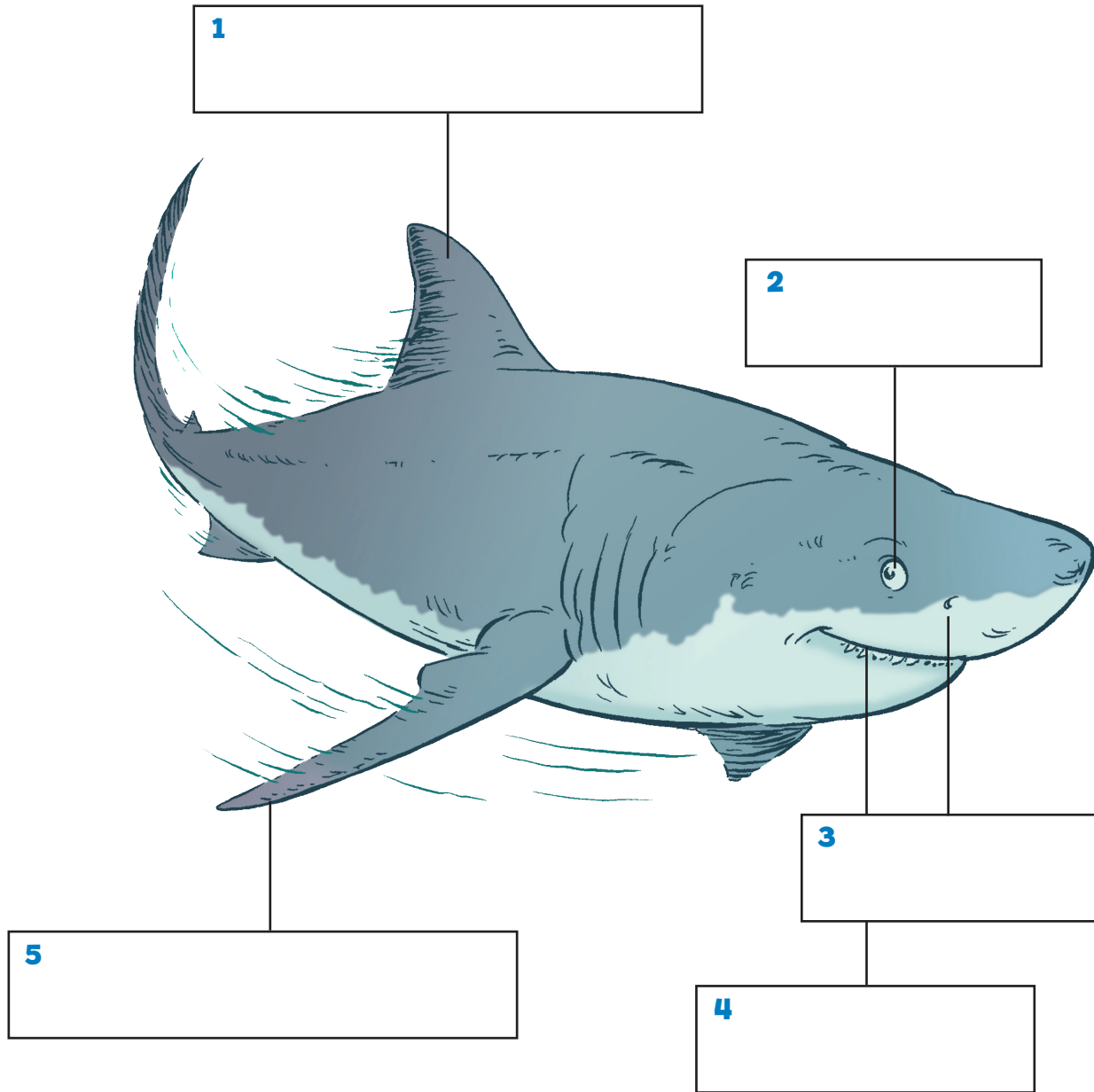
# Label the Shark

Fill in the boxes below with the correct shark part listed in the word bank below.

**Eye**  
**Dorsal Fin**

**Nare**  
**Pectoral Fin**

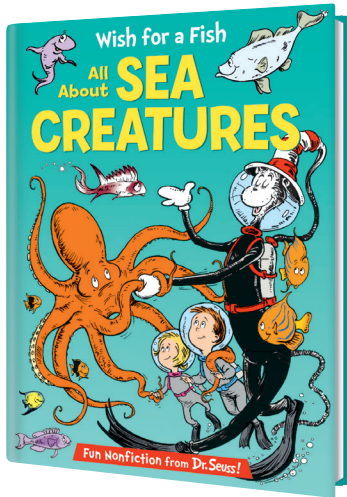
**Teeth**



**Answers:**

1. Dorsal Fin, 2. Eye, 3. Nare, 4. Teeth, 5. Pectoral Fin

# All About: Sea Creatures!



**About the book:** Climb on board the *S.S. Undersea Glubber* with the Cat in the Hat, Dick, and Sally to dive deep, deep down under the sea. Beginning readers will view the many creatures that live in the Sunny Zone, the Twilight Zone, the Dark Zone, the Abyss, and the Trench.

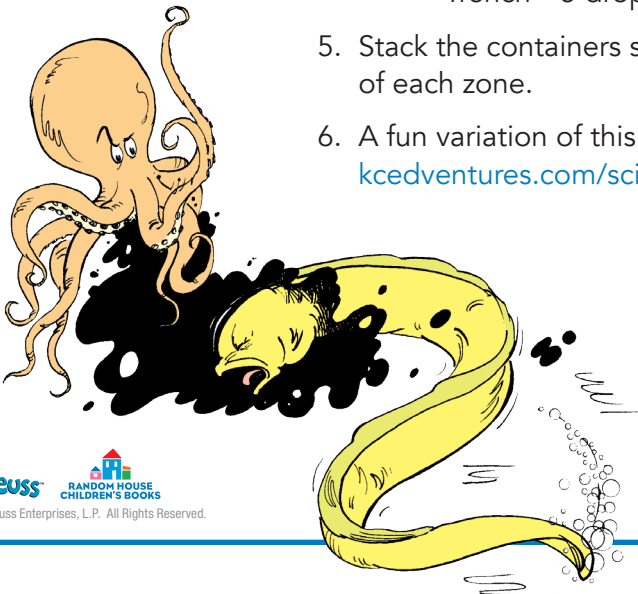
**Objective:** Students will learn about the zones of the ocean and the sea creatures that inhabit these zones.

**Materials:** 5 small containers such as glass jars, food storage containers with lids, or any container that is clear and holds water; blue, red, and green food coloring; plastic sea creatures such as a squid, shark, whale, turtle, or starfish; chart paper, and markers

## Activity and Directions:

### Ocean Zone Science Project

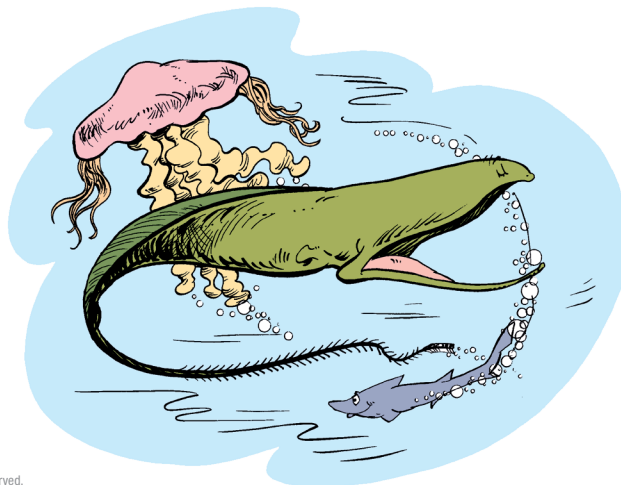
1. After reading *Wish for a Fish: All About Sea Creatures*, create an anchor chart about the five zones, the depth of each, the creatures who inhabit each, and other information presented in the book.
2. Create and attach a label to each container for each zone: Sunny Zone, Twilight Zone, Dark Zone, Abyss, and Trench.
3. Place the sea creatures into the appropriate container based on information from *Wish for a Fish*.
4. Fill each container with water and add food coloring for each zone. A guide for the amount of food coloring:
  - Sunny Zone—less than a drop of blue
  - Twilight Zone—1 drop of blue
  - Dark Zone—2 drops of blue
  - Abyss—4 drops of blue
  - Trench—5 drops of blue, 2 drops of green, and 1 drop of red
5. Stack the containers so students can observe the change in the darkness of each zone.
6. A fun variation of this activity using *Wish for a Fish* can be found at [kcedventures.com/science-for-kids-under-the-sea-ocean-bottle](http://kcedventures.com/science-for-kids-under-the-sea-ocean-bottle).



# Word Search

Search for the names of sea creatures from *Wish for a Fish*.

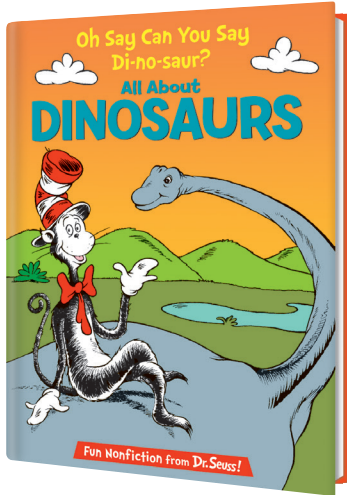
- dogfish
- dolphin
- herring
- jellyfish
- mackerel
- manatee
- narwhal
- octopus
- orca
- shark
- squid
- whale



## ANSWERS:



# All About: Dinosaurs!



**About the book:** Sally and Dick take a trip to visit the Cat in the Hat's Super Dino Museum. Can you say *Ankylosaurus*, *Maiasaura*, *Triceratops*, *Apatosaurus*, and *Tyrannosaurus Rex*? Beginning readers will be able to read these names and more as the Cat and the Hat offers simple pronunciation keys along with interesting tidbits of information about the dinosaurs that lived millions of years ago.

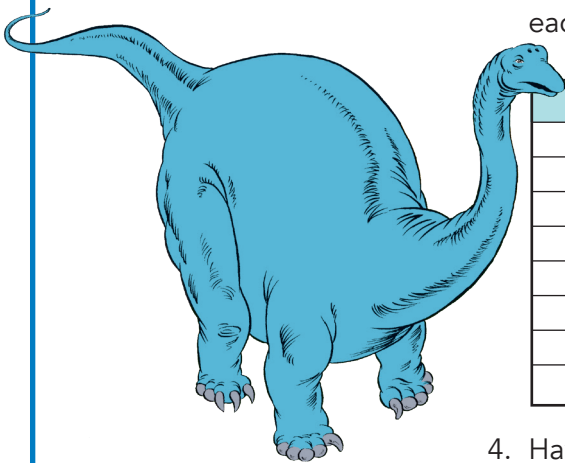
**Objectives:** Students will learn the meaning of dinosaur names by combining Greek and Latin root words that describe characteristics or behavior of the prehistoric creatures.

**Materials:** List of Greek and Latin root words and their meanings, chart paper, pictures of dinosaurs



## Activity and Directions: Paint Stick Solar System

1. Discuss the dinosaurs featured in *Oh Say Can You Say Di-no-saur?* Write down on chart paper the names of these dinosaurs and what students learned about each one.
2. Explain to students that Greek and Latin root words created a dinosaur's name. These names were associated with a dinosaur's appearance, behavior, or the location where the dinosaur fossils were found.
3. Share this chart showing the root words and meanings with students. For example, dinosaur = dino (terrible) + saur (lizard). Add the meaning of each dinosaur's name to the information generated during the discussion.



Root word	Meaning	Root word	Meaning
ankylo	hook	iguano	iguana
apato	deceptive	maia	good mother
archaeo	ancient	nychus	claw
brachio	arm	pteryx	wing
cera	horn	rex	king
deino	terrible	saur, saura, saurus	lizard
dino	terrible	tri	three
don	tooth	tyranno	tyrant

4. Have pairs of students research the names of other dinosaurs to share with the class and add this information to the chart. This website might be useful to students in locating the root words and their meanings.  
[enchantedlearning.com/subjects/dinsosaurs/allabout/Nameroots.shtml](http://enchantedlearning.com/subjects/dinsosaurs/allabout/Nameroots.shtml)

# Name That Dinosaur!

Solve the math problems. Then write down the letter that corresponds with the answer to discover the answer to the question.

**This dinosaur is called a herbivore because it eats plants:**

(Answer: Apatosaurus)

**Letter code:**

**1 - A      3 - U      5 - R      7 - S**  
**2 - T      4 - O      6 - P**

	1 +1	2 +4	1 +0	1 +1	3 +1	5 +2	1 +0	2 +1	4 +1	3 +0	0 +7
Math Solution											
Letter Substitution											

**Which dinosaur's name means "terrible claw"?**

(Answer: Deinonychus)

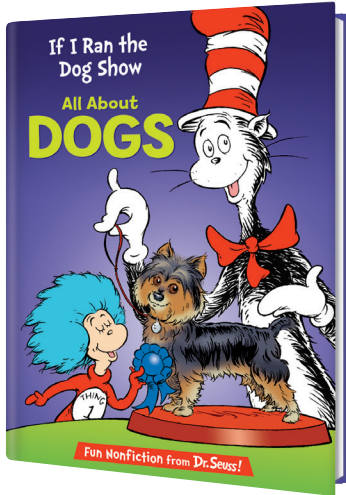
**Letter Code:**

**1 - D      3 - S      5 - C      7 - H      9 - U**  
**2 - Y      4 - E      6 - N      8 - I      10 - O**

	1 -0	6 -2	9 -1	8 -2	10 -0	7 -1	4 -2	6 -1	9 -2	10 -1	5 -2
Math Solution											
Letter Substitution											



# All About: Dogs!



**About the book:** Beginning readers won't need a ticket to attend the Short-Shaggy-Tail-Waggy Super Dog Show. What kinds of dogs will be there? Big dogs and small dogs, dogs with ears that stand up high and pendant ears that hang low, and dogs with tails that might be straight, bent, curved, or curly. Also at the show, will be various dog breeds such as German shepherds, poodles, bloodhounds, chihuahuas, Irish wolfhounds, and mixed breeds or mutts.

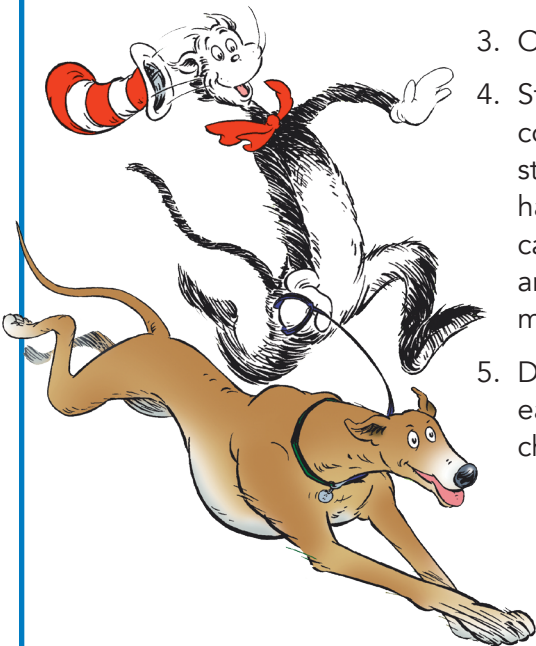
**Objective:** Students will learn about various dog breeds and their physical characteristics.

**Materials:** marshmallows (large and small sizes), toothpicks, markers, paper

## Activity and Directions:

### Create a Marshmallow Dog

1. In *If I Ran the Dog Show*, many breeds of dogs are described. The Cat in the Hat shares that dogs' eyes are golden, dark brown, or light blue, while ears can come in all shapes and sizes. Reread the book and discuss with students the different physical characteristics of dogs.
2. Divide the class into small collaborative learning groups. Each group selects a breed of dog to research. The groups should record the information they discover such as the color of eyes and fur, shape of heads and ears, type and length of tail, and height both standing and sitting.
3. Once the research is completed, groups draw a picture of their dog.
4. Students next determine the size of marshmallows they will need to construct a model of the dog and the number of toothpicks. Tell students their dog model must be able to stand on its four legs and have the physical characteristics of the breed they selected. Markers can be used to add distinguishing features such as eyes, mouth, and paws/nails. Markings can be made on the dog's body, but the marshmallows shouldn't be a colored solid.
5. Display the dogs for students to view. Once a gallery walk is completed, each group can share what breed of dog they created and its unique characteristics as part of the class dog show.

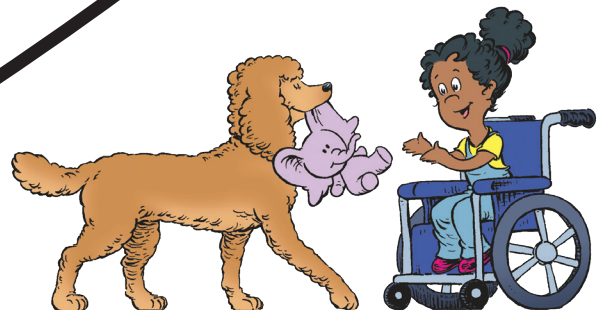
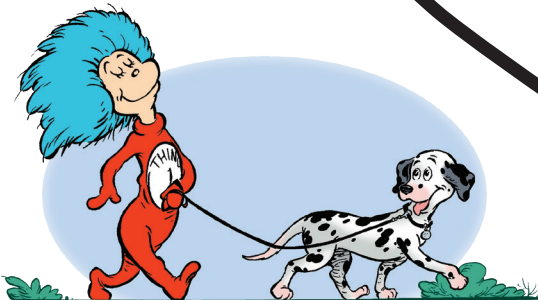
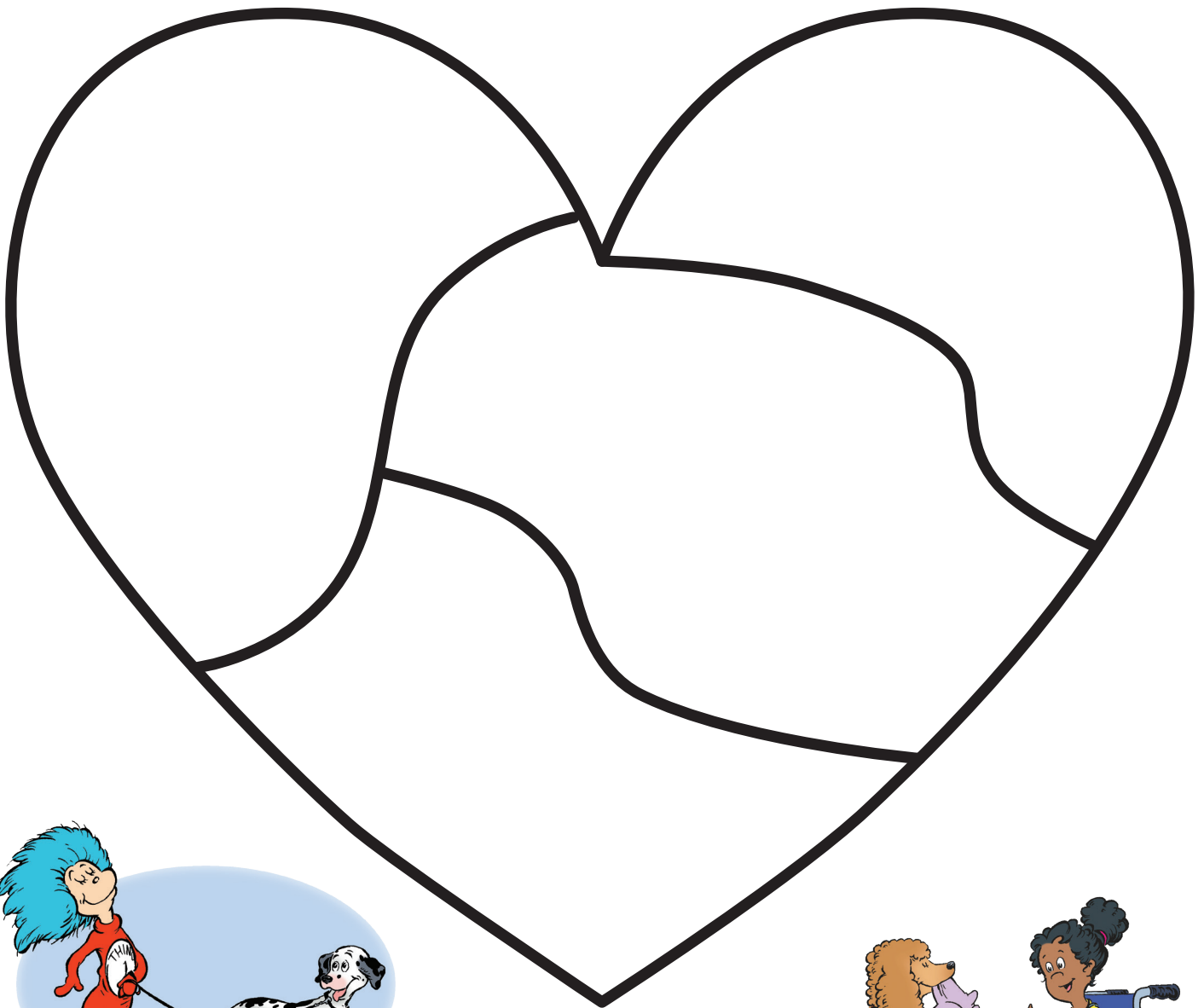




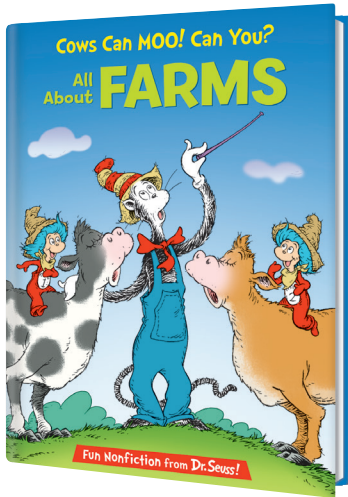
# My Pet Heart Map

Heart Map of My Pet (real or imagined)

In one section, draw a picture of your pet or a pet you would like to own. Then write down words that describe your pet in the other sections. You can divide the sections to add more words or drawings.



# All About: Farms!



**About the book:** Join the Cat in the Hat, Thing 1, and Thing 2 as they visit the Greenbean family farm and learn about milking cows, feeding chickens, shearing sheep, planting seeds, baling hay, and harvesting vegetables from the garden to sell at a Green Market.

**Objective:** Students will demonstrate their knowledge about farm animals by creating a visual image and sharing information.

**Materials:** pencils, paper, markers/crayons/colored pencils

## Activity and Directions:

### Drawing Lesson and Fact-Finding

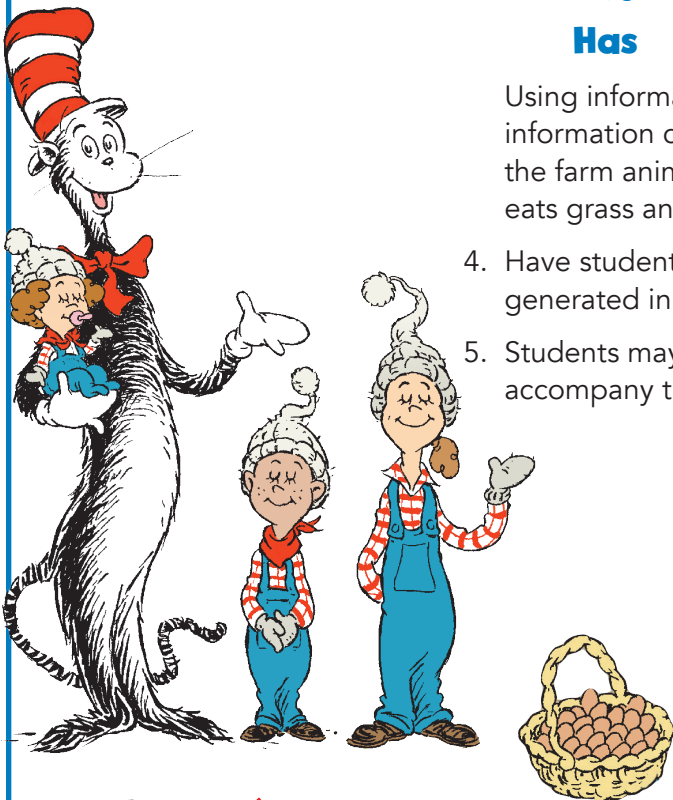
1. Have students select a farm animal from *Cows Can Moo! Can You?*
2. Access the website for students to learn how to draw their animals. [diyunlimitedfun.wordpress.com/2016/06/24/learn-to-draw-farm-animals](http://diyunlimitedfun.wordpress.com/2016/06/24/learn-to-draw-farm-animals) or create a mask, puppet, or paper plate animal by following the directions at [dltk-kids.com/animals/farm.html](http://dltk-kids.com/animals/farm.html).
3. Fold a piece of paper into quarters. In each section write one of these words:

**Eat**  
**Has**

**Give**  
**Are**

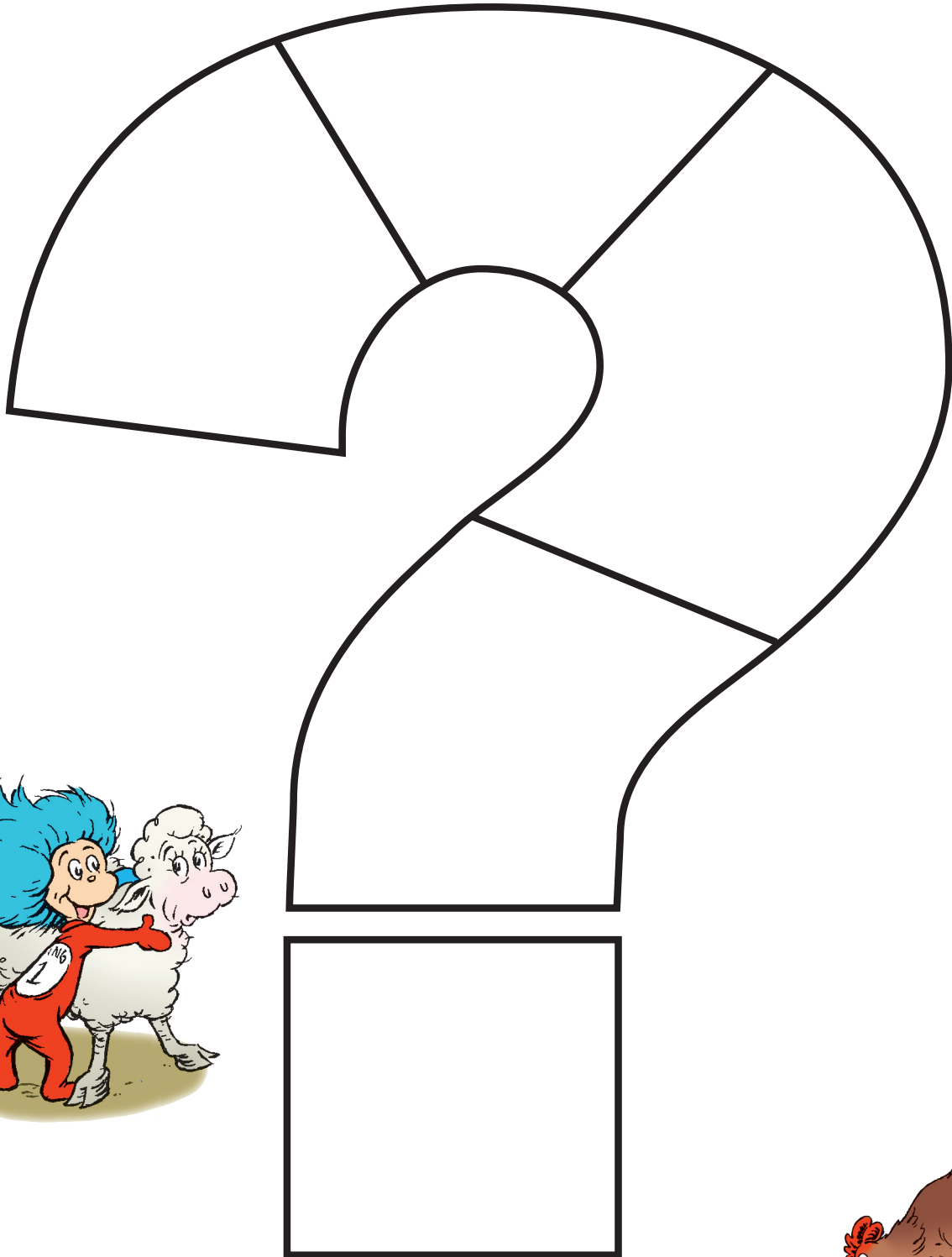
Using information from *Cows Can Moo! Can You?* along with additional information collected from websites and books, have students write what the farm animal eats, gives, has, and what they are. For example, a cow eats grass and hay, gives milk, has udders, and is a dairy animal.

4. Have students share their drawings along with the information they generated in small cooperative learning groups.
5. Students may want to access farm animal sounds on the internet to accompany their drawings and facts.

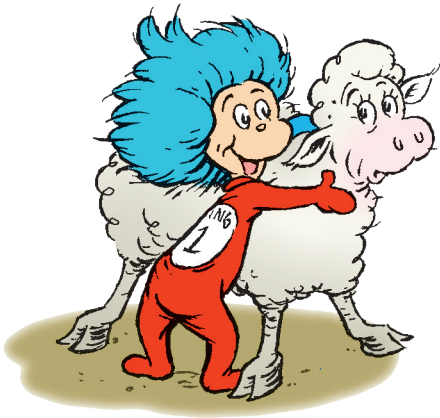


# Do You Have QUESTIONS About Farm Critters?

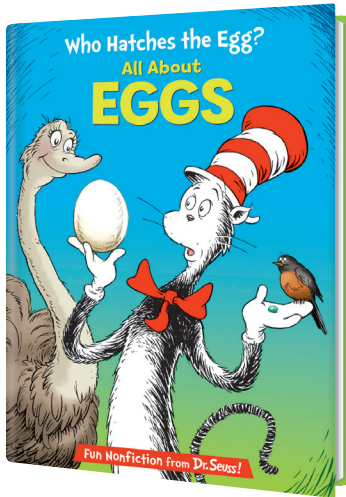
In each box, write down a question you have about farm animals.



The image features a large, hollow question mark shape that is divided into four distinct sections by lines. The top part of the question mark is split into two sections by a vertical line. The middle part is split into two sections by a diagonal line. The bottom part is a single rectangular section. This layout is intended for children to write their questions about farm animals in each of these four boxes.



# All About: Eggs!



**About the book:** The Cat in the Hat shows how and where birds, insects, spiders, amphibians, fish, reptiles, and some mammals lay eggs. The eggs are of various shapes, sizes, patterns, and colors. Sally and Dick soon learn how to identify eggs and the types of nests where they are laid.

**Objective:** Students will expand their knowledge about the shapes, sizes, patterns, and colors of eggs and the different animals that lay them.

**Materials:** paper to create a poster, markers, access to the internet, and books for research

## Activity and Directions:

### Animal, Egg, Nest, Baby

1. Introduce the term oviparous to students. This word refers to animals that lay eggs.
2. After reading , write down the various types animals that lay eggs, including birds, insects, spiders, amphibians, fish, and the two mammals—platypus and echidnas (there are four types of echidnas).
3. Divide the class into six cooperative learning groups. Have each group select one of the types of animals that lay eggs. Have each group create a poster with the following information. (Some of the information can be gleaned from *Who Hatches the Egg?*, while other items will need to be researched such as the name of the newly hatched baby)

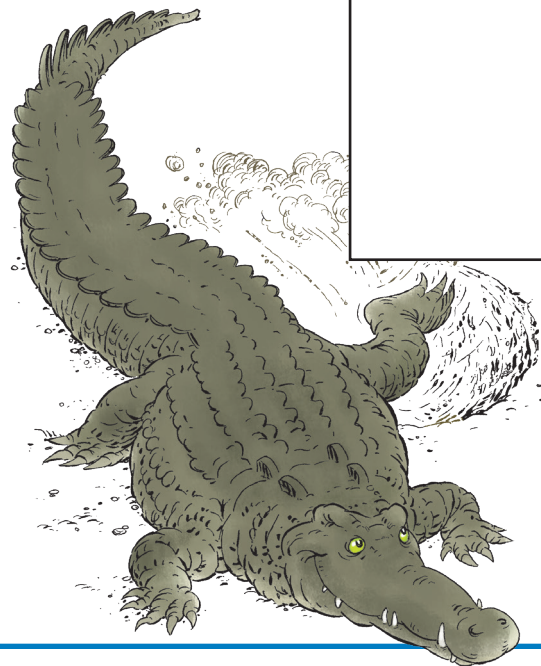
Name of animal	Draw a picture of the shape, size, color, and pattern of the egg(s).	Draw a picture of the nest.	What is the name of the baby that is hatched from the egg?	Write one more piece of information you learned from your group's research.
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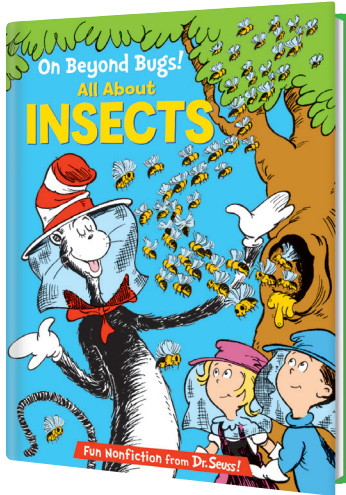
4. Display the posters in the classroom.

# H Chart Compare and Contrast

Using the H-chart, compare and contrast information about an egg-laying animal with an animal that does not lay an egg.

# All About: Insects!



**About the book:** Did you know ants can lift things ten times their weight? Bees communicate by dancing. Flies beat their wings so fast they create a “buzz”. The Cat in the Hat shares these fun facts and more about bugs we encounter almost daily.

**Objective:** Students will demonstrate their knowledge about insects by observing, drawing, and labeling the different parts of a bug.

Materials: science journals (these can be blank paper stapled together or an inexpensive notebook), books about insects, internet access, pencils, crayons, and markers.

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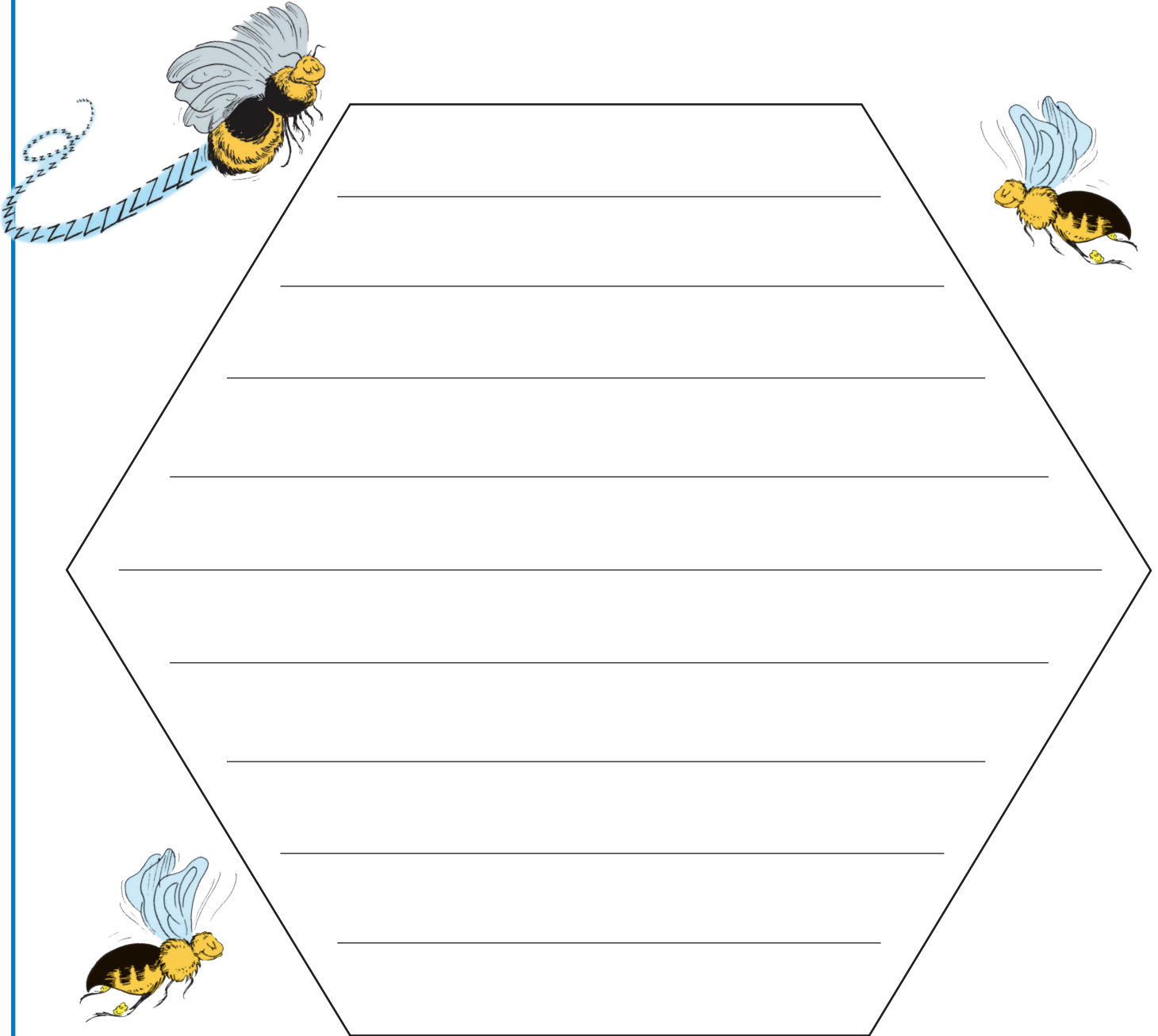
## Activity and Directions: What’s the BUG idea?

1. Provide each student with a science journal. Have them use the first page to draw and color a picture using the title, “My Book of Bugs”.
2. Revisit pages 10 and 11 in *On Beyond Bugs!* and remind students that insects have three body parts. Also, point out the labeled diagram on these pages.
3. If possible, walk around the school to observe insects. Students should bring their science journals to draw the insects they find. Bugs in containers can also be brought to school for students to observe (and then released). If neither is possible, locate photos of insects to share with students.
4. After students have drawn an insect, have them label the different body parts along with other items such as wings and antennae. They can also add information they have learned from *On Beyond Bugs!* such as flies having sticky feet.



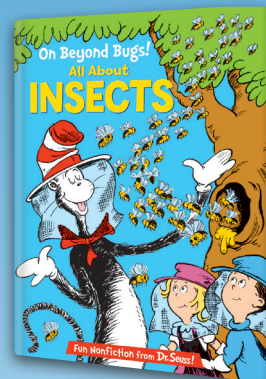
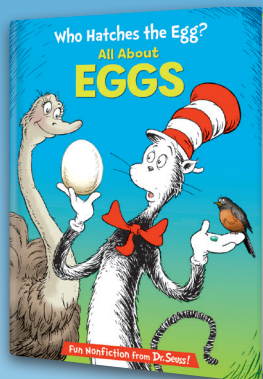
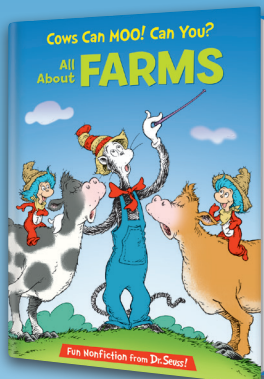
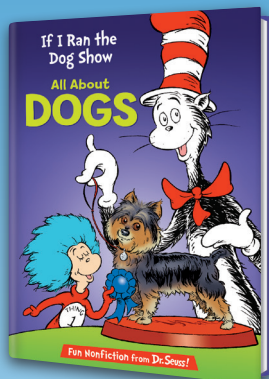
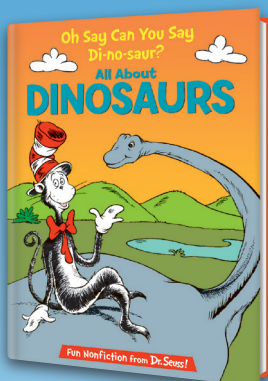
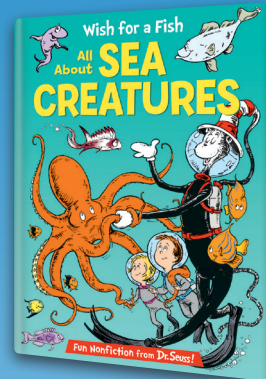
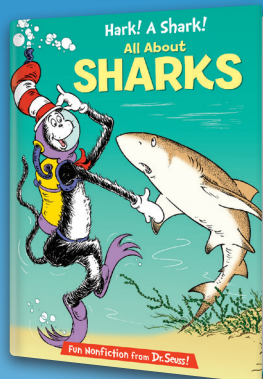
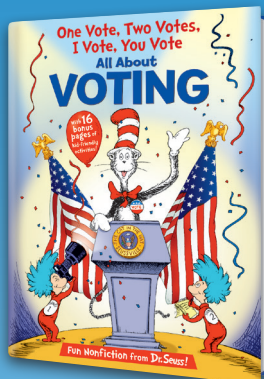
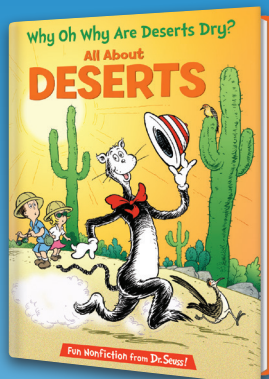
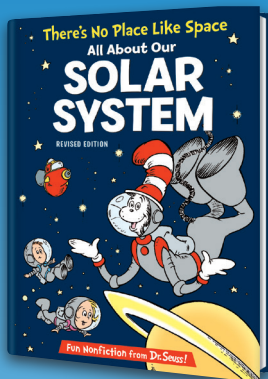
# Honeycomb

Give each student a copy of the honeycomb. Have them write what they have learned about bugs. Locate an area or wall space where the honeycombs can be positioned next to each other to resemble a beehive. Create a heading above the honeycombs: You won't Bee-Lieve what we learned about bugs!



A large hexagonal shape representing a honeycomb cell. Inside the hexagon, there are ten horizontal lines for writing. The hexagon is decorated with three cartoon bees: one at the top left with a dotted trail, one at the top right, and one at the bottom left.

# Share this Zany & Brainy Series with Your Curious Students!



This guide was written by Cyndi Giorgis, a Professor of Literacy Education and Children's Literature in the Division of Educational Leadership & Innovation in the Mary Lou Fulton Teachers College at Arizona State University. Cyndi has served on several ALA and NCTE Award Committees over the years.



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