**UNIT PLAN**

<table>
<thead>
<tr>
<th>DR. SEUSS – Read Across America</th>
<th>Objective</th>
<th>Essential Question</th>
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<tbody>
<tr>
<td>Subject: ELA, Math, Art</td>
<td>Students will engage and interact in their learning by reading Dr. Seuss books to celebrate Read Across America and participate in activities meeting the common core standards.</td>
<td>Who is Dr. Seuss?</td>
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<td>Duration: 6 Days</td>
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<td>What are some characters in Dr. Seuss stories?</td>
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<td>What is a rhyme?</td>
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**Common Core Anchor Standards**

**ELA:** *RL.1* Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

*SL.1* Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

*SL.6* Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

**Math:** *1.MD.C.4* – Represent and interpret data - Organize, represent, and interpret data with up to three categories, ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category that in another.

**DOK**

| Level 1: (Identify), (Who, What, Where, When, Why) | Vocabulary |
| Level 2: (Collect and Display), (Organize), (Make Observations), (Relate), (Compare) | Author, Title, Dr. Seuss, Rhyming words from the words families (i.e: AT) |
| Level 3: (Hypothesis), (Compare) | |

**Materials**

- Brainpop video: Dr. Seuss
- Dr. Seuss books: The Cat in The Hat, One Fish, Two Fish, Red Fish, Blue Fish, Green Eggs and Ham, The Foot Book
- Movie: “The Lorax” by Dr. Seuss
- Construction paper, Pencils, Markers, Paper, Poster Paper, Glue, tissue paper
- Laminated Dr. Seuss hats, AT Letters, Dr. Seuss blank

**Motivation**

- Dr. Seuss classroom environment
- Students vote/choice
- Pictures
- Music
- Videos
### Common Core Activity

| Day 1: | The Cat in The Hat, Students will participate in a read aloud by answering questions and identifying pictures and words that rhyme. Students will create their own “hats” and write various -AT words. In groups of 2, students will create AT words using letters and identify the rhyming sounds. |
| Day 2 | One Fish, Two Fish, Red Fish, Blue Fish, Students will participate in a read aloud by answering questions utilizing the math domains: counting and cardinality, and operations (counting, addition/subtraction, patterns). Students will create fish out of construction paper and tissue paper prior to a game “put the fish in the aquarium.” |
| Day 3 | Green Eggs and Ham, Students will participate in a read aloud by answering questions and self-text questions by relating the text to students as they eat green eggs and ham. Students will answer yes/no questions (do you like green eggs and ham?) using visual supports and the math domain: measurement and data. Students will tally their data (yes or no), graph their data using a bar graph to organize the data and observe the data to conclude how many people like and do not like green eggs and ham. |
| Day 4 | The Foot Book, Students will participate in a read aloud by answering questions and sharing ideas. Students will actively interact in a measurement activity using |

### Feedback

- Sticker reward chart
- Token boards
- Smiley faces
- Check marks
- Verbal praise
feet, by forming a hypothesis, measuring length, gathering data, and observing the information to adhere to the math domain measurement and data. Students will celebrate by using their feet to dance!

DAY 5
• “The Lorax”, As a celebration for Dr. Seuss, students will wear their pajamas and participate in a movie with their peers. Prior to the movie, the class will create a KWL chart about the environment. We will discuss what they know, and what they want to know. Following the movie, students will answer questions relating to recycling by answering questions about what they learned after watching “The Lorax”. Modification of KWL – What do you see?

DAY 6
• (Recap) – Culminating Activity – Students will review the Dr. Seuss books and answer questions ex: (what was your favorite Dr. Seuss book?) (Retell your favorite book). Students will collect information on the favorite books, organize the data by creating a bar graph, and observing the data to identify which book was the most favorite book read. Students will paste the picture of their favorite book, write the title and author and 1-3 words about what they learned from the book (retell/describe the events from the story).

Differentiation/Grouping

<table>
<thead>
<tr>
<th>Level 1/2</th>
<th>Level 2/3</th>
<th>Level 3</th>
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<tr>
<td><strong>Rafaan</strong></td>
<td><strong>Jael</strong></td>
<td><strong>Kevin</strong></td>
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<tr>
<td>- Match and identify pictures</td>
<td>- Match pictures to sentences</td>
<td>- Write three letter words-match to picture</td>
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<td>- paste pictures</td>
<td>- paste words</td>
<td>- copy 1-3 word sentences</td>
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<td>- Respond to questions with picture supports</td>
<td>- Respond to questions pointing to words</td>
<td>- Answer some questions verbally</td>
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<tr>
<td>- Identify title</td>
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<td>- Match pictures to words</td>
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### INTRODUCTION
- Students will answer question: “Who is Dr. Seuss?” “What does and author do?” “What books did he write?”
- Students will Watch BRAIN POP Video – Dr. Seuss
- Students will answer questions based on video and identify Dr. Seuss books in the classroom by reading the title and author.

### DAY 1
- Students will participate in read aloud The Cat in the Hat, and demonstrate understanding of the text utilizing questioning and discussion.
- Teacher will model activity
- Students will create hats individually and write rhyming words on their hat from the –AT word family using visual supports.
- When activity is completed, students will pair up in groups of two.
- In groups of two, students will play peer game/activity by creating rhyming words using letters and laminated hats.
- Teacher will regroup students to review the – AT words families and the story read.

### DAY 2
- Students will participate in read aloud One Fish, Two Fish, Red Fish, Blue Fish, and demonstrate understanding of the text utilizing questioning and discussion and retell story.
- Students will coordinate into groups (based on level).
- Students will count goldfish crackers and make patterns out of “colored” goldfish crackers; students will add crackers; students will demonstrate “more” out of two groups using fish crackers. (All based on level and IEP goals).
- Students will regroup.
- Teacher will model next activity.
- Students will create fish using tissue paper and cut-out fish templates.

### Higher order questioning DOK question stems
- Who was Dr. Seuss?
- What does and author do?
- What did Dr. Seuss write?
- Identify something you see in the story?
- How would you describe what you notice in the story?
- Can you recall an event from the story?
- How are the fish alike? How are the fish different?
- Do you like green eggs and ham? Why? Why not?
- How could you organize the yes or no data collected?
- What do you notice about the information on the bar graph?
- Compare the information on the bar graph.
- What would happen if we used the feet to measure the length from ____ door to ____door?
- Let’s predict what the length will be?
- Hypothesis how many feet you think it will be?
- What would happen if we did not have enough feet to measure?
- Can you recall your favorite story and why?
- Students will participate in a game "put the fish in the aquarium" by identifying the color fish they made, and pasting it on to the large fish bowl (cut-out and painted).
- Students will count the fish and identify all the colors in the fish bowl.
- Teacher will regroup students and review the book read.

**DAY 3**
- Students will participate in read aloud, *Green Eggs and Ham* and demonstrate understanding of the text utilizing questioning and discussion.
- In whole group students will observe edible green eggs and ham and identify what they see; students will eat the green eggs and ham. (*Students that do not eat the green eggs and ham will eat chips)*.
- After the meal, students will answer yes/no questions using visual supports to answer the question "Do you like green eggs and ham." One student will tally the data by making tally marks on the board in the appropriate column.
- Students will count the number of peers that like green eggs and ham and do not like green eggs and ham.
- Students will organize the data collected by creating a bar graph (as a whole group on large poster paper) (*modeled by teacher)*.
- Students will create their own bar graph by copying the bar graph created by the whole class.
- Students will answer questions as a class using questioning and discussion relating to the bar graphs created.
- Students will regroup and review the book they read.

**DAY 4**
- Students will participate in read aloud, "The Foot Book", and demonstrate understanding of the text using questioning and discussion.
- Teacher will model activity and hand each student cut-out feet.
- Students will form a hypothesis by answering the question: “How many feet do you think it is from _____ to _____.
- Students will measure the length from classroom to classroom using the
feet and counting the feet door to door.
- Students will write the data (number of feet they measured on a large foot and information of what they measured) *based on student level*.
- Students will observe their data collected and compare it to their hypothesis.
- Students will regroup and review the book they read.
- Students will engage in dancing with music using their feet to end lesson.

**DAY 5**
- Teacher and students will discuss Dr. Seuss week.
- Students will create a KWL chart related to “The Lorax” movie - What they know, what they want to know (after the movie - what they learned)
- Students will celebrate Dr. Seuss in their pajamas as they watch a movie and eat popcorn/snacks *in the afternoon*.
- When movie is finished, students will regroup and teacher will ask questions relating to the movie (i.e: “what do you see in the environment?”) and jot the answers on the L part of the KWL chart to demonstrate what they learned from the movie.
- Teacher will review the movie and relate it to the environment.

**DAY 6**
- Teacher and students will recap on the prior weeks activities and the book read.
- Students will answer question “What was your favorite Dr. Seuss book?” (One student will collect data in columns with pictures of books by tallying each student’s favorite book).
- Students will count the books voted for and identify which has more.
- Students will organize the information by creating a bar graph using the data collected (in groups of 2).
- Teacher will regroup students and hand out paper - (students will work in groups of 2 based on level) they will paste the picture of the book that was their favorite - write the title and author of the book - and write using 1-3 words to describe or retell an event from their favorite book.
- Teacher will regroup students. Students will discuss with the class their favorite book and retell the book by reading what they wrote *(based on level).*

### IEP Matrix/Student Expectations

<table>
<thead>
<tr>
<th>Adrian</th>
<th>Edwin</th>
<th>Jael</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Write sentence to retell event from story</td>
<td>- Write sentence to retell event from story</td>
<td>- Match sentences to pictures</td>
</tr>
<tr>
<td>- Raise hand</td>
<td>- Raise hand to answer questions</td>
<td>- Indicate which is more out of two groups by adding up to 10 more</td>
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<tr>
<td>- Answer questions</td>
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<td>- Sustain joint attention</td>
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<td>- Respond to wh questions</td>
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<table>
<thead>
<tr>
<th>Kevin</th>
<th>Lorena</th>
<th>Rafaan</th>
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<tbody>
<tr>
<td>- Write and spell 3-5 letter words</td>
<td>- Skip count by 10’s, 5’s &amp; 2’s</td>
<td>- Respond to questions using yes and no symbols</td>
</tr>
<tr>
<td>- Indicate which is more out of two groups by adding up to 10 more</td>
<td>- Gain attention appropriately by raising her hand</td>
<td>- Demonstrate recognition of the math concept more.</td>
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<tr>
<td>- Participate in group by responding to simple questions</td>
<td>- Copy, write and spell words</td>
<td>- Identify letters by their sounds</td>
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### Assessment

- Student produced work from performance task/activity
- Data collection
- Teacher observation of student responses to questions posed

### Follow-up

- Students will be given the opportunity for independent reading from the Dr. Seuss library
- During morning meeting, the question will be posed “Who is Dr. Seuss?, What does and Author do?”,
- Throughout all read aloud, students will identify the title and author of the book

### Paraprofessional Involvement

- Manage students’ behaviors by redirecting them back to task and following the behavior plan.
- Work with group (two students at level 1 or 2) during performance/task activity to assist and support students with minimal prompting necessary.