

**Dr. Seuss**  
Makes Reading  
**FUN!**

**Year 1**

# **LESSON ACTIVITIES**

## Using **THE CAT IN THE HAT**

as a Stimulus for  
Literacy Work



“Look at me!  
Look at me!  
Look at me NOW!  
It is fun to have fun  
But you have to  
know how.”



## **ACTIVITY 1.**

### Sharing the book with the whole class

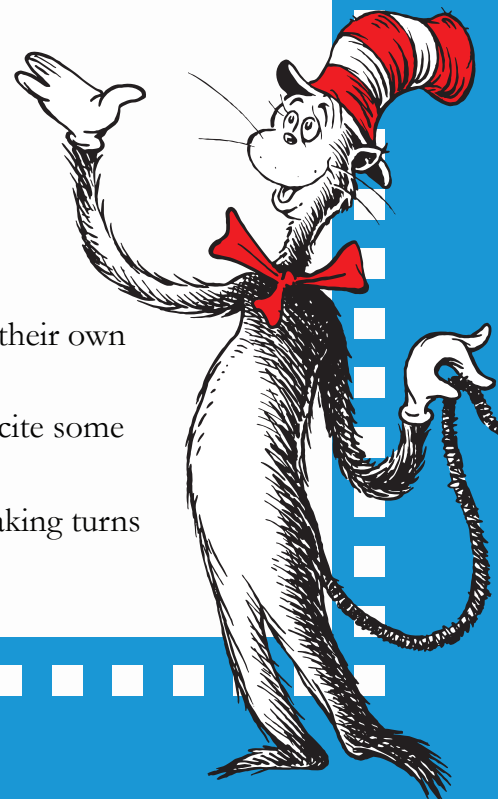
- The first time you read *The Cat in the Hat* you may wish to read all the way through for children to listen to and simply enjoy the story and the rhymes.
- Then re-read *The Cat in the Hat* to the children, exploring the rhyming patterns by asking children to substitute the rhyming word as you read together.
- Discuss where the story is set and what happens in the story.
- Ask children what they like to do on a rainy day and whether they have ever caused mischief in the house as a result of rainy day boredom.
- Encourage children to join in with the reading using intonation and expression, drawing on their knowledge of punctuation:
  - E.g. Discuss how “NO!” should be read in the sentence, “*But our fish said, NO! NO! Make that cat go away!*”;
  - read in different ways and ask the children to choose the most appropriate.

## **CURRICULUM LINKS**

### Reading – comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - recognising and joining in with predictable phrases;
  - being encouraged to link what they read or hear to their own experiences;
  - learning to appreciate rhymes and poems, and to recite some by heart.
- participate in discussion about what is read to them, taking turns and listening to what others say.



## **ACTIVITY 2.**

### Individual reading/role play

- Set up a role-play area as the house from the story.
- With the children, create large collages of the characters and include items in the role-play corner from the story such as a pretend fish in a plastic bowl.
- Encourage children to take on the roles of characters from the book.
- Look together at what the characters say.
- Pick out a few pieces of dialogue and enlarge them on speech bubble shapes.
- Read the dialogue together and show the children how to use appropriate expression. E.g.:
  - *“How I wish I had something to do!”*
  - *“I know it is wet and the sun is not sunny. But we can have lots of good fun that is funny!”*
  - *“Did you have any fun? Tell me. What did you do?”*
- Then discuss with the children which character said each piece of dialogue, and how you should read the dialogue for different characters.
- Leave the speech bubble cards and copies of *The Cat in the Hat* story in the role-play area for children to use independently.

## **CURRICULUM LINKS**

### Reading – word reading

Pupils should be taught to:

- apply phonics knowledge and skills as the route to decode words;
- reading – comprehension;



## **ACTIVITY 3.**

### Individual reading/role play

- Remind the children about the part of the story when the Cat in the Hat balances lots of different items while he hops up and down on a ball.
- With the children's help and referring to the book, write a list on the board of the items:
  - a cup
  - a cake
  - two books
  - the fish
  - a toy ship
  - some milk on a dish
  - a rake
  - a toy man
  - a red fan
- Point to each item on the list and ask the children if it is one item or more than one.
- Ask children how they know.
- Discuss the meaning of the words plural and singular and model how we need to think about the ending of the word when we change to a plural.
- Point out that occasionally the plural stays the same e.g. fish, sheep.
- Change each item in the list to a plural, adding the correct ending.
- Add further items to the list.
- Ask children to draw their own picture of the Cat in the Hat balancing lots of items, and ask them to label the items in their picture, paying attention to the plural ending –s or –es.

## **CURRICULUM LINKS**

### Spelling

Pupils should be taught to:

- add prefixes and suffixes using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.



## **ACTIVITY 4.**

Whole class/group or individual work writing:  
Creating our own Cat in the Hat story

- Model to the children how to begin writing a story about the Cat in the Hat coming to visit on a rainy day.
- Encourage the children to help you orally compose the sentences and then scribe them on the board with the children's suggestions on how to spell various words:
  - E.g., 'One day I was at home with my brother Sam.  
It was raining.  
Drip, drip, drip.  
Pitter, patter went the rain on the windows.  
Then there was a knock at the door.  
The Cat in the Hat came bursting in!  
First he...'
- Ask children to carry on the story individually writing about the mischief the Cat in the Hat caused in their house.
- To give additional support you could provide sentence frames for children to complete:
  - E.g., 'First the Cat in the Hat...;  
After that he went into the kitchen and...'

## **CURRICULUM LINKS**

### Composition

Pupils should be taught to:

- write sentences by:
  - saying out loud what they are going to write about;
  - composing a sentence orally before writing it.
- read aloud their writing clearly enough to be heard by their peers and the teacher.

