Lesson Plan for Cat in the Hat- Language Activity

Essential Elements:

EE.EL.6.3 Can identify how a character responds to a challenge in a story.

EE.RL.7.2 Identify events in a text that are related to the theme or central idea.

EE.R.L.8.2 Recount an event related to the theme or central idea, including details about character and setting.

Materials: Cat in the Hat book, core overlays, student activity sheet (picture of Cat on construction paper with yardstick taped on), subitizing cards, tape, drum

Core Symbols: <u>Who</u>, <u>look</u>, <u>turn</u>, <u>help</u>, <u>more</u>, <u>stop</u>, <u>you</u> (Core words are underlined/bolded in lesson)

Fringe symbols: hat (cat's hat), fish (character), children (characters), things 1 and 2 (characters), ship, ball, milk, kite, book, toy man, rake, cake, dress, cup, red fan

Switch covers w/ VOCAS if desired with verbal counting 1-3.

<u>Lesson Procedure</u>: Shared reading and activity

- 1. Introduce the lesson by saying "Today, we are going to read a book called The Cat In the Hat! Let's read to find out about the fun game the cat likes to play called up-up with a fish. As we read, you think about how you want to play the game by building your up-up fish tower."
- 2. Read the book with emphasis on the up-up with fish game and specific items the cat uses to build his tower.
- 3. When finished reading say, "Let's look back at the game the cat played with the kids." Teacher will go back through book with students and stop as the game "up-up with a fish" is played. Emphasize each item as it is being stacked by the cat (e.g. ship, ball, kite).
- 4. When all items reviewed, Say "Look! Look at your sticks! We are going to play up-up with a fish! You are going to stack things on your sticks to make a tower".
- 6. Ask students "<u>Who</u> would like a <u>turn?</u>" Allow students to volunteer using their communication mode.
- 7. Bring student volunteer to the front of the room. Show student two-three symbols from the book. Ask student "What do you <u>want</u> to stack on your stick? _____ or ____? (e.g. The fish, or the rake). Allow student to make their choice with individualized communication mode.

- 8. Say "Good choosing! But now, I need to know how many _____ you would like to stack on your stick. Would you like one, two or three?" Use subitizing cards and allow student to make their choice using response mode. Use drum to count how many are chosen as staff verbally count in unison. (if VOCAs are used, students can count along)
- 8. Say "I need **help** putting your _____ on your tower. **Help** me tape it down."
- 9. Ask student "Would you like **more** or **stop**?" Continue adding items until stick is full or stop when student indicates that he/she is finished.
- 10. When student indicates stop or the stick is full, count the items with the students using the drum. Count each individual symbol group using subitizing cards.
- 11. Repeat steps 6-10 with each student.
- 12. End lesson by saying "Today we read the Cat in the Hat, and we played a game just like the cat! **Look** at all the towers you made with the game "up-up with a fish".
- 13. Teacher says "Last thing you all need to think about, is whether you would tell your mother about the Cat's game, yes or no?" Keep tally of yes and no answers to form a graphic organizer.

Example of finished product



SUBITIZING CARDS

