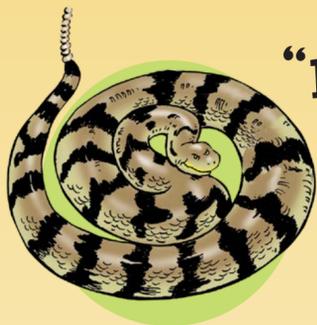
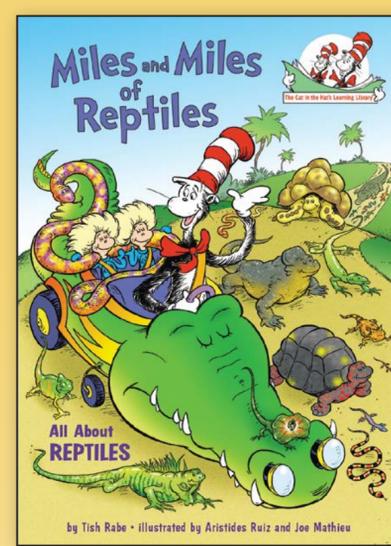
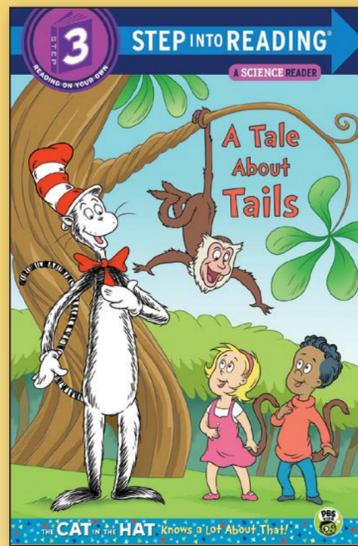
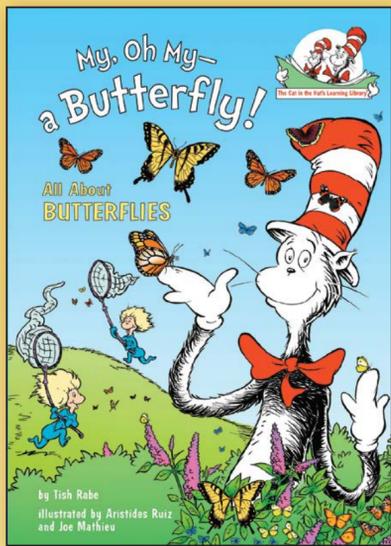
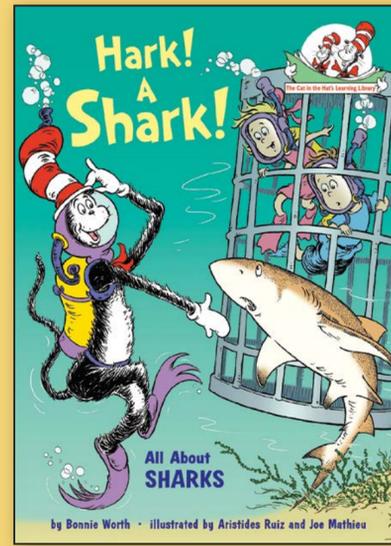
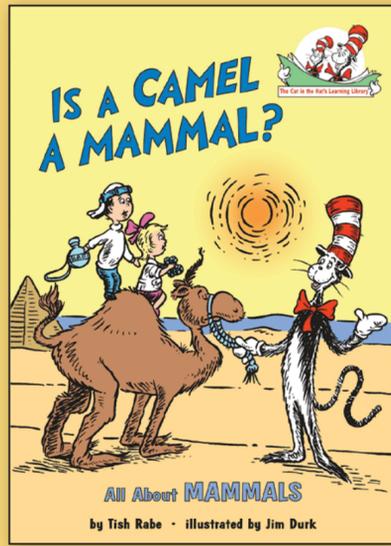
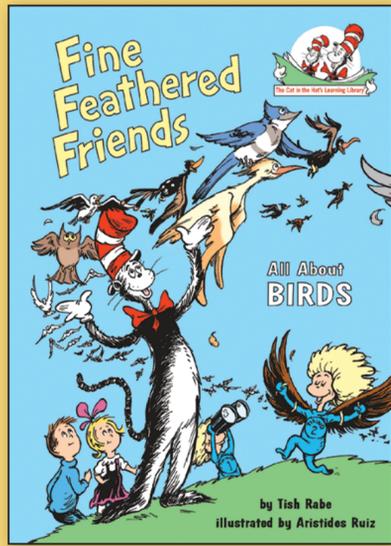


# Learn about ANIMALS with Dr. Seuss!



**“If you hear a rattlesnake’s tail start to rattle, it means ‘I might bite you!’ so you’d better skedaddle!”**

*—Miles and Miles of Reptiles*

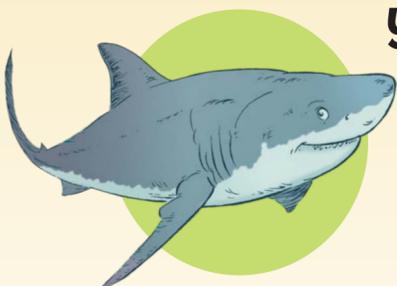


**“How do these butterflies know where they’re going? Scientists really have no way of knowing!”**

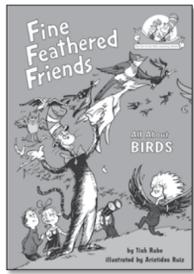
*—My, Oh My—a Butterfly!*

**“Sharks have been around long before the dinosaur. About four hundred million years—maybe more!”**

*—Hark! A Shark!*

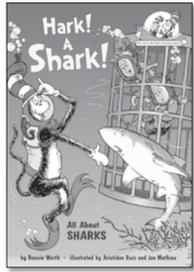


REPRODUCIBLE ACTIVITY!



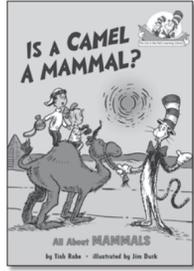
### FINE FEATHERED FRIENDS

Join a bird-watching tour and learn about hummingbirds, ostriches, flycatchers, bald eagles, and more!



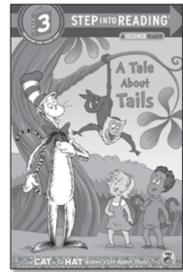
### HARK! A SHARK!

Why do sharks have lots of teeth but no bones? How does their skin help them swim fast and stay clean? How do their pores help them sense prey? Find out!



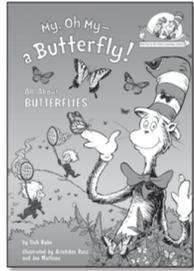
### IS A CAMEL A MAMMAL?

Observe and consider the many different kinds of mammals with the Cat in the Hat!



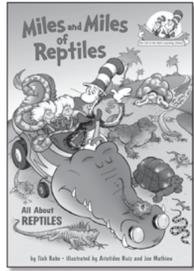
### A TALE ABOUT TAILS

Check out a monkey's tail that is strong enough to hold on to branches, a quetzal's tail that is long and colorful for attracting a mate, and a rattlesnake's tail that makes sound as a warning!



### MY, OH MY... A BUTTERFLY!

Learn about the metamorphosis of an egg into a caterpillar into a chrysalis into a bright new butterfly!



### MILES AND MILES OF REPTILES

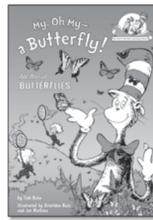
Leaping lizards—what is that? Oh, it's just the Cat in the Hat, traveling the globe in his trusty crocodile car to learn about reptiles!



Use in: English Language Arts, Science, Art



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### MY, OH MY... A BUTTERFLY!

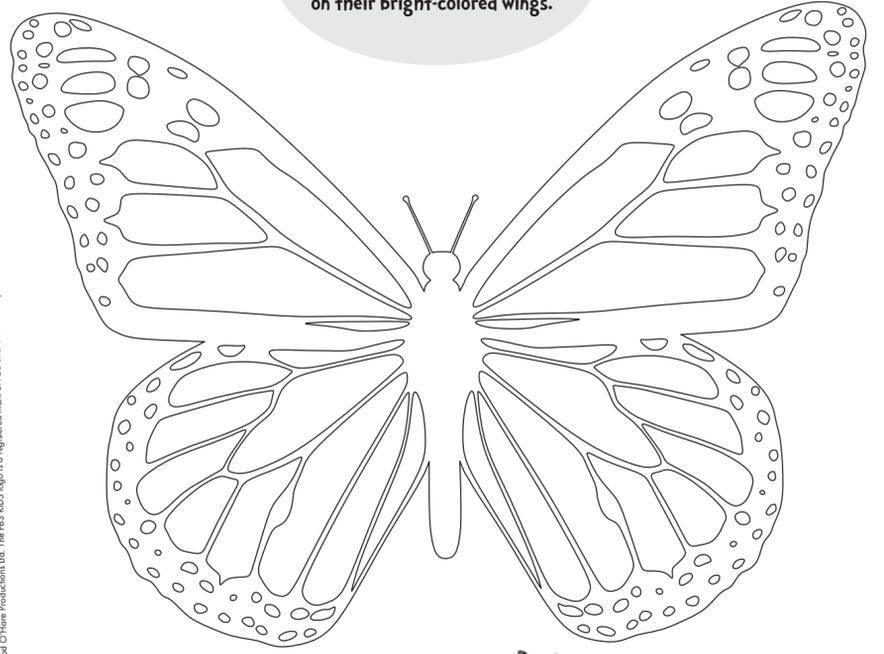
## All About Butterflies!

Color in the butterfly below and learn fun facts!

Caterpillars hatch out of butterfly eggs!

"Butterflies are surprising and beautiful things as they soar through the air on their bright-colored wings."

The lacewing butterflies' wings look like lace.



The pygmy blue is the smallest butterfly.

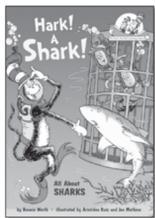


The largest butterfly is the birdwing.

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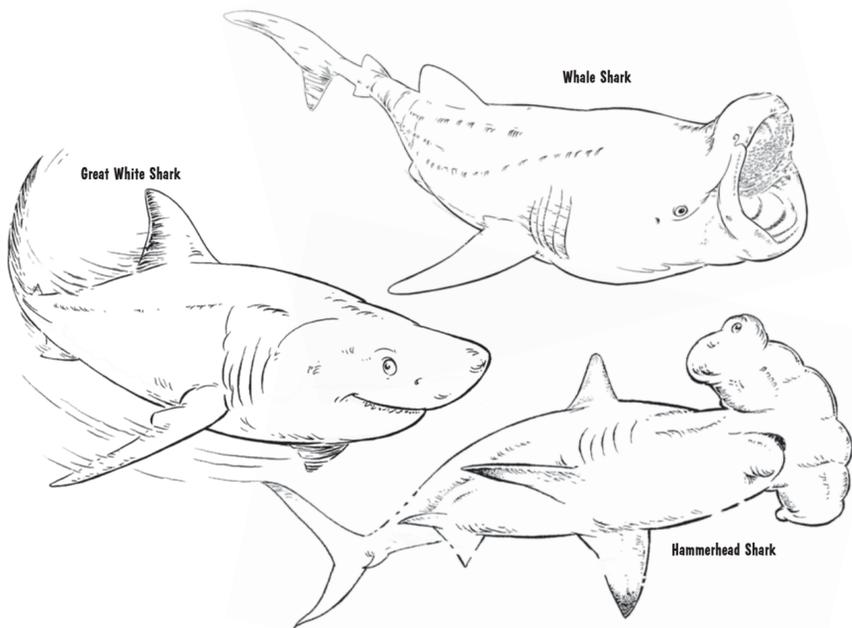
REPRODUCIBLE ACTIVITY!



### HARK! A SHARK!

## What Did You Learn About Sharks?

Color in the sharks below. Then write down some fascinating facts you learned while reading *Hark! A Shark!* What's your favorite fact?

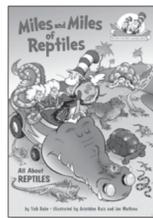


I learned \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My favorite shark fact is \_\_\_\_\_



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### MILES AND MILES OF REPTILES

## All About Reptiles

How well do you know reptile vocabulary? While reading *Miles and Miles of Reptiles*, look out for the words below, and write a definition in your own words. Then draw your favorite reptile from the story!

- Fangs \_\_\_\_\_
- Flippers \_\_\_\_\_
- Glands \_\_\_\_\_
- Scales \_\_\_\_\_
- Slither \_\_\_\_\_
- Venom \_\_\_\_\_



My favorite reptile is \_\_\_\_\_!

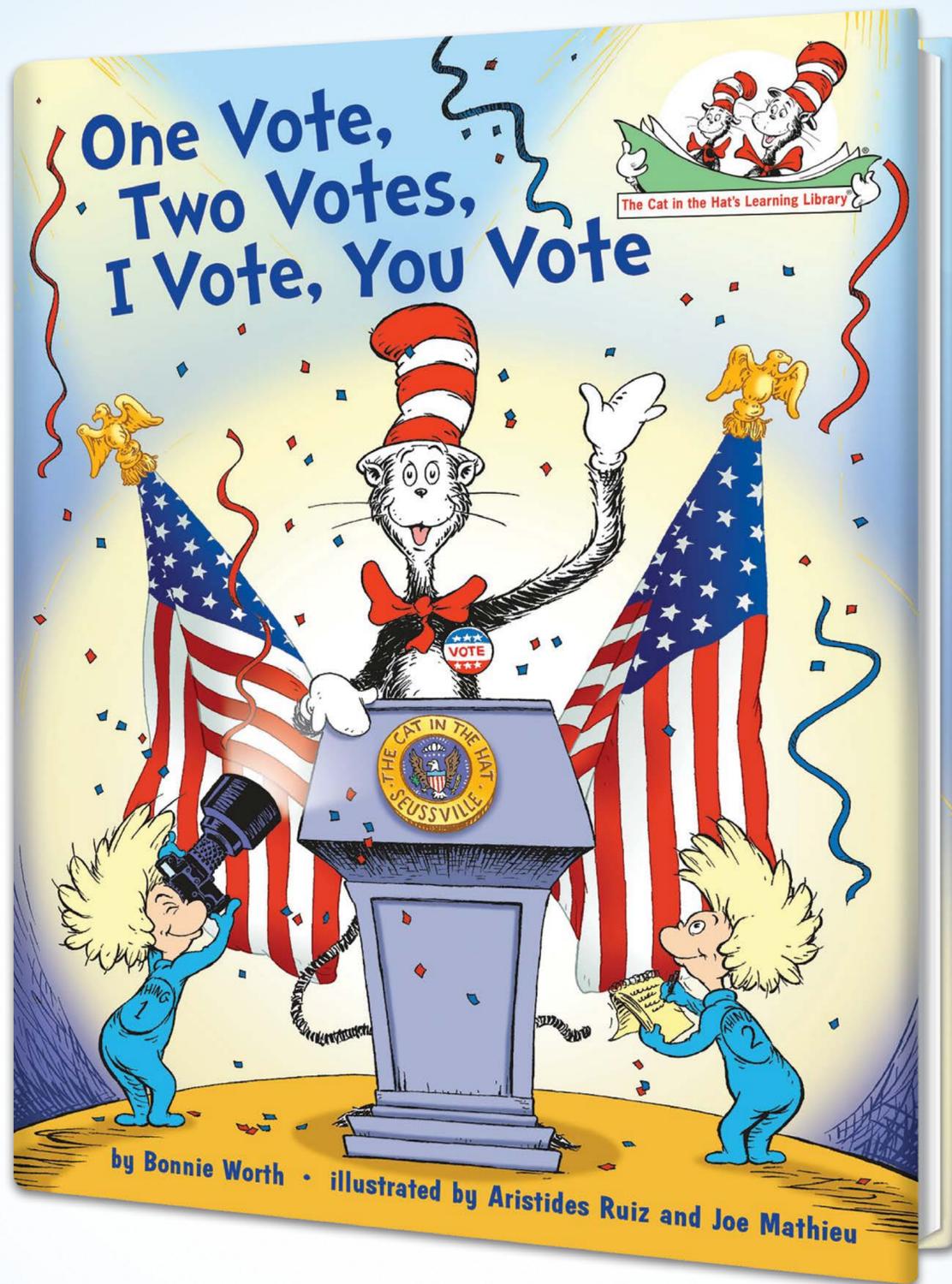
Blank box for drawing a favorite reptile

Learn more at [Seussville.com](http://Seussville.com) @RHCBEducators TheRandomSchoolHouse



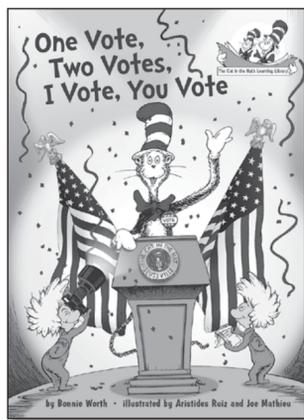
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# Learn about GOVERNMENT with Dr. Seuss!



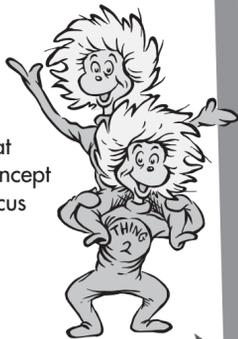
“Voting is something  
we do every day.  
It’s a way we can choose  
that gives us our own say.”





**ONE VOTE, TWO VOTES, I VOTE, YOU VOTE**

In simple rhyme, the Cat in the Hat introduces early readers to the concept and practice of voting—with a focus on the American presidency!



**ADDITIONAL TITLES TO READ IN A GOVERNMENT UNIT!**

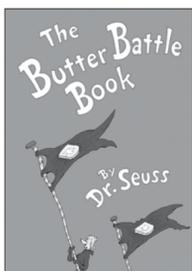
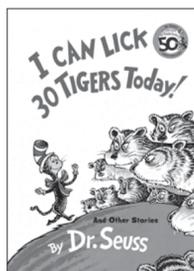


**THE KING'S STILTS**

A classic treatise on the importance of a balanced life, as ordered by the King!

**I CAN LICK 30 TIGERS TODAY**

A single cat challenges authority and creates a more "demo-catic" society!



**THE BUTTER BATTLE BOOK**

A timeless rhyming text to help teach readers about the issues of tolerance and respect.

Use in: English Language Arts, Social Studies



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**CLASSROOM ACTIVITY**

**Discussion Questions for Before, During, and After Reading One Vote, Two Votes, I Vote, You Vote!**

**BEFORE STARTING THE STORY**

- What is voting?
- Why should people vote to elect a president, congressperson, or mayor?

**AS YOU READ THE STORY**

- Talk about words such as *ballot*, *candidate*, *citizen*, *congresspeople*, *constitution*, *debate*, *democracy*, *elect*, *election*, *nomination*, *poll*, and *rallies*.
- What does it mean to live in a democracy?

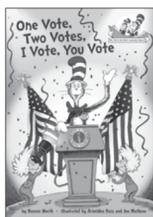
**AFTER THE STORY**

- What did you find significant or surprising about the history of elections and voting?
- Where and how can voters get information? How do people vote in elections?
- Where does voting take place in our community?
- How can kids (and our class!) get involved in an election?

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**REPRODUCIBLE ACTIVITY!**



**IF I WERE PRESIDENT!**

**If I were president of the United States, I would . . .**

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**I would do this because . . .**

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---



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by \_\_\_\_\_



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**CLASS PROJECT**



**GET OUT AND VOTE ACTIVITY**

**Elections of a Different Sort**

Your class may be inspired by *One Vote, Two Votes, I Vote, You Vote* to hold an election of their own!



**Hold an election for class president and vice president.** As a class, discuss and determine the duties and responsibilities of the offices and their duration. Accept nominations, and encourage all students to find ways to participate, whether they run for office or work to support a candidate by making posters or volunteering to register voters. Brainstorm questions for the candidates as a class, and hold a debate before holding the election itself.

**Elect a class mascot.** Have students brainstorm a list of animals that might make a good mascot to represent your class. Vote, using a show of hands, to narrow the list to the top two choices. Form two parties, and align an animal candidate with each. Let students choose which party to join, and encourage them to work together to research their animal candidate. Have both parties use photographs and facts about their animal to create a campaign video. Make sure all voters have the opportunity to watch the videos and get to know both candidates before voting day!

**HOW TO SET IT UP!**

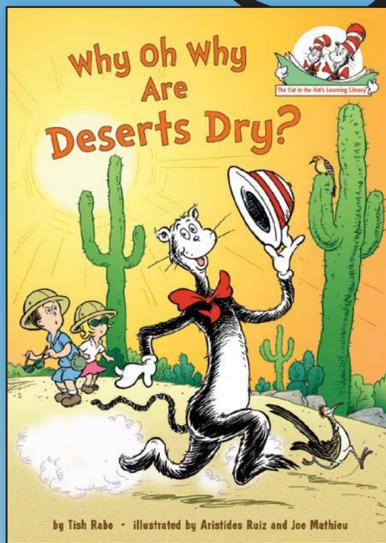
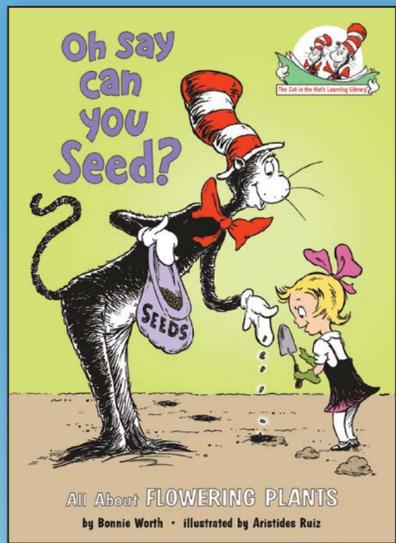
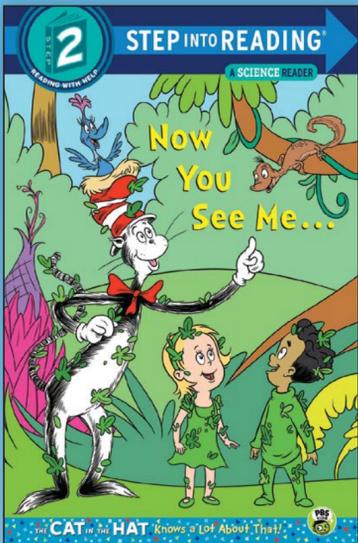
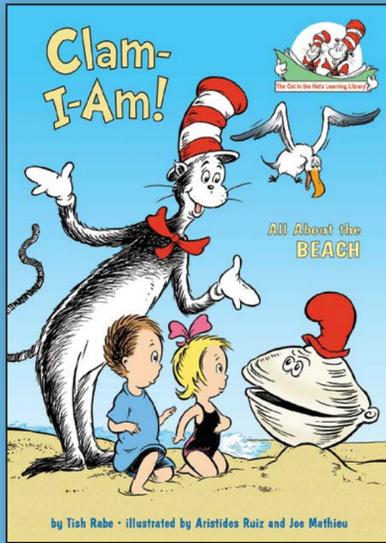
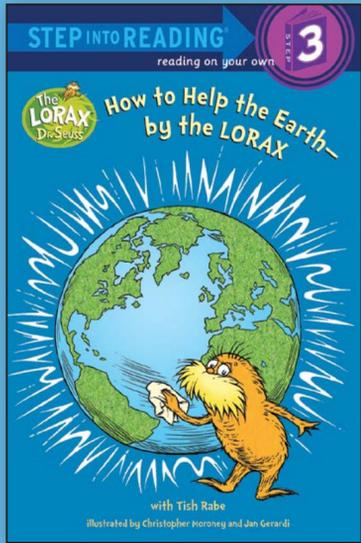
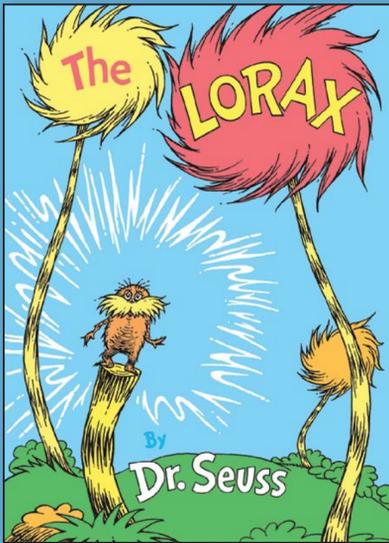
- VOTER REGISTRATION:** Having your students register to vote helps reinforce this important step in the voting process. Act as the registrar, and provide student voters with Voter Registration Cards (can be index cards or downloadable cards). Each student can fill in his or her name, grade, and classroom, and sign the card.
- BALLOT BOX:** Where will your voters place their completed ballots until it is time to count the votes? Make a ballot box. Students can decorate an empty tissue box or shoe box and cut a slit into the top to drop their completed ballots inside.
- THE VOTING BOOTH:** Have students research what voting booths look like. What ideas do they have for creating a private space for voting? Let kids take the lead in designing a voting booth that fits your classroom.
- VOTE!** On the big day, you may want to ask for parent volunteers to serve as officers of the election, poll workers, and vote counters. Or let students check in registered voters, pass out ballots, and monitor the ballot box while others vote. When everyone has voted, pass out "I Voted!" Post-its™ and count the votes.

Learn more at [Seussville.com](http://Seussville.com) @RHCEducators TheRandomSchoolHouse

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# Learn about the ENVIRONMENT with Dr. Seuss!



**“UNLESS someone like you cares a whole awful lot, nothing is going to get better. It’s not.”**

*—The Lorax*



**“From the giant gum tree to this very small weed, every flowering plant started out as a seed.”**

*—Oh Say Can You Seed?*



**“If a sea star gets hurt and it loses a ray, a new ray begins to grow back right away.”**

*—Clam-I-Am!*



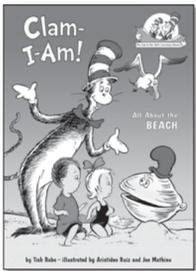
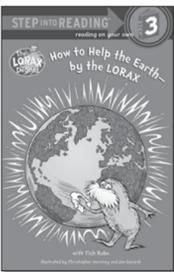
### THE LORAX

Learn about our responsibility to protect the world around us.



### HOW TO HELP THE EARTH—BY THE LORAX

A rhymed reader that offers students easy suggestions for going green.



### CLAM-I-AM

Learn about horseshoe and hermit crabs, jellyfish, sea stars, and much, much more.



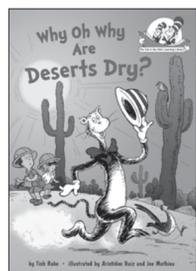
### NOW YOU SEE ME . . .

It's tough to play hide-and-seek with a camouflaging gecko!



### OH SAY CAN YOU SEED?

The Cat in the Hat examines the various parts of plants, seeds, and flowers.



### WHY OH WHY ARE DESERTS DRY?

Explore different kinds of desert around the world, from the hot, dry Sonoran and Mojave to the bitter cold of the Gobi and Antarctica!



Use in: English Language Arts, Science, Social Studies



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REPRODUCIBLE ACTIVITY!



### HELPING HANDS ACTIVITY

## Speak for the Trees!

Helping your students "speak for the trees" can be as simple as organizing a school beautification project. Don't hesitate to turn to the community for help.

- Your school principal can rally community support and help secure appropriate permissions for projects from the school district or county.
- Maintenance and custodial staff know the school and grounds inside and out. Invite their input and feedback.
- Your school media specialist and your librarian are great resources for researching and planning beautification efforts.
- Classroom teachers and specialists will want to use the beautified spaces as classrooms or learning laboratories. Ask for their ideas and their help in making the spaces work for everyone.
- Parents and parent organizations can volunteer ideas, time, and possibly funding.
- Local service clubs and scouting groups are often willing to provide help with the work.
- Garden clubs, nurseries, and other local businesses may donate or discount plants or supplies.
- Your county or state government may have resources to share. Local employees of U.S. Department of the Interior may also be able to offer advice, support, or resources.

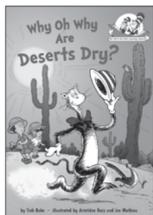
### School Garden Design Resources

- U.S. Fish & Wildlife Service  
Schoolyard Habitat Project Guide  
FWS.gov/cno/pdf/HabitatGuideColor.pdf
- National Gardening Association  
School Gardening  
KidsGardening.org/school-gardening
- Asphalt to Ecosystems  
Design Ideas for Schoolyard, Transformation by Sharon Danks  
Asphalt2Ecosystems.org



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REPRODUCIBLE ACTIVITY!



### WHY OH WHY ARE DESERTS DRY? Desert Research Project

Using the book *Why Oh Why Are Deserts Dry?* for reference, fill in the answers below. You can also try to find answers using the Internet or other books you can find in the library or a local bookstore.



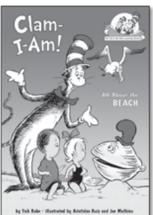
"You may think that deserts are empty and bare, but you'll be surprised by the things we'll find there."

- Why does it get so hot and dry in the desert? \_\_\_\_\_
- What kind of plants can live in a desert? How do they get and store water? \_\_\_\_\_
- Why do cacti have sharp spines? \_\_\_\_\_
- Why do small animals stay underground in the daytime? \_\_\_\_\_
- What is an oasis? What is a mirage? \_\_\_\_\_



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REPRODUCIBLE ACTIVITY!



### CLAM-I-AM! Today Is Your Day Word Search!

Find these beach words in the puzzle. Then, in the spaces below, write down a fact you learned from reading *Clam-I-Am!*

SEA STAR	SEAWEED	SEAGULLS	JELLYFISH						
BARNACLES	SHELLS	ROCKS	TIDES						
J	D	D	U	U	S	C	S	R	B
G	E	M	E	K	C	E	T	S	A
Z	Y	L	C	E	A	I	S	D	R
Y	W	O	L	S	W	J	L	W	N
I	R	Z	T	Y	I	A	L	E	A
Y	C	A	R	K	F	W	E	U	C
L	R	V	P	S	L	I	H	S	L
H	T	I	D	E	S	P	S	B	E
S	L	L	U	G	A	E	S	H	S
G	N	X	Z	E	W	L	O	Y	D



- Sea star: \_\_\_\_\_
- Tides: \_\_\_\_\_
- Barnacles: \_\_\_\_\_

ANSWERS:

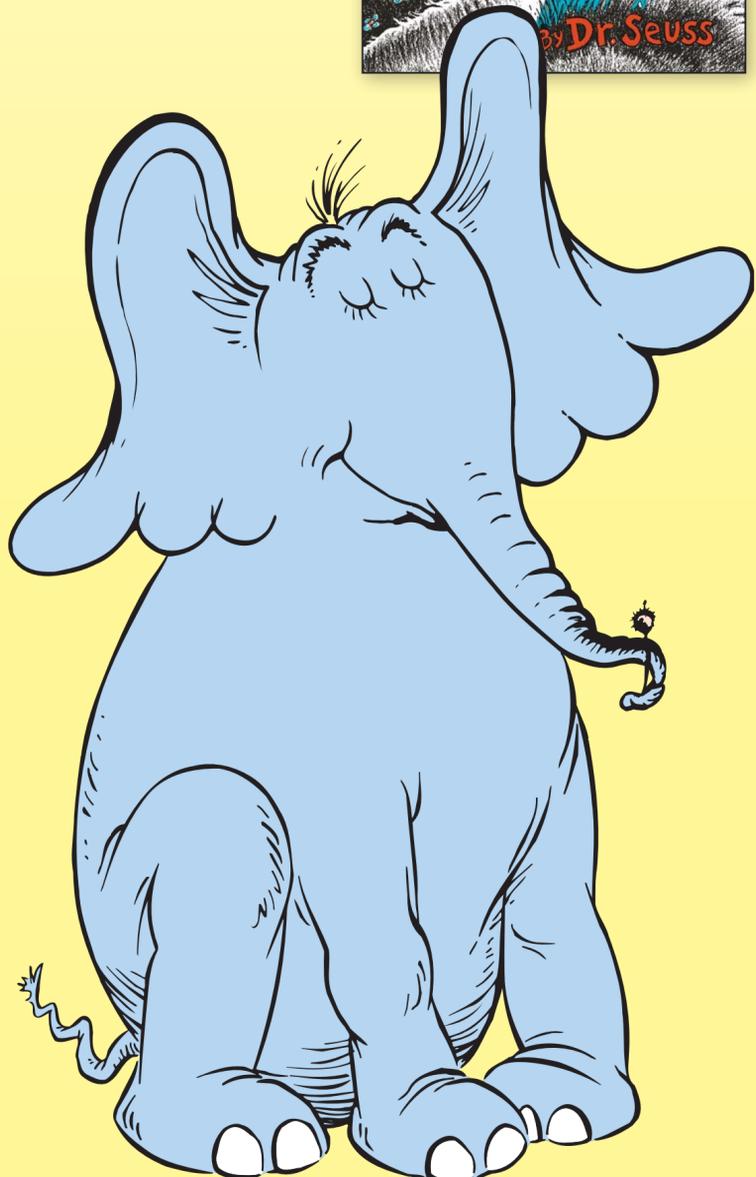
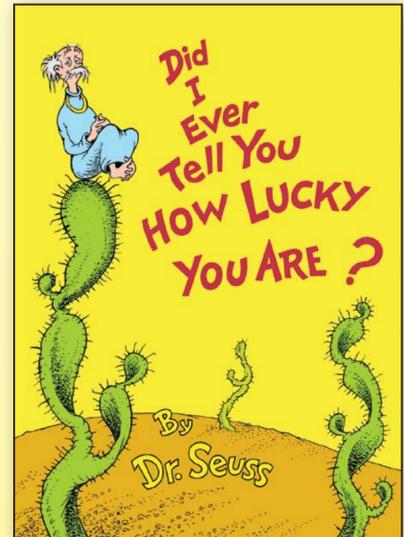
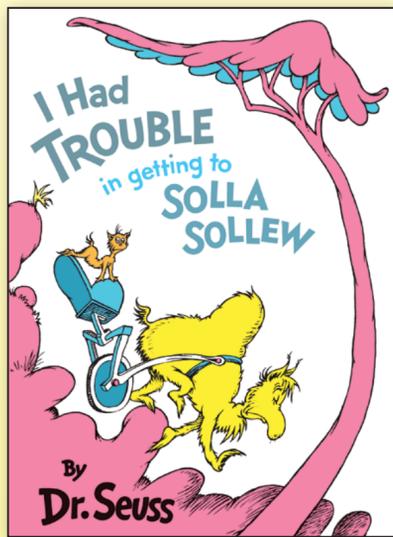
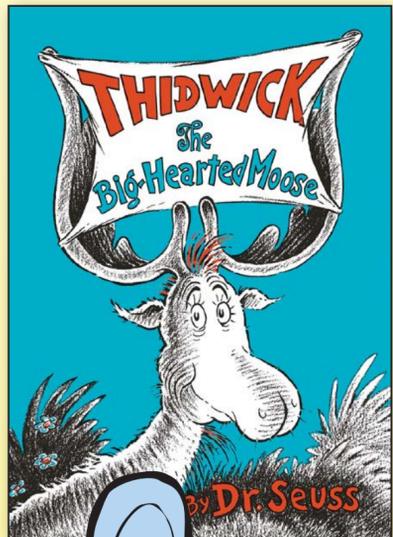
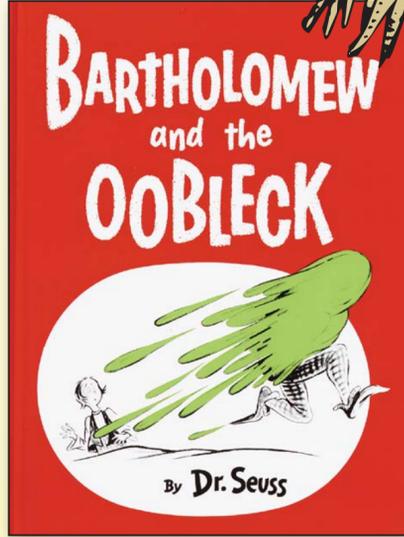
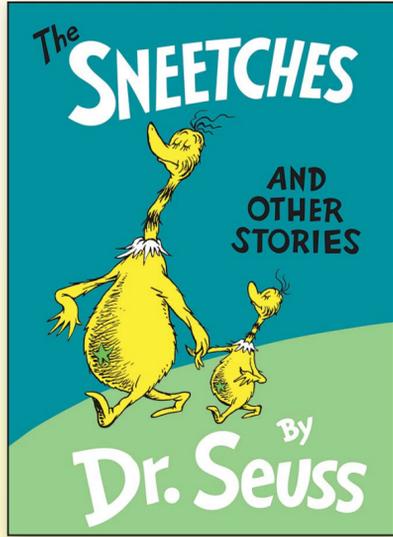
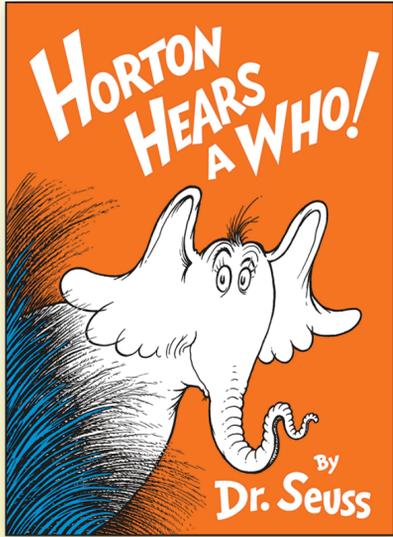
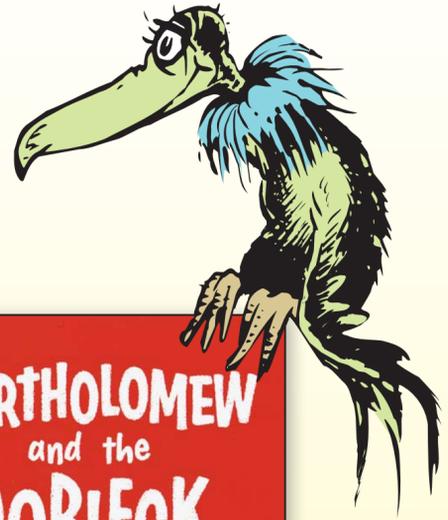
A	O	I	W	E	Z	X	N	G
S	H	S	S	G	O	N	I	S
R	E	L	D	E	D	E	H	
G	H	L	A	A	R	D	T	
U	N	L	F	L	Z	C	A	
A	N	L	W	S	O	W	I	
N	W	L	M	S	A	Y		
D	A	C	A	T	T	Z		
S	S	U	D					

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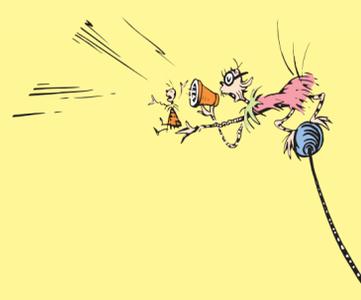


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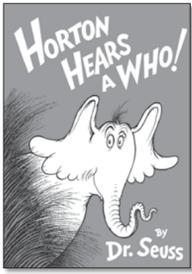
# Learn about CHARACTER EDUCATION with Dr. Seuss!



**“A person’s a person,  
no matter how small.”**  
—Horton Hears a Who!



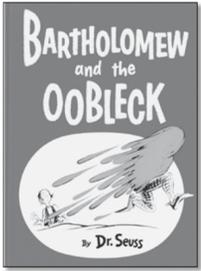
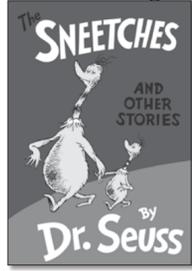
REPRODUCIBLE ACTIVITY!



**HORTON HEARS A WHO**  
Young readers will learn kindness and perseverance from the determined—and endearing—Horton the elephant!

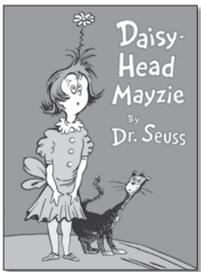
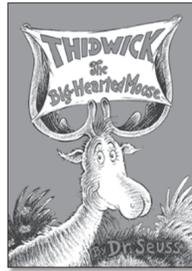


**THE SNEETCHES AND OTHER STORIES**  
These four stories touch on important moral issues and are ideal for sparking conversations about tolerance, compromise, and fear of the unknown.



**BARTHOLOMEW AND THE OOBLECK**  
In this Caldecott Honor-winning picture book, readers will learn that the simplest words can sometimes solve the biggest problems.

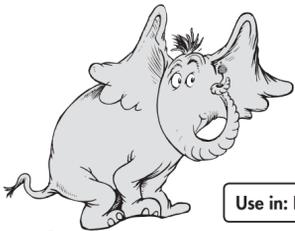
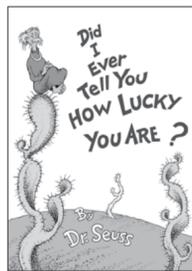
**THIDWICK THE BIG-HEARTED MOOSE**  
An ideal book for introducing children to the concepts of self-respect and generosity



**DAISY-HEAD MAYZIE**  
A wonderful choice for celebrating those qualities that make each of us unique.

**DID I EVER TELL YOU HOW LUCKY YOU ARE?**

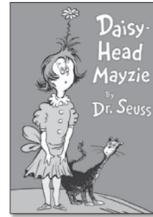
An inspirational, classic story that provides the perfect pick-me-up for readers who are feeling a bit down in the dumps



Use in: English Language Arts, Social Studies, Art

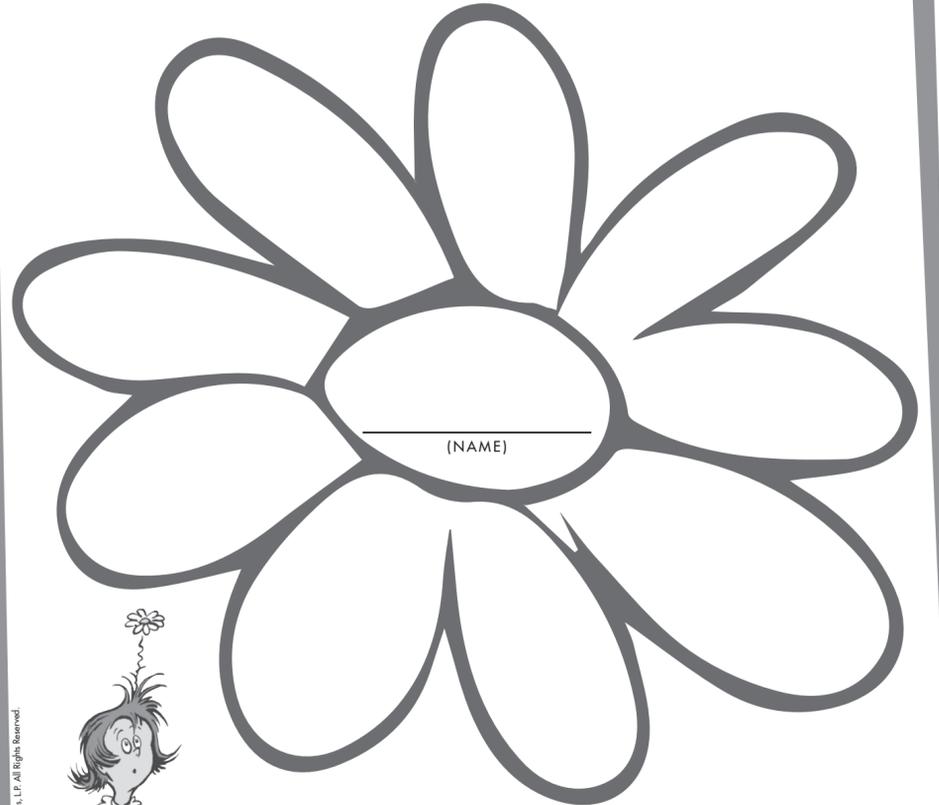


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**DAISY-HEAD MAYZIE**  
**What Makes YOU Unique?**

In each petal of the daisy below, write a word that describes you! For example: funny, tall, and freckly. Then write down a special talent you have! Share your descriptions with your classmates. Did any two people have the same answers? Discuss what it means to be unique.



(NAME)

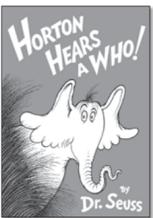


My special talent is \_\_\_\_\_

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CLASSROOM DISCUSSION ACTIVITY



**HORTON HEARS A WHO!**  
**Stand Up and Be Heard!**

*Horton Hears a Who!* teaches the lesson "A person's a person, no matter how small!" and that every voice counts. Ask the kids what kinds of things they have done to help their family, school, community, or selves. How did it make them feel? (For younger children, you can just ask what nice or kind things they have done.)



DID THEY:

Stand up for someone?

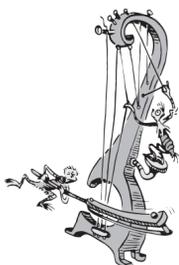
Stand up for something they believe in?

Recycle and help the environment?

Stay true to themselves?

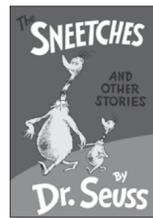
Volunteer in the community?

"They've proved they ARE persons, no matter how small. And their whole world was saved by the Smallest of All."



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REPRODUCIBLE ACTIVITY!



**THE SNEETCHES AND OTHER STORIES**  
**What Was I Scared Of?**

After reading "What Was I Scared Of?," write down why you think he was afraid of the pale green pants with nobody inside them. Then share a story about how something scary happened to you. What were you afraid of? How did you learn to overcome your fear? Share with a partner to learn more about bravery!

Blank lined area for writing a response to the reading activity.



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# Oh, the Places

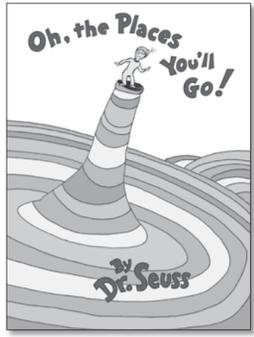
# You'll Go!

“You have brains in your head.  
You have feet in your shoes.  
You can steer yourself  
any direction you choose.”

By  
Dr. Seuss



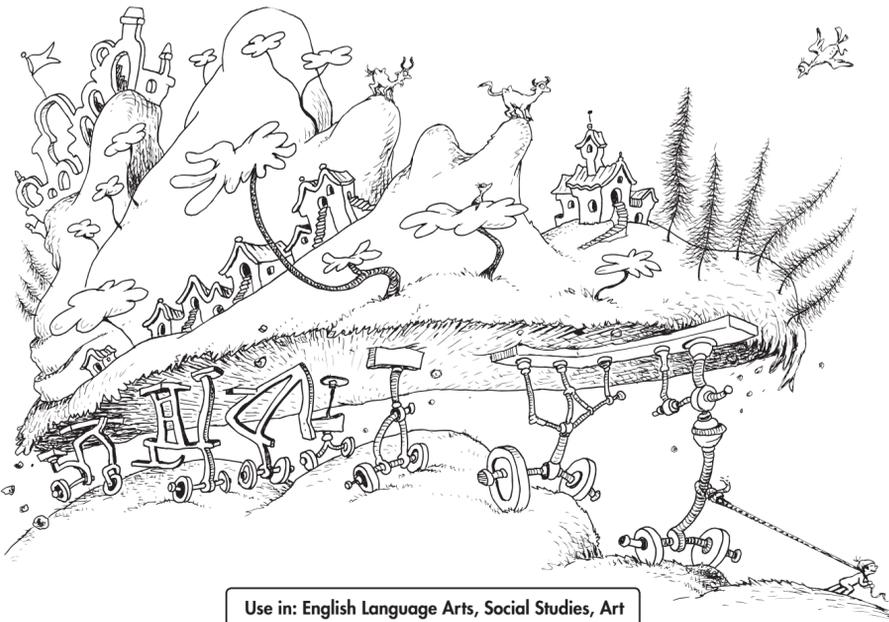
# Oh, the Places You'll Go!



## ABOUT THE BOOK

Using humorous verse and illustrations, Dr. Seuss addresses the ups and downs life presents while encouraging readers to find the success they are capable of.

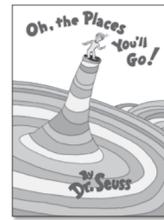
Color in the scene below.



Use in: English Language Arts, Social Studies, Art



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## CLASSROOM ACTIVITY

# Discussion Questions for Before, During, and After Reading *Oh, the Places You'll Go!*

### BEFORE STARTING THE STORY

- What character traits are important when trying new things and going on adventures?
- Have there been times when you have felt left behind? What did you do to try to feel better?

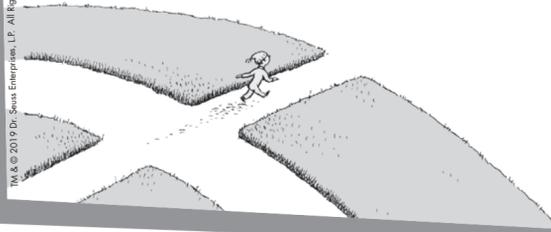
### AS YOU READ THE STORY

- How do you prepare to face your problems?
- What does success mean? Is it different for everyone?

### AFTER THE STORY

- What do you think "Life's a Great Balancing Act" means?
- Where do you want to go? What do you want to do?

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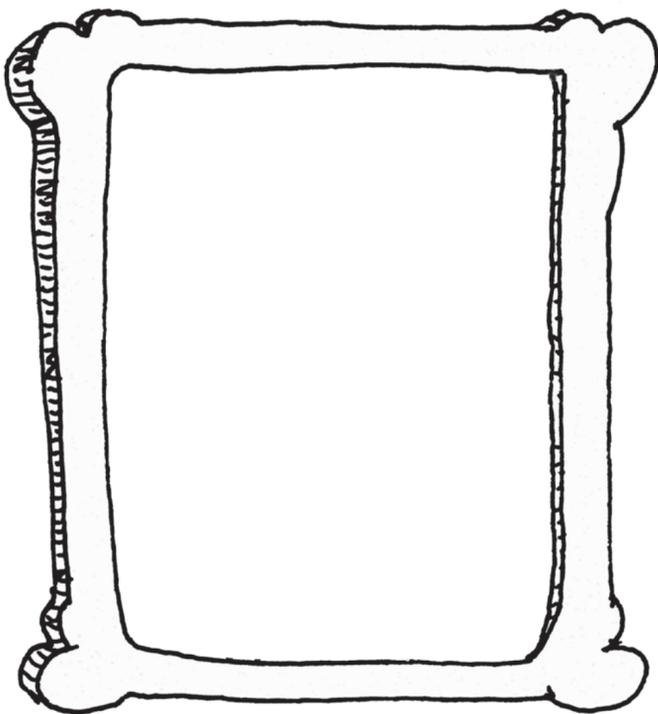


REPRODUCIBLE ACTIVITY!



## I Am Who I Am!

Have your students think about who they are and their positive attributes! Then have them draw what they look like.



Three adjectives that describe me are

\_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_!



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REPRODUCIBLE ACTIVITY!



## Today Is Your Day!

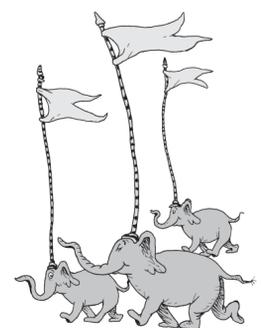
Think about what you want to be when you grow up or where you want to go. Draw it on the card below. Then think about how you will accomplish this. With a teacher's help, cut out the card and hang it up in your classroom for inspiration!

### Oh, the Places I'll Go!

I am going to \_\_\_\_\_

I will do this by \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
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