



Dr. Seuss Lesson Plan: Kindergarten

Grade Level: **Kindergarten** | Duration: **Two days, 30 minutes per lesson**

Objective

In this lesson, kindergarteners use BrainPOP Jr. resources to learn about the author Dr. Seuss.

Students will:

1. Build Background Knowledge:

- Watch the BrainPOP Jr. Dr. Seuss movie.

2. Think and Do:

- Word Play: Draw a picture of words that rhyme.
- Make-a-Map: Construct a concept map about Dr. Seuss.

3. Assess:

- Take the Dr. Seuss quiz.

Preparation

- Preview the BrainPOP. movie [Dr. Seuss](#) to plan for any adaptations.
- Read the [Dr. Seuss Background Information](#).
- Create and schedule Day 1 assignment: [Dr. Seuss](#) and [Word Play](#).
- Create and schedule Day 2 assignment: [Dr. Seuss](#), [Make-a-Map](#), and [Easy Quiz](#).



Before the Lesson

Background knowledge helps students make sense of new ideas and experiences. To activate prior knowledge, ask these questions:


- *What is your favorite book and what do you love about it?*

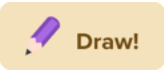

- What does an author do?



DAY 1: Build Background (10 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div></div> <p>1. Watch the Dr. Seuss movie. Click pause whenever a question appears in Annie’s Notebook. Discuss the question, then click play for Annie’s response.</p> <p>TIP: Pause turns red to remind you to pause.</p> <div></div>	<ul style="list-style-type: none">• Print the movie transcript and Annie’s Notebook for a grown-up to read aloud.• Have a student play Moby and “beep” in response to Annie.• Read aloud a grade-level sentence two times while tracking with your finger. Then track again, word-by-word as students repeat the words. Do this for three sentences.	<ul style="list-style-type: none">• Set a specific viewing purpose for individual students or small groups based on lesson objectives and student readiness.• Pause at two key points and prompt students to summarize.• Support recall by having students draw one or two key ideas from the movie.	<ul style="list-style-type: none">• Pause for new vocabulary. Use the word in a sentence. Prompt students to say the word and repeat the sentence. Invite them to draw a picture of the word.• Create a word wall with vocabulary and the drawing.• Pause at key points and ask discussion questions from Annie’s Notebook in the student’s home language or English.

DAY 1: Think & Do (20 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div></div> <p>Students open their Word Play assignment. Or, if not using Assignment Builder, model how to open Word Play.</p>	<ul style="list-style-type: none">• Print the “Draw” page for the word “rhyme”.• Prompt students to draw two or more things that rhyme using markers or crayons and paper. Help them label the pictures.	<ul style="list-style-type: none">• Model how to use the drawing tool.• As a challenge, have students choose another word from the activity to illustrate.• Review examples of rhyming words.	<ul style="list-style-type: none">• Say words in their home language. Then say it in English. Have students repeat it in English.• Use the word “rhyme” in a sentence. Prompt students to say the word and repeat the sentence.

<div></div> <p>Students click the word “rhyme” and choose the “Draw” tab.</p> <p>Instruct students to draw a picture of two or more words that rhyme.</p> <p>When they finish, students click Submit To Teacher and/or print out.</p>			<ul style="list-style-type: none">Hover over each word to hear it read aloud. Repeat the prompt in students’ home language.
DAY 2: Build Background (5 minutes)			
Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div></div> <p>2. Watch the Dr. Seuss movie again.</p> <p>Prompt students to find a fact or something new that they didn’t notice the first time.</p>		<ul style="list-style-type: none">Students review rhyming words from after the first viewing and add new words.	
DAY 2: Think & Do (20 minutes)			
Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development

<div data-bbox="317 266 690 365"> Make-a-Map</div> <p>3. Students open their Make-a-Map assignment. Or, if not using Assignment Builder, model how to open Make-a-Map.</p> <p>Students add facts about Dr. Seuss to their concept maps, using images and/or words.</p> <p>When they finish their maps, they click the Submit To Teacher button and/or print out their maps.</p> <p>Use the rubric to help you assess.</p>	<ul style="list-style-type: none">Students make a concept map on paper with pictures and/or words about Dr. Seuss.	<ul style="list-style-type: none">Students speak their responses and brainstorm facts about Dr. Seuss.Assign a partially completed Make-a-Map with facts about Dr. Seuss filled in. Demonstrate how to return to the movie to find facts.To help with the map, revisit the drawings they made after watching the movie the first time.	<ul style="list-style-type: none">Before students write, have them use their home language or English to discuss ideas they plan to put in their map.Encourage use of keywords or visuals.
DAY 2: Assess (5 minutes)			
Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div data-bbox="303 1000 688 1099"> Easy Quiz</div> <p>4. Students open their Quiz assignment. Or, if not using Assignment Builder, model how to open the Easy Quiz.</p> <p>If you assigned the quiz, you will see students' results in your Dashboard. If not assigned, students click the Submit to Teacher button.</p>	<ul style="list-style-type: none">Print the Easy Quiz. Read aloud the questions and answers.	<ul style="list-style-type: none">Hover over the questions and answers to hear them read aloud.Reduce the number of questions and/or possible answers (using the Quiz Mixer).Support recall by revisiting movie drawings.	<ul style="list-style-type: none">Read aloud the quiz in students' home language.Highlight the key vocabulary in a printable version of the quiz.Support recall by having students review drawings they made during the movie.

