

Explore the World through the Cat in the Hat's Learning Library™



**Grades
PreK-3**

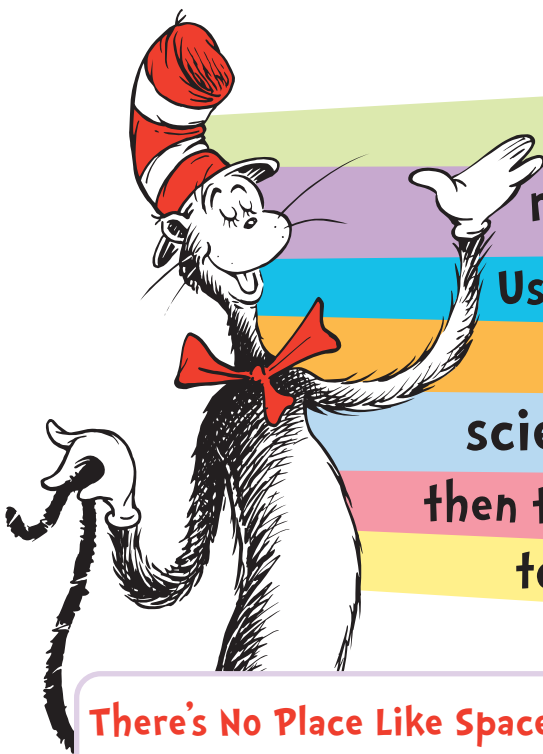
Dear Educator,

The Cat in the Hat's Learning Library introduces nonfiction to the beginning reader and serves as a great resource to help teachers make abstract scientific concepts come to life! As the students are entertained by the intriguing stories, they will also learn about fascinating facts that will keep them reading to learn even more! Take a look at some of our innovative classroom activities for the Cat in the Hat's Learning Library series and see how your students can learn to read and read to learn!



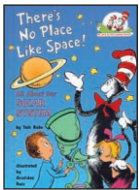
"There is a big gap between 'concept' books written for preschoolers and nonfiction that requires fluent reading skills. The Cat in the Hat's Learning Library shows young readers that books can be entertaining and educational at the same time. This is a wonderful series!"

—BARBARA KIEFER, ASSOCIATE PROFESSOR, READING AND LITERATURE
TEACHERS COLLEGE, COLUMBIA UNIVERSITY



Keep your students
reading and exploring science concepts!
Use the Cat in the Hat's Learning Library
to introduce
science concepts to your students,
then try one of these great activities
to make your unit come to life!

There's No Place Like Space!



Random House Hardcover
0-679-89115-3

ABOUT THE BOOK

Blast off for educational fun! Beginning readers and budding astronomers are launched—via Seussian sorcery—on a wild trip to visit the nine planets in our solar system, along with the Cat in the Hat, Thing One, Thing Two, Dick, and Sally.



ACTIVITY: Moon Watcher

OBJECTIVE: Students will be able to observe the moon's shape and draw what they see, keeping a daily log. Students will be able to compare their results with the newspaper's diagrams of the moon.

MATERIALS: moon watch log sheet, current newspaper

DIRECTIONS:

- 1) Have students "moon watch" each night for a two-week period, keeping a journal of their thoughts, questions and comments.
- 2) As part of the moon watch, have children draw the moon as it appears to them every night during this two-week period to gain an understanding of the moon's regular phases. It works best if they observe the moon from the same location.
- 3) Using a current newspaper, compare the students' drawings with the pictures in the paper. This is a good cross-reference and a way to introduce parts of the newspaper.

AFTER THE 2 WEEKS: Have students discuss or write a comparative essay about the phases of the moon answering the following example questions:

- What was the moon's shape on the first night?
- What was its shape a week later?
- What was its shape at the end of the two weeks?



Oh, the Things You Can Do That Are Good for You!



Random House Hardcover
0-375-81098-6

ABOUT THE BOOK

With the help of the staff and equipment at a Seussian spa, the Cat in the Hat explains the basics of healthy living, from eating right and getting enough exercise and sleep to having a positive body image to the distance and speed of a typical sneeze!



ACTIVITY: Watch Out! Acid Attack!

OBJECTIVE: Students will discover how important it is to brush their teeth so they do not decay.

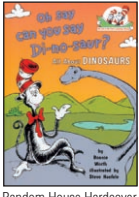
MATERIALS: 2 hard-boiled eggs, 2 cups of vinegar, large jar with lid, large poster paper for class prediction

DIRECTIONS:

- 1) Show students a hard-boiled egg and ask them, "Why do you think there is a shell around the egg?" Discuss the students' responses. Make sure they come to the conclusion that the hard shell protects the egg. Now give them your best smile and say, "See my teeth? Just like the egg, my teeth are protected. Enamel protects my teeth the same way the shell protects what is inside the egg."
- 2) Pour two cups of vinegar into a large jar. Have a student place the egg in the jar, then replace the lid and place the jar in a safe place for student observation.
- 3) Ask the students to predict what they think will happen to the egg. Write their predictions on a large piece of paper that will be hung in your room.
- 4) When 2 days have passed, slowly and gently remove the egg from the jar. Allow each student to look at the egg and compare their predictions with the results and with another hard-boiled egg.

CONCLUSION: Tell the class that the vinegar caused the shell of the egg to break down and become soft, the same way that tooth enamel is damaged by acids and bacteria in the mouth. Brushing every day is the only way to keep this from happening.

Oh Say Can You Say Di-no-saur?



Random House Hardcover
0-679-89114-5

ABOUT THE BOOK

The Cat in the Hat makes another surprise appearance at Dick and Sally's house—only this time he makes his entrance riding atop a brachiosaurus! Soon he's off, along with Dick and Sally, millions of years back in time to see how fossils were created. Then it's on to a tour through the Cat's own Super Dino Museum—a fabulous place where the correct pronunciation of a dinosaur's name wins you a peek at the real living thing! Beginning readers will love exploring the prehistoric world of dinosaurs with the Cat in the Hat as their guide!



ACTIVITY: Making Your Own Fossil

OBJECTIVE: Students will learn about the different kinds of fossil formations and be able to create a fossil made of clay.

MATERIALS: pictures of fossils, clay that hardens, optional: twigs, leaves, bones

Talk about some different types of fossils before having students create their own.

BONES/TEETH: Bones turn into fossils when they are covered in dirt and sand. Sometimes, tiny minerals sneak into the small spaces of the bones, making them harder and heavier until they turn into fossils.

PRINTS IN ROCKS: Prints are made when a animal, insect, or plant may fall onto soft dirt. The living thing dies and rots away, but the print is still left in dirt. Then the dirt turns hard, making a permanent print of the living thing.

TRACKS/TRACE FOSSILS: Tracks are made when an animal walks through mud. The mud turns into a rock called sandstone, fossilizing the prints of the animal.

ICE: Discuss how Earth got really cold really fast in areas that weren't normally cold. Animals were probably trapped and frozen when they fell into cracks between glaciers. You may want to talk about why mammoths were still fresh enough to eat when discovered and relate it to food in the freezer.

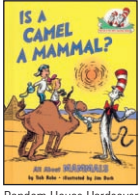
AMBER FOSSILS: An insect sitting on a tree may have gotten stuck in the tree's sticky sap. More of this sap would keep dripping out of the tree and eventually cover the entire insect! The sap dried and hardened, and sometimes paleontologists find these beautiful pieces of sap, called *amber*, with insects inside them.

DIRECTIONS:

- 1) Give each student a ball of clay and have them flatten it into a square shape.
- 2) Have students make imprints of their hand, objects such as leaves, or twigs, etc.
- 3) Set clay aside to harden (like a real fossil). After the clay has dried, the "fossils" can be buried in a sandbox and the students can dig them up like real-life paleontologists.

OPTIONAL ACTIVITY: Have students trace their own footprints and compare them to the size of actual dinosaur footprints.

Is a Camel a Mammal?



Random House Hardcover
0-679-87302-3

ABOUT THE BOOK

The Cat in the Hat takes Dick and Sally on a Seussian safari to observe—and pontificate about—the many different kinds of mammals. An invaluable tour for all animal lovers!



ACTIVITY: Mammal Research Project

OBJECTIVE: Students will be able to research information about a mammal of their choice.

MATERIALS: books about selected mammals, the Internet, encyclopedias

DIRECTIONS:

- 1) Have students select a mammal they would like to learn about. (The story provides many examples.)
- 2) Students collect information about their mammals from books, the Internet, or encyclopedias.

Information collected should include:

Physical description: color, size, height, weight, shape

Habitat (home environment): forest, water, desert, etc.

Location: Where in the world would you find this animal?

Reproduction/Birth: How does this animal reproduce?

Predators/Prey: Is it a carnivore (meat eater), herbivore (plant eater), or omnivore (eats both plants and animals)?

- 3) The information can be published as a poster, report, or book.



Fine Feathered Friends



Random House Hardcover
0-679-88362-2

ABOUT THE BOOK

Bee hummingbirds, ostriches, flycatchers, chickadees, and bald eagles! Dick and Sally find themselves on a bird-watching tour led by the Cat in the Hat. After a quick lesson on just exactly what a bird is, they go motoring around the world to observe our fine feathered friends in their natural habitats. Time flies, and soon it's late, but the Cat saves the day by shifting his vehicle into Fine Feather All-Weather Flying Machine mode and winging Dick and Sally back home.



ACTIVITY: Pine Cone Bird Feeder

OBJECTIVE: Students will be able to construct a bird feeder and observe bird behaviors and identify local birds in the community.

MATERIALS: a large, open pine cone; vegetable shortening, lard, or suet; oats or cornmeal; birdseed; a few feet of string

DIRECTIONS:

- 1) Tie a few feet of string to a pine cone.
- 2) Mix 1/2 cup vegetable shortening, lard or suet with 2 1/2 cups cornmeal or uncooked oats until well blended. Optional: add dried fruit (chopped up), chopped nuts, and/or seeds (especially sunflower and millet), which are high-energy bird foods. Cover the pine cone with the mixture.
- 3) Roll the pine cone in birdseed and then suspend it from a tree branch outside.

AFTER BIRD FEEDER IS HUNG AT HOME: Students can keep a log of what behaviors they see and try to identify the names of the birds that visit their feeder.

INTERNET RESOURCES

Discovery Room Online

www.carnegiemuseums.org/cmnh/discovery

Sponsored by the Carnegie Museum of Natural History, this Web site allows children to explore the natural world online.

National Geographic Kids

www.nationalgeographic.com/kids

Provides information to children on different places around our universe, including ocean depths and outer space.

NASA Kids

<http://kids.msfc.nasa.gov>

The children's Web site of the National Aeronautics and Space Administration.

The National Aquarium in Baltimore

www.aqua.org

Learn about life in the sea from the National Aquarium's Web site.

National Audubon Society

www.audubon.org

The official Web site of this organization, dedicated to birdwatching and wildlife conservation.

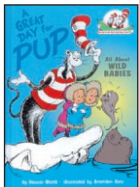
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Teachers @ Random
www.randomhouse.com/teachers



Teaching ideas provided by
Kristi Weikel, classroom teacher.



A Great Day for Pup



Random House Hardcover
0-375-81096-X

From Australia to Asia to Africa to Antarctica, the Cat in the Hat travels the globe in search of wild animal babies.

ACTIVITY: After reading *A Great Day for Pup*, have students draw a picture of their favorite wild baby and its parent. Under each drawing, students can write what they learned about each of the babies' early life.

Even More Science Activities to Try in Your Classroom!

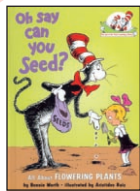


Random House Hardcover
0-679-87303-1

On Beyond Bugs!

Find out all you ever wanted to know about insects when the Cat and company get an up-close view of life as a bug. Kids will learn how insects—from the spittlebug to the honeybee to the moth—see, smell, communicate, and pollinate, as well as sometimes pester and amaze and generally make life better for us humans. Catch the bug buzz with the Cat in the Hat and all his friends!

ACTIVITY: Have students construct a simple ant farm by filling a glass jar with loose soil and adding ants. Use a rubber band to secure a stocking on the top of the jar and tape black paper around the jar to block off the light. Remove the black paper in a few days to see the tunnels the ants have built.

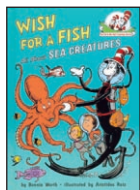


Random House Hardcover
0-375-81095-1

Oh Say Can You Seed?

With the able assistance of Thing 1 and Thing 2—and a fleet of Rube Goldbergian vehicles—the Cat in the Hat examines the various parts of plants, seeds, and flowers; basic photosynthesis and pollination; and seed dispersal.

ACTIVITY: Have students make predictions about what will happen when you put a celery stalk or carnation in red water. Add red food coloring to water. Cut off the bottom of a celery stalk or carnation. Place it in the colored water. In a few moments, the dye will start to rise up the celery stalk or carnation showing how the water shoots up the stem to “feed” the plant.



Random House Hardcover
0-679-89116-1

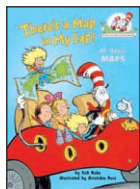
Wish for a Fish

The Cat in the Hat, Sally, and Dick take an undersea voyage aboard the S.S. *Undersea Glubber!* Traveling down from the Sunny Zone to the Dark Zone to the Trench at the bottom, Captain Cat and his crew get up close and personal with the different life forms found at each level of the ocean. Along the way, they meet sharks, jellyfish, dolphins, manatees, whales, and sea cucumbers, to name just a few!

ACTIVITY: Discuss with students the different kinds of sea creatures they have learned about and ask them to choose their favorites. Have students find out as much as they can about their favorite sea creature, then draw and cut out a picture of their favorite fish or other sea creature to display around the classroom. After all the research is collected, have the students share with each other what they have learned about their favorite sea creature. You may want to celebrate with a special snack, such as saltwater taffy or crackers shaped like fish.



There's a Map in My Lap!



Random House Hardcover
0-375-81099-4

There's a Map in My Lap!

The Cat in the Hat introduces beginning readers to maps—the different kinds (city, state, world, topographic, temperature, terrain, etc.); their formats (flat, globe, atlas, puzzle); the tools we use to read them (symbols, scales, grids, compasses); and funny facts about the places they show us (“Michigan looks like a scarf and a mitten! Louisiana looks like a chair you can sit in!”).

ACTIVITY: Define the terms longitude and latitude. Have students blow up balloons (or have them already blown up), then tape them to their desks. Ask students which lines on a globe go up and down (longitude). On one half of the balloon, have them draw the prime meridian (0°), 30°E, 60°E, 30°W, and 60°W; just as it is shown on page 11 in the book. Ask students which lines go side to side (latitude—they look like a ladder), then on the other half of the balloon, have them draw the lines of latitude: equator (0°), 30°N, 60°N, 30°S, and 60°S. Have students compare their models to a globe.



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