Summer Adventure!

The Cat in the Hat – Animal Book Adventure

Powered by a Ready To Learn Grant

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Summer Adventure!

Introduction

The Cat in the Hat has lost some of the pages in his animal book, and needs help getting them back! In this weeklong unit, children will meet five of The Cat in the Hat’s animal friends and help each one solve a math-related problem. For every problem solved, children will receive a new page for Cat’s animal book.

Math Overview

This unit focuses on a variety of math skills including counting, spatial sense, shape recognition, measurement, and size correspondence. Refer to More About Math to learn additional information about these math topics as they relate to the Animal Book Adventure learning activities.

Before You Begin

Create a free account on PBS LearningMedia to access videos for this Summer Adventure at http://www.pbslearningmedia.org

Print and copy an Animal Coloring Book for each child.

Use index cards to create a set of Hunting for Treasure Clues to hide around the classroom. Here are four suggestions you can use.

• Here’s your first clue! Now look all around. The next clue is below where the paper is found.
• You found clue number two—the second one of my notes! Now go and look next to where you hang your coats.
• Here’s the third clue: look high and look low. The next clue is hidden above the window.
• You found the last clue! This has been such a pleasure! Look behind the door to at last find your treasure.
Get Ready! Your summer adventure includes videos, online games and mobile apps, hands-on activities and books. Use this resource chart to plan ahead.

**WATCH**

**PBS KIDS Videos**

- Part 1: Introduction
  - My Animal Book

- Part 2: Counting Seahorses
  - Seahorses (2:05)

- Part 3: Termite Shapes
  - Wild Kratts: The Night Shift (2:15)
  - The Secret of a Good Tower (2:31)

- Part 5: A Home for a Hermit Crab
  - Crazy About Hermit Crabs (1:44)

- Part 6: Building with Beavers
  - Greatest Creature Builder (1:40)

**EXPLORE**

**Hands-on Activities**

- **Part 2:** Counting Seahorses
  - How Many Ways Old Are You?
    A collection of pennies, paperclips, or other small items (about 5 per child in your program).

- **Part 3:** Termite Shapes
  - Shape Hunt Adventure
    A camera (phone cameras are appropriate for this activity)

- **Part 4:** Fishy Directions
  - Hunting for Treasure
    Hunting for Treasure Clues - Create a set of clues to hide around the classroom. Each clue should include directional words like over, under, behind, next to, and above that lead children to a secret spot where you hid a bonus page for each child’s animal book.
  - Follow the Pasta Path

- **Part 5:** A Home for a Hermit Crab
  - A House Just Right For Me
  - Finger Puppets
  - Construction paper
  - Child-safe scissors
  - Glue
  - Non-standard unit of measurement (e.g., paperclip or penny)
  - Crayons or markers

- **Part 6:** Building with Beavers
  - Go On A Length Hunt
  - String or yarn
  - Scissors

**PLAY**

**Online Games & Mobile Downloads**

- Part 2: Counting Seahorses
  - Do You See My Seahorse?

- Part 3: Termite Shapes
  - Sketch-A-Mite
  - The Great Shape Race

- Part 4: Fishy Directions
  - Deep Sea Follow Me
  - Meerkat Jubilee

- Part 5: A Home for a Hermit Crab
  - Hermit Shell Crab Game

- Part 6: Building with Beavers
  - Welcome to Beaver City
  - The Cat in the Hat Can Map This and That
  - Welcome to Beaver City

**READ**

**Books**

- Part 2:  Quack and Count by Keith Baker
  - 12 Ways to Get to 11 by Even Merriam

- Part 3:  Round is a Mooncake by Roseanne Thong

- Part 4:  Over Under by Marthe Jocelyn

- Part 6:  Inch by Inch by Leo Leonni
Part 1: Introduction (15 minutes)

WATCH

My Animal Book
This short, introductory video sets up the structure for the weeklong unit.

Begin by gathering the children at your computer or interactive whiteboard. Have the children sit or stand around the screen so they can all see.

Leader: Welcome to the Cat in the Hat Animal Book Adventure! This week, we have some important work to do. Do you know the Cat in the Hat and his friends Nick and Sally?

Pause to allow children to answer.

Leader: Cat, Nick and Sally have lost something and they need our help! Let’s watch this video to find out more.

Access The Cat in the Hat’s Math Safari. Then click on Animal Book in the bottom left corner to play the video.

Ask children to summarize what happened in the video and make sure they understand the story: Cat, Nick, and Sally lost some of the pages in Cat’s animal book, and they need help getting them back.

Leader: We’re going to play some games and learn about animals this week. Every time we complete a game, we’ll get a page for Cat’s animal book. We’ll print out pages to make our own animal books too, and you can take your book home at the end of the week. Are you ready to begin? Let’s go!
Summer Adventure! Topic: Counting, Spatial Sense, Shape Recognition, Measurement, and Size Correspondence Theme: The Cat in the Hat – Animals Ages: 4-5

Part 2: Counting Seahorses (1 hour, 15 minutes)

WATCH

Seahorses (2:05)
Watch this video to introduce and learn more about seahorses with your class. Discuss any new vocabulary words like astonish, bizarre and data.

PLAY

Do You See My Seahorse?
The baby seahorses are separated from their fathers! In this game, children will use number clues to ensure a happy reunion for all. They will count groups to find the groups with the same number of babies as the numerals on each seahorse father.

Begin by gathering the children at your computer, interactive whiteboard, or mobile device. Have the children sit or stand around the screen so they can all see.

Leader: The first game we’re going to play is about seahorses! We need to help some seahorse fathers find their babies. Let’s begin.

Access the game, listen to the introduction, and select the Easy level. Listen to the directions, and make sure the children understand the goal: they will need to click or touch the baby seahorses one by one until they reach the number written on each seahorse father.

Pick a volunteer to play the first round. Ask what number is written on the seahorse father’s belly. Then count aloud with the children as each baby seahorse is clicked and the correct number is reached. Call on new volunteers to play additional rounds until you complete the Easy level. Click the video button to reward the class with a short video about seahorses.

Leader: You did a great job matching the baby seahorses with their fathers! In fact, you did such a great job that we’re going to play again – and this time it’s going to get a little bit harder!

Tip: If you plan to play all three levels, watch one of the three videos after each level. It’s a good idea to watch the videos in order from top to bottom.

As a class or in small groups, have children play the Medium and Hard levels. In the Medium level, children will choose from among three groups of baby seahorses to find the group with the same number that is written on each seahorse father. In the Hard level, children will choose two groups of seahorses that add up to the number that is written on each seahorse father.

After each level, select a different video to watch. After the children have completed all three levels, show them the seahorse page from Cat’s animal book.

Leader: You did it! You collected the first page from Cat’s animal book! We’re going to post it on the wall, and at the end of the week, we’ll each take home a copy.

Post the seahorse page for the children to see.
EXPLORE

How Many Ways Old Are You?

In this activity, children will explore different ways to count and represent their ages.

Gather children together at a table or other area where they will have their own space to work. Bring a collection of pennies, counters, paperclips or other small objects.

Leader: During the seahorse game, we had to pick two groups of seahorse babies that added up to the number on the seahorse father’s belly. We’re going to do some more thinking about how you can put two groups together to make one big group.

Call on one child from your group and ask how old he or she is. Count out the same number of objects and give them to the child. For example, if she is five years old, give her five paperclips.

Leader: We just counted one, two, three, four, five. That is one way to count how old you are. But there are other ways, too.

Divide the five paperclips into one group of two and one group of three. Count the paperclips in each group, and then count the total number of paperclips. Tell the children two and three make five. Challenge them to come up with as many ways as they can think of to count their ages.

Keep Going! If you have more time, explore the following resources:

READ Count by Keith Baker
As a group of ducklings learns to fly, they illustrate the many different ways to count to seven.

READ Get to 11 by Even Merriam
For children ready to count beyond ten, this book shows twelve ways to count up to eleven.
Part 3: Termite Shapes (1 hour, 15 minutes)

WATCH

Wild Kratts: The Night Shift (2:15)
Watch this video to introduce and learn more about termites.

PLAY

Sketch-A-Mite
In this game, children will draw or select shapes to build a tower faster and taller than the termites.

Begin by gathering the children at your computer or interactive whiteboard. Have the children sit or stand around the screen so they can all see.

Leader: Last time we were together, we helped Cat find the seahorse page from his animal book. But he's still missing some pages! We can help him out by playing more animal games.

The next game we're going to play is about termites. Termites are insects that build big nests out of mud and spit. We're going to do some building, too – with shapes!

Access the game, listen to the introduction, and select “Sketch-A-Shape.” Listen to the directions, and make sure the children understand the goal: they can choose or draw a shape, drag it to the whoosh tube, and then release it to build a tower.

Start by making the shapes from the templates provided in the top of the box. Call on a volunteer to choose one of these shapes. Ask him or her to describe the shape, and name it if possible. Confirm or correct children’s thinking.

For example, This shape is round. It is a circle.

After you discuss the given shapes, ask children to draw their own shapes. As they draw, ask them to name and describe the shapes they make. For example, This shape is straight on one side and curvy on the other. If they don’t know the name of a shape, name it for them and ask them to repeat it. If the picture they draw is not a standard shape (e.g. circle, square), they can be creative and make up a name.

After everyone has had a turn to explore, click on the back button and select Termite Tower Challenge. Individually or in groups, have children race against the termites to create a tall tower.

When the race is over, congratulate children on a job well done. Tell them they've received the termite page for Cat's animal book. Post it on the wall, and remind them that they will search get to take home their own copy at the end of the week.
**Shape Hunt Adventure**

In this game, children will hunt for shapes in their everyday environments.

Gather the children together in an area with a whiteboard, chalkboard, or flip chart.

**Leader:** We had fun learning about shapes as we built a termite tower. Now we're going to look for shapes in our own environment. Let’s pretend we’re going for a ride in the Thinga-ma-jigger and we need to find as many shapes as we can!

Take the children on a walk around your building or neighborhood to look for circles, squares, triangles, and rectangles. Begin by pointing out a few shapes—like a circular clock or a square sign. Then, the next time you spot a shape (e.g. a rectangular brick), ask the children, *Can you find a rectangle in that wall?* Once the children are comfortable finding shapes ask, *What other shapes can you find?*

If you wish, take a picture of each shape the children find and print the photos to make a poster or book.

**Keep Going!** If you have more time, explore the following resources:

**PLAY**

**The Great Shape Race**

Help Sally and Nick complete the “Shape-a-thon” race by collecting shapes throughout this fun obstacle course. Prior to playing, introduce children to the terms *trapezoid*, *square*, and *diamond* (rhombus). Encourage children to call out the names of the shapes as they select them!

**READ**

**Shapes, Shapes, Shapes by Tana Hoban**

Shapes are everywhere! This book contains photos of all kinds of shapes in everyday environments.

**READ**

**Round is a Mooncake by Roseanne Thong**

A young girl describes the shape of objects she comes across in her home and neighborhood, including mooncakes, dim sum boxes, and Chinese lanterns.

**WATCH**

**The Secret of a Good Tower (2:31)**

Terry the Termite shares the secret of a good termite tower with Cat, Nick, and Sally.
Summer Adventure!  

Part 4: Fishy Directions  (1 hour, 15 minutes)

PLAY

Deep Sea Follow Me

In this game, children will head to the bottom of the Swirly Whirly Ocean to help Gari Garibaldi search for a new place to live. Children will follow directional clues to find just the right spot for Gari to call home.

Begin by gathering the children at your computer or interactive whiteboard. Have the children sit or stand around the screen so they can all see.

Leader: So far, we've collected two of the lost pages from Cat's animal book. But there are still more to get! The next game we're going to play is about fish. Garibaldi fish live on coral reefs in the ocean. We're going to help some garibaldi fish find homes on the reef. But first, let's make sure you all know how to follow directions.

Prompt students to stand in a circle, and ask if they know what under, over, next to, and behind means. Go over the meaning of the words, and then check how well they understand. Sing out directions, having students move their hands over their heads, under their chins, next to their shoulders, and behind their backs.

When you are sure children understand, access the game and listen to the introduction and directions. Call on a volunteer to come to the front and complete the practice round as a group. Make sure the children understand the goal: they will need to follow the directions to click or touch the empty hole.

Ask children to take turns playing the game. Ask questions like, Which hole is above the starfish? How do you know that is the right hole to click on? After everyone has had a turn playing, click on the video to learn a little more about garibaldi fish.

Congratulate children for helping all of the fish to find homes. Show the children the fish page they collected by completing this game. Then post it on the wall and remind them that they will each get a page to take home at the end of the week.

EXPLORE

Hunting for Treasure

The ability to describe an object’s position in space relative to other nearby objects is an important math concept. The classic treasure hunt is a great way to build this skill.

Gather the children together and introduce the next activity: a treasure hunt! The children are going to follow clues that will lead them to a special treasure. (You should already have printed out the suggested clues or written four of your own clues and placed them around your space. They should lead children to a spot where you've hidden the bonus hippo coloring page for their animal books.)

Leader: You were so good at finding homes for Gari Garibaldi and his friends that Cat has left something else for us to find—a hidden treasure! We don't know where it is, but Cat has written some clues so that we can find it. I have the first clue in my hand. We're going to read it together and then follow all of the clues to find the treasure.

Read the first clue and start the treasure hunt. As children read clues and search for the next ones, discuss the meaning of vocabulary words and phrases like above, beneath, under, over, and next to.

When they find the “treasure,” post the animal page on the wall and congratulate children on having found another of Cat’s animal pages.
Part 4: (continued)

Keep Going! If you have more time, explore the following resources:

PLAY

Meerkat Jubilee

In this game, children will help Cat in the Hat deliver invitations for the annual Meerkat Jubilee. Children will have to go deep underground and connect the mixed-up tunnel sections to get to all the meerkats in their lairs.

EXPLORE

Follow the Pasta Path

Follow Meerkat Jubilee with this similarly-themed hands-on activity, which asks children to build a path out of pasta to help Cat find his way back to his friends.

READ

Over Under by Marthe Jocelyn

This animal picture book serves as an introduction to positional language for children.
Part 5: A Home for a Hermit Crab (1 hour, 15 minutes)

**WATCH**

**Crazy About Hermit Crabs (1:44)**

Join the Kratt brothers as they introduce hermit crabs, explain how they use shells as a form of protection, and describe their amazing ability to find and change shells as they grow.

**PLAY**

**Hermit Shell Crab Game**

Sally and Nick are at the beach when they find that a hermit crab and his pals have grown too big for their shells. In this game, children will help Sally and Nick fit the crabs into new shells that are just the right size.

Begin by gathering the children at your computer, interactive whiteboard, or mobile device.

Have the children sit or stand around the screen so they can all see.

**Leader:** So far, we’ve found four pages for Cat’s animal book. Good work! But we still have more to collect.

The next game we’re going to play is about hermit crabs! Hermit crabs are special crabs that live in empty snail shells. Let’s find out more about how we can help the hermit crabs in this game.

Access the game, listen to the directions, and make sure the children understand the goal: they will need to match the crabs with shells that are the same size.

Play a round all together as a class, including matching shells by size and matching shells to water sleds by pattern. Then allow students to continue playing on their own or in small groups until everyone has had a chance to try. As children play the game, rotate through the groups and ask questions that give them opportunities to describe the size of the crabs and shells. Ask, Is that crab the largest? Which shell is the smallest?

Congratulate students on their great work. Show them the hermit crab page they collected for Cat’s animal book. Post it on the wall and remind children they will receive their own animal book at the end of the week.

**EXPLORE**

**A House Just Right For Me**

In this activity, children will practice their size correspondence and measurement skills by creating houses for Cat, Nick, and Sally.

Gather children in an area appropriate for project work, and set up all the materials needed for this activity:

**Finger Puppets**

- Construction paper
- Child-safe scissors
- Glue
- Non-standard unit of measurement (e.g., paperclip or penny)
- Crayons or markers
Part 5: (continued)

Then, introduce the activity to the children.

Leader: You did a wonderful job finding the hermit crabs new homes! Now Cat has asked you to build some homes. Cat, Sally, and Nick are tired after a full day of adventures and need a place to rest. Cat has asked you to make two houses, one that is just the right size for Cat and another that is just the right size for Sally and Nick.

Have children cut out the Cat and Sally and Nick finger puppets. Then ask them to draw houses that would just fit Cat and Nick and Sally. As they work, encourage them to use words like big, bigger, biggest and small, smaller, smallest. Children may use visual estimation to create their houses, or they may want to use something to measure with, such as a paperclip, penny, or small block. You can encourage them to use the same tool to measure the puppets and their houses, in order to ensure that the characters can fit inside the houses based on their width and length. Children can use crayons or markers to draw windows and doors on the houses and decorate them any way they want. Be sure they measure the doors carefully so they are the right height for the characters!

When the houses are done, gather the class together and lead a discussion. Help the children compare the sizes of their houses by asking questions like, Is the Cat’s house bigger or smaller than Sally and Nick’s house? and Which house has the biggest door?

Keep Going! If you have more time, explore the following resource:

EXPLORER

3-D House

Children can turn the 2-D houses they made into a 3-D house by gluing the houses onto the front of a box. Cut out a door and windows, so the character can go inside the house and look out the windows.
Part 6: Building with Beavers (1 hour, 15 minutes)

**WATCH**

**Greatest Creature Builder (1:40)**

Come along with Chris and Martin as they explore the best creature builder in the world — the beaver! Watch the video and learn that beavers use their giant orange teeth to chop down trees, and carry sticks to build landscape-transforming dams.

**EXPLORE**

**Go On A Length Hunt**

In this activity, children will grab a piece of string and go on a measuring expedition.

Get some string and a pair of scissors and gather the children together. Then introduce the activity.

**Leader:** This week, we’ve solved problems for lots of Cat’s friends – we counted seahorse babies, created towers with termites, found homes for garibaldi fish, and found new shells for hermit crabs. Each time we helped an animal, we collected another page for Cat’s animal book.

Now we have one more animal left to help—and one more page left to collect for Cat’s animal book. Today, we’re going to help beavers! Beavers are great builders and we need to help the beavers choose the right size logs to build their homes. But before we do that, we’re going to practice measuring first.

Start a discussion with the children about how things come in different sizes. For example, point to a book and ask, Can you find another book that is smaller than this one? Can you find one that is bigger? Ask the same questions about toys, furniture, and shows.

Now cut the string into many different lengths, none longer than a foot. There should be at least as many pieces of string as there are children in your group. Put the pieces of string into a paper bag or other container.

Ask each child to select one piece of string from the bag. Then ask the children to help you look around your space and find something that is about the same length as the string. Demonstrate how to place one end of the string exactly at the end of the object before extending it to the other side of the object. Ask your students, Is it the same size as the string? If it isn’t ask, is it shorter or longer than the string?

Give the children 10 minutes or so to find something that is the same length as their string. Then gather them back together and have them show the group what they found. For each child, ask, What did you find? Is it the same size as the string? Have them show the entire group how the length of string compares to their object.

**PLAY**

**Welcome to Beaver City**

The beaver family has drawn up dozens of fantastical log blueprints, but they need help estimating the length of each log that they’ll need to cut. Children may play individually or work as a team to complete this game.

Begin by gathering the children at your computer, interactive whiteboard, or mobile device. Have the children sit or stand around the screen so they can all see. Make sure you have a piece of string handy.
Part 6: (continued)

Begin by gathering the children at your computer, interactive whiteboard, or mobile device. Have the children sit or stand around the screen so they can all see. Make sure you have a piece of string handy.

Leader: Now that we know a little bit about measuring, let’s see if we can help Cat’s beaver family friends!

Access the game to hear the introduction, and click on Beaver Dream Homes.

Listen to the directions and make sure that children understand the game. Then ask them to take turns selecting the right size logs to build with. Children may begin by using visual estimation to select the right logs, but there will be some log lengths that are tricky to estimate.

Show them how to use the piece of string to measure the length of the missing log and cut the string to the length of the log.

Continue through the game, building different beaver homes, until every child has had at least one turn. Introduce the vocabulary term rotate to explain how the shapes move. It may be helpful to demonstrate with a wooden block to show that a block does not change shape or length when it is rotated.

When the children are finished, show them the beaver page—the last page from Cat’s animal book! Post it on the wall, and pass out copies of the six animal pages for each student. Staple the books together and allow children to put them in their backpacks to take home.

Keep Going! If you have more time, explore the following resources:

PLAY

The Cat in the Hat Can Map This and That
With the help of this online tool, challenge children to use their spatial sense and measurement skills to create a map of their home, yard or camp space. When children have finished their layout have them describe it to a partner using direction words, such as “the chair is behind the desk.”

READ

Inch by Inch by Leo Leonni
A clever inchworm measures objects in his world inch by inch.

PLAY

Welcome to Beaver City
Have children click on Meet the Beavers or Chew Chew Slaparoo to play two additional beaver games.