

Dr. Seuss's

The Cat in the Hat



Main Street Theater for Youth
Study Guide

MainStreetTheater.com
713-524-9196

We hope these supplemental materials will help you integrate your field trip into your classroom curriculum. We've included a number of activities and resources to help broaden your students' experience. Please make sure that each teacher that will be attending the play has a copy of these materials as they prepare to see the show.

ESTIMATED LENGTH OF SHOW: 45 MINUTES



Have students write letters or draw pictures to the cast of *THE CAT IN THE HAT* with their thoughts and comments on the production!

All correspondence should be sent to:

SCHOOL BOOKINGS

Main Street's Theater for Youth
3400 Main Street #283
Houston, Texas 77002

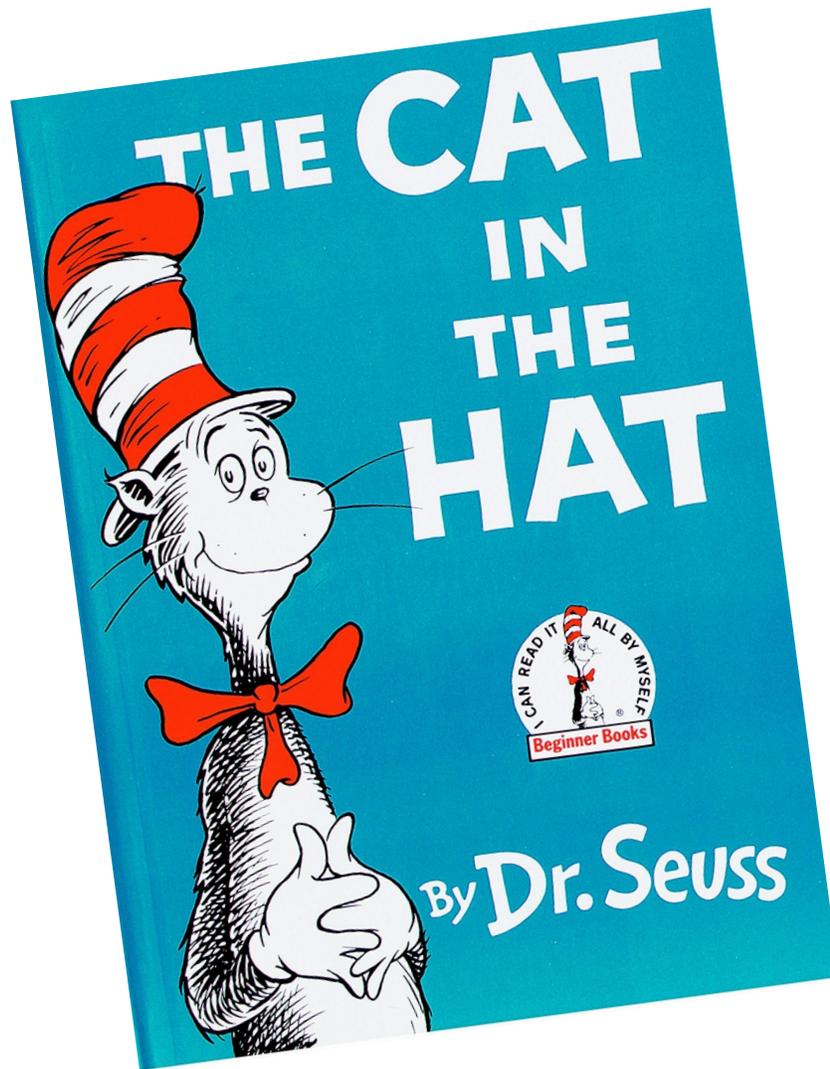
Read *The Cat in the Hat* to your class before seeing the play!

Point out the title and explain that it is the name of the book. Have your students name some other book titles.

Point out the author's name and explain that they are the one who wrote the book.

Start by having the students look at the pictures. Ask them what they think the story is about. Remind them to use the pictures as clues.

If they can, have them take turns reading.



After reading the book, ask the students: What is their favorite part of the story?

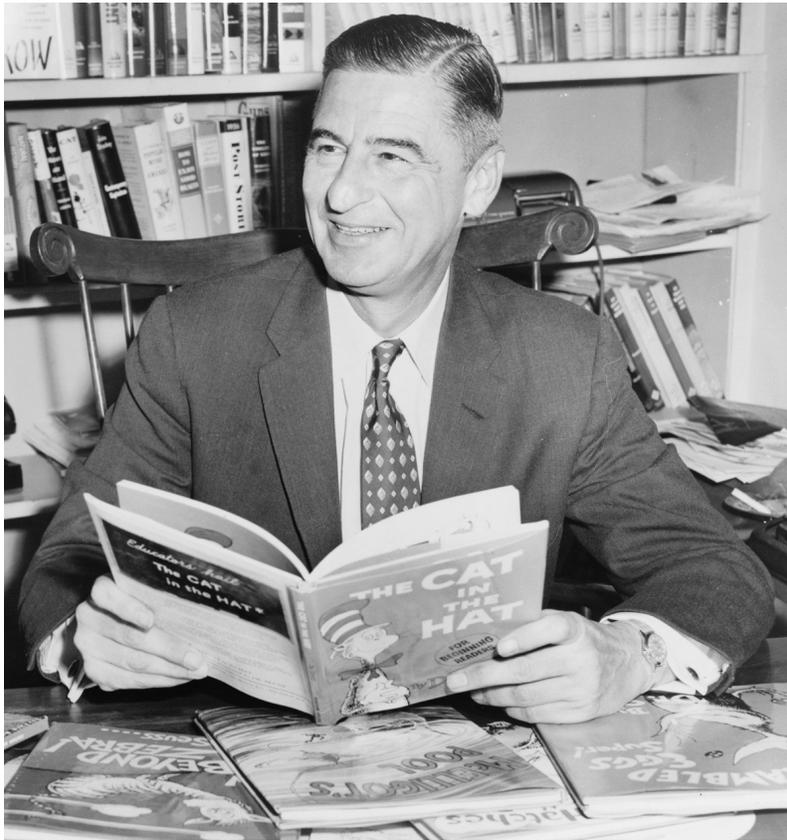
Did they think the story was make believe (fiction) or was it real (non-fiction)?

The Cat in the Hat

ABOUT THE AUTHOR

WHO WROTE THE CAT IN THE HAT?

DR. SEUSS



Theodor Seuss Geisel, better known to the world as the beloved Dr. Seuss, was born in 1904 on Howard Street in Springfield, Massachusetts. His mother, Henrietta Seuss Geisel, often soothed her children to sleep by "chanting" rhymes remembered from her youth. Ted credited his mother with both his ability and desire to create the rhymes for which he became so well known.

The influence of Ted's memories of Springfield can be seen throughout his work. Drawings of Horton the Elephant meandering along streams in the Jungle of Nool, for example, mirror the watercourses in Springfield's Forest Park from the period. The fanciful truck driven by Sylvester McMonkey McBean in *The Sneetches* could well be the Knox tractor that young Ted saw on the

streets of Springfield. In addition to its name, Ted's first children's book, *And To Think That I Saw It On Mulberry Street*, is filled with Springfield imagery, including a look-alike of Mayor Fordis Parker on the reviewing stand, and police officers riding red motorcycles, the traditional color of Springfield's famed Indian Motorcycles.

Ted left Springfield as a teenager to attend Dartmouth College, where he became editor-in-chief of the *Jack-O-Lantern*, Dartmouth's humor magazine. Although his tenure as editor ended prematurely when Ted and his friends got into some trouble he continued to contribute to the magazine, signing his work "Seuss." This is the first record of the "Seuss" pseudonym, which was both Ted's middle name and his mother's maiden name.

To please his father, who wanted him to be a college professor, Ted went on to Oxford University in England after graduation. However, his academic studies bored him, and he decided to tour Europe instead. Oxford did provide him the opportunity to meet a classmate, Helen Palmer, who not only became his first wife, but also a children's author and book editor.



After returning to the United States, Ted began to pursue a career as a cartoonist. *The Saturday Evening Post* and other publications published some of his early pieces, but the bulk of Ted's activity during his early career was devoted to creating advertising campaigns for Standard Oil, which he did for more than 15 years.

As World War II approached, Ted's focus shifted, and he began contributing weekly political cartoons to *PM* magazine, a liberal publication. Too old for the draft, but wanting to contribute to the war effort, Ted served with Frank Capra's Signal Corps (U.S. Army) making training movies. It was here that he was introduced to the art of animation and developed a series of animated training films featuring a trainee called Private Snafu.

While Ted was continuing to contribute to *Life*, *Vanity Fair*, *Judge* and other magazines, Viking Press offered him a contract to illustrate a collection of children's sayings called *Boners*. Although the book was not a commercial success, the illustrations received great reviews, providing Ted with his first "big break" into children's literature. Getting the first book that he both wrote and illustrated, *And to Think That I Saw It on Mulberry Street*, published, however, required a great degree of persistence - it was rejected 27 times before being published by Vanguard Press.

The Cat in the Hat, perhaps the defining book of Ted's career, developed as part of a unique joint venture between Houghton Mifflin (Vanguard Press) and Random House. Houghton Mifflin asked Ted to write and illustrate a children's primer using only 225 "new-reader" vocabulary words. Because he was under contract to Random House, Random House obtained the trade publication rights, and Houghton Mifflin kept the school rights. With the release of *The*

Cat in the Hat, Ted became the definitive children's book author and illustrator.

After Ted's first wife died in 1967, Ted married an old friend, Audrey Stone Geisel, who not only influenced his later books, but now guards his legacy as the president of Dr. Seuss Enterprises.



Why fit in
when you
were born to
stand out?

Dr. Seuss

At the time of his death on September 24, 1991, Ted had written and illustrated 44 children's books, including such all-time favorites as *Green Eggs and Ham*, *Oh, the Places You'll Go*, *Fox in Socks*, and *How the Grinch Stole Christmas*. His books had been translated into more than 15 languages. Over 200 million copies had found their way into homes and hearts around the world.

Besides the books, his works have provided the source for eleven children's television specials, a Broadway musical and a feature-length motion picture. Other major motion pictures are on the way.

His honors included two Academy awards, two Emmy awards, a Peabody award and the Pulitzer Prize.

POETRY

After reading the book ask your students to name some rhyming words from the story. List them on the blackboard. Use their list of words to make a poem. For Pre-K and Kindergarten have them make a class poem by working together and writing it on the board. For 1st grade have the students use 10–20 rhyming words for their poem. For 2nd grade use 20–30, and so on.

Feel free to send us some of their poems, we would love to read them!

CHARACTERS

Dr. Seuss stories feature some of the most memorable characters in children’s literature. There’s Horton, the Cat in the Hat, Sam, the Sneetches, Yertle the Turtle, and more.

Have your students choose a favorite character. Ask children to pretend to be that character and write a set of clues that describes who they are. Have them start with general clues and get progressively more specific. (For example, “I live in a jungle. I like to swim. I have a trunk. I have big ears. I am determined. I searched a big field of clovers for my small friends. I found them on the last clover and kept them safe.”) Let them take turns reading aloud their clues one at a time, giving classmates a chance to guess their identity after each clue.

SPELLING

In the story, the Cat along with the Things come into the house to entertain the boy and girl on a rainy day. Blow up a large picture of Cat and tape it to a poster board or trace it onto construction paper. Pin up on the bulletin board. Have your students tell you what other things begin with the letter “C”. Have them draw pictures of their “C” words on index cards and tape them onto the Cat. Try doing this with other letters such as a “T” for the Things, a “F” for the Fish or a “G” for the Girl in the story.



The Cat in the Hat

When the Cat cleans up the mess he made, he picks up items off the floor which rhyme with each other! See if you can think of words the Cat can pick up that rhyme with the words that are in bold.

The Cat picked up his **cake**, and he picked up his _____.

The Cat picked up his **pot**, and he picked up his _____.

The Cat picked up his **strings**, and he picked up his _____.

The Cat picked up his **dish**, and he picked up his _____.

The Cat picked up his **fan**, and he picked up his _____.

The Cat picked up his **cup**, and he picked up his _____.

The Cat picked up his **ship**, and he picked up his _____.

The Cat picked up his **dog**, and he picked up his _____.

Now you write one!

The Cat picked up his _____,
and he picked up his _____!



Use the attached coloring picture of the Cat.
Read the instructions below to your students
as they color their worksheet.

- If you are a boy, color the bow tie **red**.
- If you are a girl, color the bow tie **pink**.

- If you like Dr. Seuss books, color the hat **red** and **white**.
- If you don't like Dr. Seuss books, color the hat **black** and **blue**.

- If you think hat and cat rhyme, color the nose **black**.
- If you don't think hat and cat rhyme, color the nose **orange**.

- If you like Thing One and Thing Two, color the cat's face **brown**.
- If you don't like Thing One and Thing Two, leave the face **white**.

- If you would like for the Cat in the Hat to visit at your house, color the cat **brown**.
- If you wouldn't like for him to visit your house, color the cat **black**.

The Cat in the Hat



Have your students solve the following math word problems!

1. I sat here with Sally, we sat here we two. And we said, "How we wish we had something to do." So Sally and I began counting the raindrops that fell. At 8:00am 22 raindrops fell, at 9:00am 25 fell, and at 10:00am 28 drops fell. If this pattern continued, how many raindrops fell at 11:00am?
2. The Cat in the Hat was an unusual cat. He had 7 toes on each paw. How many toes did the Cat in the Hat have?
3. The Cat said, "I know some new tricks. I will show them to you. I have 196 tricks in one and in the other 582." How many tricks does the Cat have?
4. The Cat in the hat began balancing things in the air. He balanced the fish bowl, a book, and his umbrella. Unfortunately, he dropped all three. The water in the fish bowl spilled on the book, which had 750 pages. The first 228 pages got wet. How many pages stayed dry?
5. Then the Cat tried balancing 4 rakes. Each rake had 9 prongs. How many prongs were there altogether?
6. "I call this game fun-in-the-box," said the Cat. He was standing on a bright red box. How many faces did his box have?
7. Thing 1 and Thing 2 began flying kites in the house. Thing 1's kite had 36 bows on the tail and Thing 2's had 71 bows. How many more bows did Thing 2's kite have than Thing 1's kite?
8. Thing 1's kite flew into Mother's closet and came out with her new gown on the string. Her gown had 47 dots on each sleeve. How many dots were on both sleeves?
9. Mother left the house at 9:00am. We finally got the rooms cleaned and the Cat with his Things went out the back door seconds before Mother came in the front door at noon. How many hours of fun did we have before Mother came home?



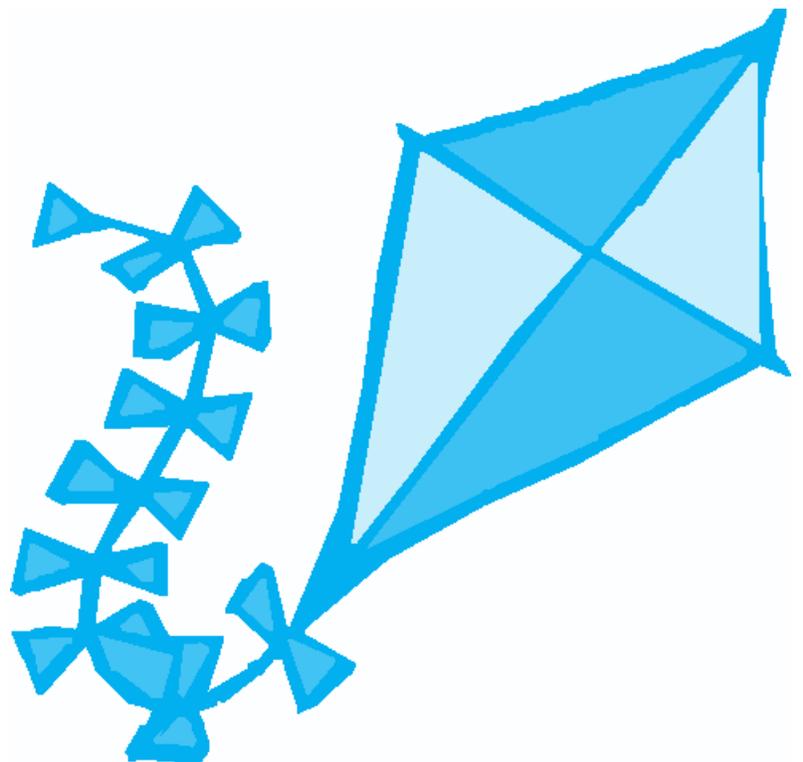


MAKE THE CAT'S HAT

Take a sheet of white paper (turned vertically) and a sheet of red paper. Cut out strips of red paper and glue them onto the white paper. Then take a longer piece of paper and cut it lengthwise. Attach that to the bottom to secure to the head.

MAKE A KITE

Make a kite using construction paper, straws/popsicle sticks and yarn. Cut out a kite shape using the construction paper. Have your students color or draw on one side of the kite. Tape the straws/popsicle sticks to the middle back in a cross shape. Attach the yarn to the straws/popsicle sticks.



The Cat in the Hat

ACTIVITIES

Ask your students to sit in a circle on the floor. Pass around a “talking stick” and have them share one thing they remember from the story *The Cat in the Hat*.



DRAMA GAME: Machine

Have students create a cleaning machine using their bodies and voices. Have your students come up with a gesture and sound to represent a part of the machine. The gesture and sound has to be easily repeatable and stay in the same area. One student starts. The first student repeats the exact same gesture and sound again and again. The other students join in one by one when they feel ready and do their own gesture and sound. Remind your students that the parts of a machine must connect and work with each other or the machine will not work properly. Once everyone has joined the machine, you can ask the students to speed up, slow down and eventually break.

RAINY DAY IDEAS

Students will work individually to create a list of activities they could do on a rainy day.

SUPPLIES: Paper with an outline of a raindrop. Inside the raindrop it can say, “When it rains outside I like to...”

DISCUSSION: “In the play Sally and her brother Conrad were bored because it was raining, and there was nothing they could do. Have you ever felt bored? What are some things that you can do if you are stuck inside?” If students give answers such as, “Watch movies, play my Xbox, go on the internet”, raise the stakes and tell them the power is out. Write a list of these activities on the board.

MODELING: Have the students sit at their desks. Using some of the words from the board, draw yourself an example raindrop. Inside your example raindrop write the numbers, 1, 2 and 3. Tell the students you want them to list 3 things they could do on a rainy day and ask them to draw a picture.

ACTIVITY: Walk around the room helping students decide on their activities. Once they have written out the activities they can draw pictures of these activities. You can ask the students to write out their activities in sentences that rhyme with the other activities they selected. For example: “When it rains outside I like to read a book, make a fort in a nook and help my mom cook!”

TRUST

The Cat reassures the children that what he is doing is okay and that their mother won't mind...

1. Would you have trusted the cat?
2. When can you trust strangers? What if they're a teacher, or a policeman?
3. How do you know that you can trust your friends?
4. What is trust?

RESPONSIBILITY

The Cat, with all of his games, made quite a mess in Sally and Sam's house...

1. Is it okay that the Cat made a mess?
2. Since the Cat cleaned up his mess, was it more okay that he made it?
3. When is it okay to make a mess?
4. Is it okay to make a mess in your house?
5. Is it okay to make a mess if it isn't in your house?
6. Can you be responsible for a mess someone else makes?
7. What if it's in your house? What if they're your friend? Or a stranger?
8. Did the children have a responsibility to their mother to keep the house clean?

WRONGNESS

In the story, Sally and Sam had a very different view on what is right and wrong than the Cat did...

1. Is it okay if the children were entertained by the Cat, even though what he was doing was dangerous?
2. Is it okay to do things that are wrong to try and impress people?

3. Is it more okay to do something wrong if it's fun? Why or why not?
4. What makes something wrong?
5. Who decides if something is wrong?
6. Can something/someone be right even if everyone says it's wrong?

SOCIAL EXPECTATIONS

In the story, the Cat invited himself in, and started taking action...

1. Was what the Cat did an okay way to act?
2. What are inappropriate things to do in a friend's home?
3. What makes them inappropriate?
4. Are they different things than what is inappropriate to do in your home? Why?
5. Should you make a friend leave if they are acting inappropriately?
6. Is it ever okay to be rude to someone?
7. Is it okay to be rude to someone to try and make them leave your house if they're causing harm?

LYING

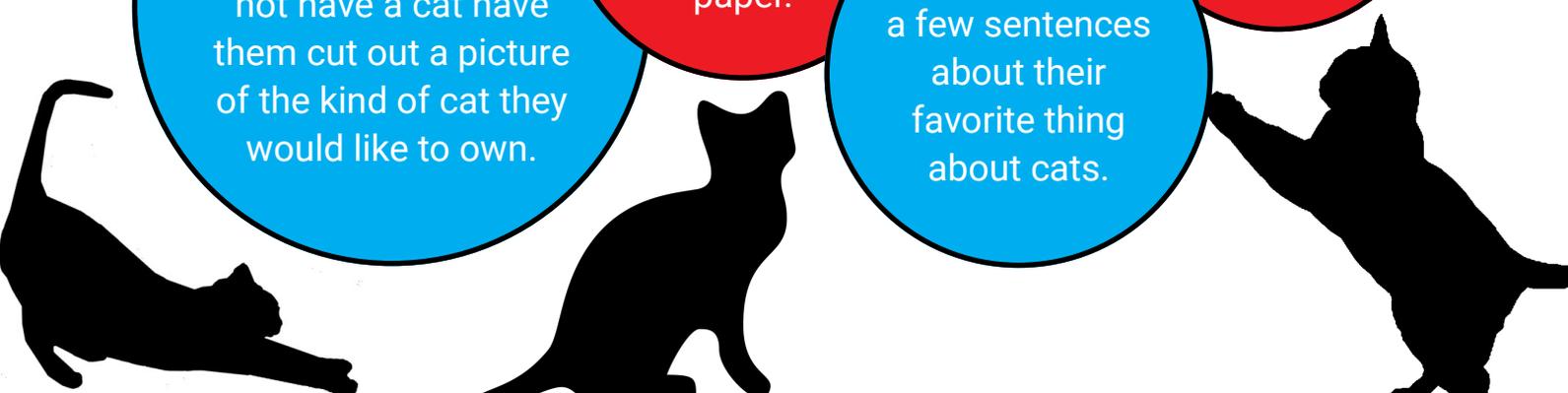
At the end of the story, the reader is left to wonder if they would tell their mom what had happened...

1. Would you have told your mother what happened? Why?
2. Is it okay to lie to hide something that you've done wrong?
3. If we lie and get away with it, can people still be hurt by what we've done?
4. Should we tell the truth, even if no one would believe us?
5. If you tell someone only part of what happened, is this lying?



CAT FACTS

- Cats are one of, if not the most, popular pet in the world.
 - There are over 500 million domestic cats in the world.
 - Cats conserve energy by sleeping for an average of 13 to 14 hours a day.
 - Cats have flexible bodies and teeth adapted for hunting small animals such as mice and rats.
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- A group of cats is called a clowder. A male cat is called a tom, and a female cat is called a molly or a queen. Young cats are called kittens.
 - Cats have powerful night vision, allowing them to see at light levels six times lower than what a human needs in order to see.
 - Cats also have excellent hearing and a powerful sense of smell.
 - Domestic cats love to play! This is especially true with kittens who love to chase toys and play fight.
 - On average, cats live for around 12 to 15 years.
 - Cats spend a large amount of time licking their coats to keep them clean.



Have your students bring in pictures of their cat. If they do not have a cat have them cut out a picture of the kind of cat they would like to own.

Help your students make fish out of construction paper.

Have them write a few sentences about their favorite thing about cats.

Do they have a fun story to tell about a cat?