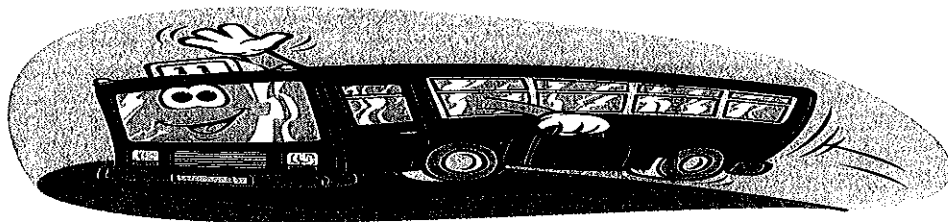


A Journey Through Seussville



Disseminators

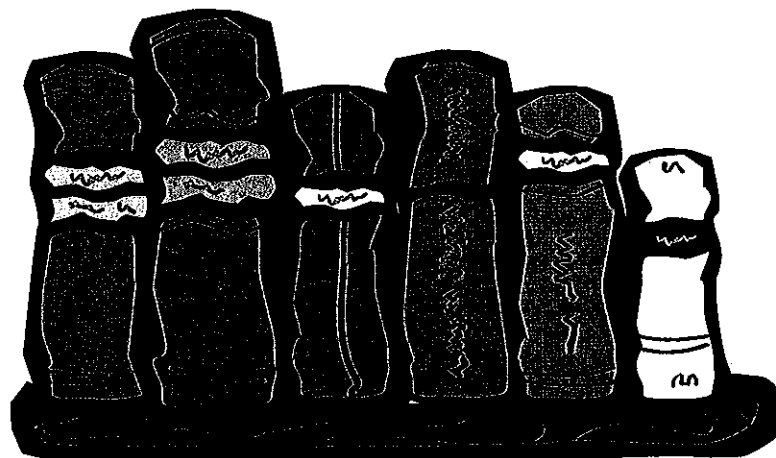
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Dr. Seuss Bean Bag Toss

Materials:

- One shower curtain liner divided into 20 boxes with a permanent marker
- Bean Bag
- Sight words written on large cards

Procedure::

You can write the words directly on the shower curtain if you prefer. However, keep in mind that you cannot change the words or their order if you choose to do this.

Instead, try attaching the words to the shower curtain with tape or rubber cement before the game is played.

Put small numbers on the corner of the cards.

Divide the class into 2 teams. Each team will take turns throwing the bean bag to a square.

If the student can read the word the bean bag lands on, the team gets the number of points on the card.

If the student misses the word, the other team gets the chance to say it.

The team with the most points wins the game.

Around The World with **Dr. Seuss**

Materials:

Sight Word Cards



Procedures:

Select words from one of the featured Dr. Seuss Books

All students sit in a circle. (Or the students can remain at their desks.)

One student stands behind another student who is sitting..

The teacher flashes them both a sight word.

Whoever says it first moves on to the next student..

The student that makes it back to their own desk or starting point is the winner.

This is a pretty popular game. It is most often used in Mathematics. The little ones love to try to stop someone who is making it "Around Seuss' World"!

Hop on Pop Hopscotch with TM Dr. Seuss



Make a hopscotch

How?

On the classroom floor with tape

On the playground with chalk.

If you have tile you can write with an EXPO marker, tracing around the tiles. (The marker will erase using baby wipes)

Choose a word wall word and write one letter in each box of the hopscotch and the whole word at the top.

Write the letters on 5 X 7 sheets of construction paper and laminate. This will make it easier and faster to replace letters on your hopscotch board

Students hop and say each letter to spell the word and then they say the word at the end.

Tic-Tac-“Toe”

Materials:

Overhead Projector

Large Letter X's and Letter O's

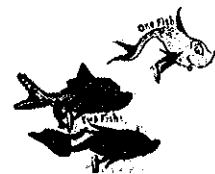
If you are using a white board to shine the overhead projector on you can attach

magnets to the back of the letters.

If you are using a wall you can use “ticky-tac”

Procedure:

1. Using the overhead projector select sight words from the foot book or from other Dr. Seuss stories.
2. Draw a tic-tac-toe board on an overhead transparency. Write words in the boxes of the tic-tac-toe board.
3. Divide class into two teams: X's and O's
4. Take turns having a member of the team come up and select a space to read.
5. If he is correct, they may put an X or O for their team. If they are incorrect, the other team gets to send a player to the board to try the same word. You can keep score if you want. You can already have these boards made up on overhead transparencies to save time and keep the game . moving if you are using a variety of words, like the sight word list.
6. You can also give everyone a blank copy of the tic tac toe board, and put the list of words on the board. Have them place the words where they want in their board. As you call the words out, you will have to say if it is an X word or an O. The first one to tic tac toe is the winner.



Quick &
Easy
Manipulatives



Sight Words on a Stick

Use colored small paper plates for lollipop circles. Label each plate with a sight word, then tape to a long wooden paint stirrer. Pass out the plates to the children.

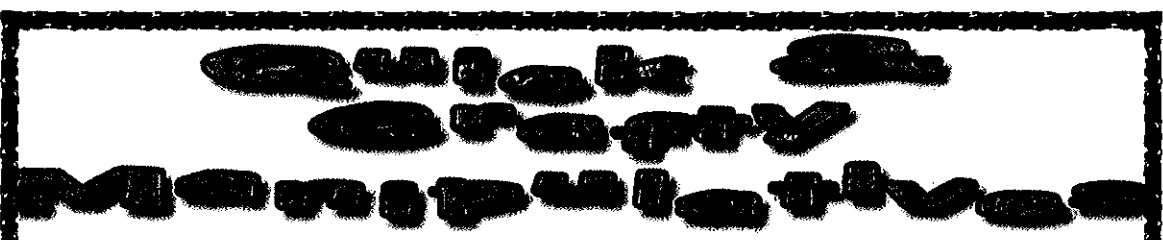
Call out different sight words. The child with that word holds it up and reads it aloud.

Work with different attributes of words. Ask children to hold up their stick if the word you say rhymes with their word.

Have a group of children line up in ABC order.

Have children form simple sentences and line them up accordingly.

Make two sets of sight words on a stick for each word. Pass them out randomly to the children, and let children find their match.



Zipping Up Sight Words

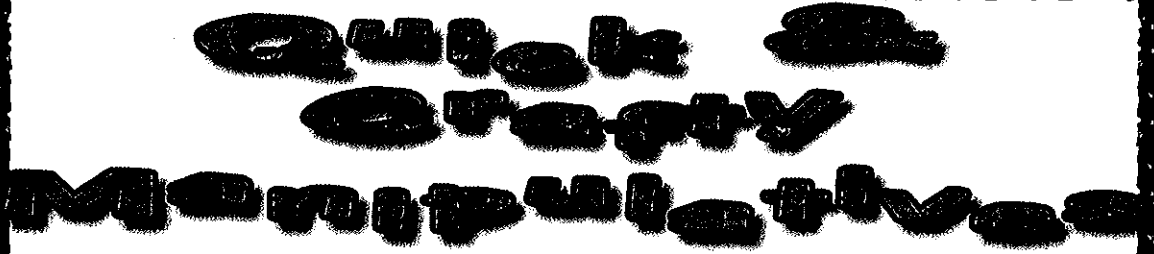


Use a permanent marker to write different sight words on a light colored zipper. Working from the bottom of the zipper to the top, write the selected sight words at 1/2 inch intervals along one side of the zipper.

Staple the zipper tape to a sturdy piece of cardboard.

Children will be directed to unzip the zipper completely, then zip it back up, reading each word in turn. When they reach the top, they will reverse the process.

This can be used in learning centers to encourage children to build automaticity by zipping and reading faster and faster.



I Have Who Has

Prepare a list of sight words you would like children to practice. Create a paper template with the following sentence frames,

" I have the word _____, Who has the word _____?"

On the first sentence frame template, fill in two different sight words - for example when and pink. On the second sentence frame template, fill in pink for the first word, and both for the second word. Make as many templates as are needed for the class. The second word in the final template should have the word when. Distribute one filled-in template to each child. Begin the game by reading the sentences on the first template. The child who has the word pink will read the sentence on his or her paper. The game ends when the word that started the game when is read again.

Moo Moo Brown Cow



By focusing on sound words, this book helps students develop spelling strategies that help them move from phonemes, the sounds they make, to graphemes, the written representations of those sounds. The word "Moo" on the first page of Dr. Seuss's book uses sound words to make it clear exactly what sounds both Mr. Brown and a cow make. Once you've read through the book, display the list of sound words on the board or on white paper, or on an overhead projector. With students, examine the list and identify what things make each sound. Students will be demonstrating memory by recalling the item in the book that makes the sound, but they might also brainstorm alternate items that make the sounds. For instance, the sound "Boom! Boom!" in the book is associated with thunder. However that sound might also be someone beating on a big drum. After you've identified all the words in the book, play with sounds in the classroom that you can identify and add to the list. For instance, does the heater or fan in your classroom make a noise? What about the windows or door? Is there a sound when you drag a chair across the floor? Have students as a whole group think of things that make sounds in the classroom and then create words that capture those sounds. Have students brainstorm a list of at least 5 sound words that describe the sounds you normally associate with the following events: The cafeteria at lunchtime, the sound of a thunderstorm, and traffic on a busy street.

Sight Words

Program 1

Sight Words That Share the Same Configuration

Three-Letter Words

she: ate, its, who

let: but, did, had, hot

old: all, off, (the)

buy: big, try, (get, got, put)

how: for, has, her, him, his, how, ten, too, two, (and, ask, cut, eat, not, out, red, sit) and (any, may, say, yes, you)

can: are, new, now, one, our, own, ran, run, saw, see, six, use, was

Four-Letter Words

good: pick, just, (keep, long)

fast: best, find, kind, look, (jump)

made: into, make, ride, (show, when)

both: fall, full, hold, tell, (that, what)

Five-Letter Words

these: their, there, those, three, (could, small, would)

every: carry, (green), (round), (brown)

found: drink, first, (going)

clean: where, (again)

Using The Word Wall

Students will use clues given by teacher to identify a pre-selected mystery word. Each clue will narrow down the Word Wall words the student will have to choose from.

Pass out dry erase boards and wipe off markers.

Pick a mystery word and write on a slip of paper, and fold it.

Tell students they will guess the word from the clues given.

The first clue is always "The word is on the Word Wall."

The other clues can be any of the following:

It begins like (or with) _____.

It ends like (or with) _____.

It contains a _____.

It has _____ letters.

It has a _____ for a vowel.

The last clue should always be one that limits the choice to only one word from the Word Wall. This could include

Providing a sentence with a missing word which could only be the mystery word.

The word is the opposite of _____.

The word rhymes with _____.

Example: The mystery word is on the Word Wall.

The mystery word has 4 letters.

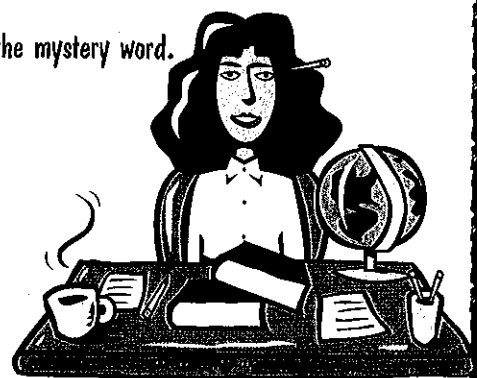
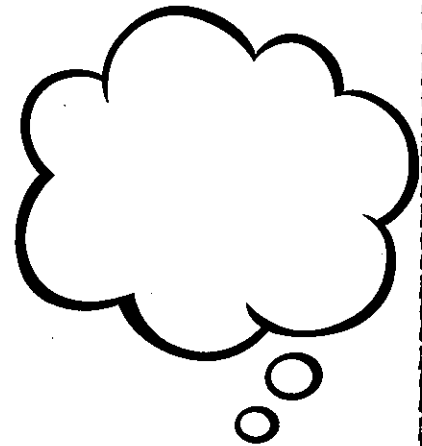
The mystery word begins with a *t*.

The mystery word is something you do with your mouth.

The mystery word rhymes with walk.

What is the mystery word?

You should have at least 20 words on the Word Wall before you use the Mind Reader activity.

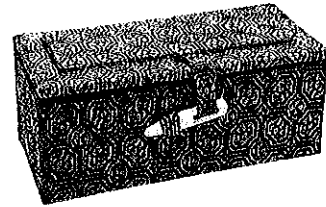


Listen Sam, and I will tell, Lots of words that I can spell.

Listen Sam, and I will tell,
Lots of words that I can spell.



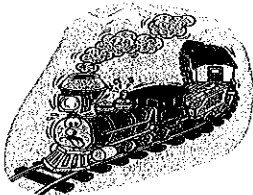
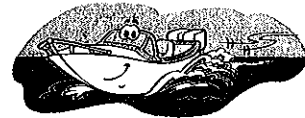
I can spell
the fox in the box



the mouse in the house



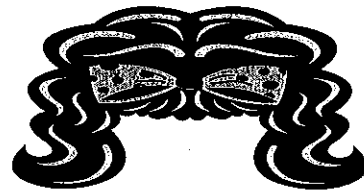
the goat in the boat



the train in the rain



the pig in the wig



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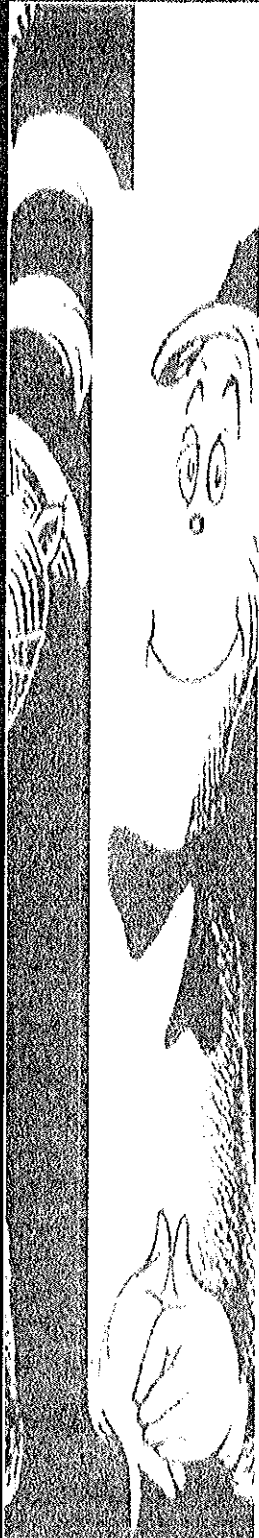
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