

# Dr. Seuss

## Summary

A multidisciplinary unit using the books of Dr. Seuss. Refer to Dr. Seuss Matrix (under Instructional Tab) to see unit overview.

## Group Size

Small Groups

## Life Skills

Thinking & Reasoning, Communication

## Student Prior Knowledge

Science:

Language Arts:

Social Studies:

Health Education:

## Instructional Procedures

### **Science**

#### **: Making Oobleck**

Students will make oobleck from the recipe on the Tech Station web site link "Make Your Own Oobleck". Students will identify the physical properties of oobleck. (e.g. hard, soft, liquid, gas, solid) (You will now need 4 "air tight" zip lock type plastic bags) Students will split oobleck in thirds (1/3s) and store 1/3 in two air tight zip lock bags (double bag) and then store 1/3 in two air tight zip lock bags (double bag) again. Then store 1/3 out in the open on a paper plate where the elements can have at the oobleck. You should now have two globs of oobleck stored in double zip lock bags and one glob unprotected on a plate. These samples will be used at the whole group station. Refer to website, "Oobleck - A Solid or a Liquid".

#### **Language Arts: Dr. Seuss Dictionary**

Students will write down words they will not find in a dictionary, such as glugg, gloing, and oobleck. Review dictionary skills, and alphabetical order. Each student will have a copy of the Dr. Seuss Dictionary handout and must fill out a definition and create an drawing to accompany their definition. The Literary Luminary will compile all of the group members words to create their Dr. Seuss Dictionary. The entire group must place guide words at the top of their entry along with correct page number. Refer to dictionary handout in attachments.

#### **Social Studies: The Cold War**

Read *The Butter Battle Book* by Dr. Seuss. Using the worksheet compare the gradual building of arms in the book and how it relates to the cold war between the United States and the Soviet Union. Students will then write and illustrate a story prediction describing what would happen next in the book. Students should be able to explain their reasons why these events might occur. Refer to the Dr. Seuss and the Cold War handout.

#### **Health Education: Making Choices**

Watch videos of students in scenarios where they have to make certain choices. Fill out a worksheet with a table explaining how they can make a good choice in each of those scenarios.

## Rubrics

### [iMovie Presentation](#)

## Bibliography

### **Books by Dr. Seuss**

:

Oh, The Place You'll Go

Bartholomew and the Oobleck

The Lorax

The Butter Battle Book

Fox in Socks

Green Eggs and Ham

Horton Hatches the Egg

Horton Hears a Who

If I Ran the Zoo

The Cat in the Hat

### **Other Resources:**

iMovie Lesson Idea:

[http://ali.apple.com/ali\\_sites/ali/exhibits/1000877/](http://ali.apple.com/ali_sites/ali/exhibits/1000877/)

Lathem, Edward Connery, *Who's Who & What's What in the Books of Dr. Seuss*, Hanover, New Hampshire, Dartmouth College 2000.

Literature Circles Website:

[http://www.readwritethink.org/lessons/lesson\\_view\\_printer\\_friendly.asp?id=19](http://www.readwritethink.org/lessons/lesson_view_printer_friendly.asp?id=19)

Novelli, Joan, *Teaching With Favorite Dr. Seuss Books*, Scholastic

Sneider, Cary I., *Oobleck: What Do Scientists Do?*, Lawrence Hall of Science, University of California at Berkeley

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