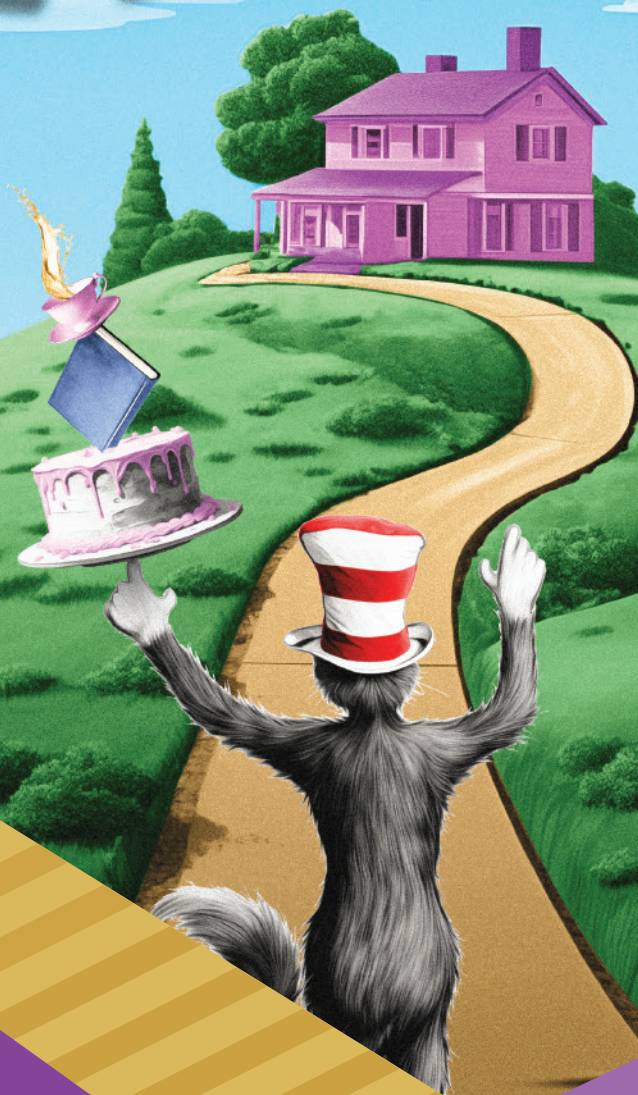


Dr. Seuss's

# THE CAT IN THE HAT



  
TCT MainStage

SHOW COMPANION  
ACTIVITY PACKET

# ABOUT THE SHOW

## About the Show

From the moment his tall, red-and-white-striped hat appears around the door, Sally and her brother know that The Cat in the Hat is the funniest, most mischievous cat that they have ever met. With the trickiest of tricks and the craziest of ideas, he is certainly loads of fun. He turns a rainy afternoon into an amazing adventure... but what will mum find when she gets home?

## About Dr. Seuss

Dr. Seuss was an American writer and illustrator known for his popular books of nonsensical stories, unusual creatures, and rhyming words are a staple in classrooms everywhere. Theodore Seuss Geisel, or Dr. Seuss, as we know him, was born on March 2, 1904, in Springfield, Massachusetts. Seuss worked for many publications providing illustrations and humor columns for their magazines. He worked for big magazine companies such as *Life* and *Vanity Fair*. However, it was in his drawings for an insect repellent company that first “Dr. Seuss Style” characters appeared. He would later reuse these creature drawings in many of his books.

It was in 1940 that the book, *Horton Hatches an Egg* first hit stores and was our first introduction into the magical world of Dr. Seuss as we’ve come to know him today. During World War II - in the early 1940’s, Seuss stepped away from writing children’s books to work on drawing political cartoons for newspapers. It wasn’t until 1947, when he returned to writing children’s books, that we would see the start of what we’ve come to know as a “Dr. Seuss” book, and *McElligot’s Pool* and *Horton Hears a Who!* were only the beginning to what he would create. His books have a way of transforming and stretching the way a readers’ imagination works. His fantastical worlds leap from the page and instantly hook you through clever rhymes and colorful characters.

Through his imaginative lenses, he can tug at our hearts and make profound stories about discovering the love inside oneself or caring about the environment. His books were able to discuss really big ideas in a way that was digestible and profound.

Dr. Seuss and his work can be seen across tv shows, movies, musicals, and music still making joy and whimsy for all. Dr. Seuss passed away on September 24, 1991, in La Jolla, California. He left behind a lasting legacy that will live on through the ages.



# ACTIVITY PACKET

## Words to Know

1. **Mischievous (adjective)**  
(of a person, animal, or their behavior) causing or showing a fondness for causing trouble in a playful way.
2. **Illustrator (noun)**  
a person who draws or creates pictures for magazines, books, advertising, etc.
3. **Nonsensical (adjective)**  
having no meaning; making no sense.
4. **Publications (noun)**  
the preparation and issuing of a book, journal, piece of music, or other work for public sale.
5. **Digestible (adjective)**  
(of information) easy to understand or follow.

## Questions from the Reading

1. The Cat in the Hat wears a short purple hat.
  - a. True
  - b. False
2. Dr. Seuss was an \_\_\_\_\_ writer and illustrator.
  - a. Australian
  - b. Irish
  - c. American
  - d. Italian
3. During Dr. Seuss' first job, he worked at publications providing \_\_\_\_\_ columns.
  - a. Humor
  - b. Dramatic
  - c. Mystery
  - d. Political
4. Dr. Seuss designed characters and creatures that he later used in some of his books. What kind of company was he working for?
  - a. Landscaping Company
  - b. Telephone Company
  - c. Pool Company
  - d. Bug Repellent Company
5. Dr. Seuss' full name was \_\_\_\_\_.
  - a. Samuel Seuss Clemens
  - b. J.K. Seuss Rowling
  - c. Theodore Seuss Geisel
  - d. Lemony Seuss Snicket

# ACTIVITY PACKET

## Rhyming Challenge

Below each picture, write as many words as possible that rhyme with each word in that column.  
Who in your class has the most?

### BALL



### HAT



### FISH



# ACTIVITY PACKET

## Finish the Sentence

Using the following sentences, find a word for the blank space that rhymes with the bold word in the sentence to complete it.

One, **Two**, buckle your \_\_\_\_\_. Three, **Four**, knock on the \_\_\_\_\_.  
Five, **Six**, pick up \_\_\_\_\_. Seven, **Eight**, let's go for a \_\_\_\_\_.

Circle the two or more words in each sentence that rhyme.

EX: I had a date and could not be late.

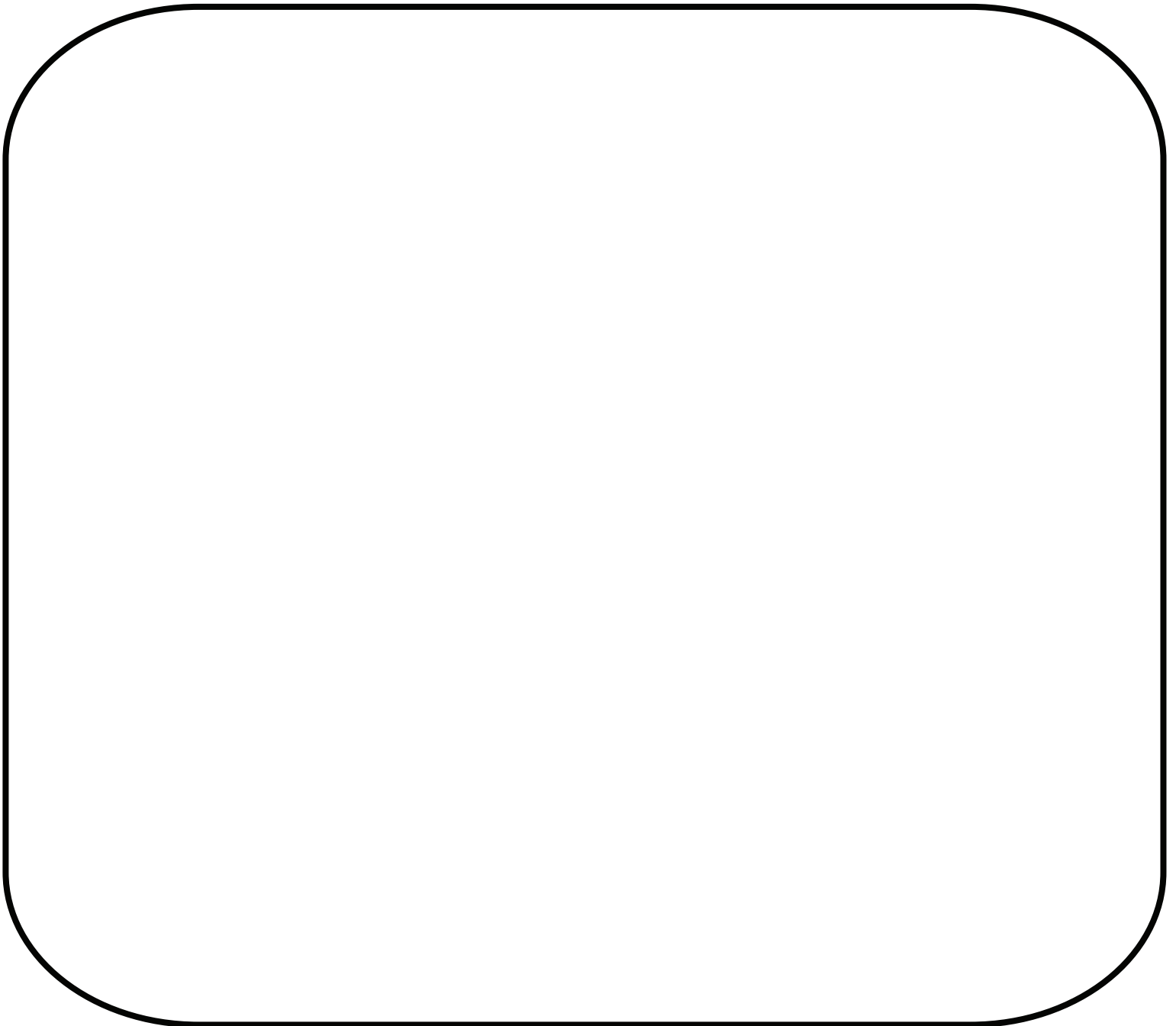
1. The dog went out in the fog to jog around the block.
2. My favorite thing to bake is a double chocolate cake.
3. The mouse ran under the house.
4. The cat sat on the big comfy mat.
5. The King like to sing Opera.
6. I like to fly my kite at night.
7. The Moon will soon appear.
8. Ten hens walked into a den inside their pen.
9. There was a bloke wearing a cloak that looked like smoke.
10. The horse ate his hay on a warm day in May.
11. Someone took the book from the library.
12. I could hear my dad's snore through the door.
13. The batter hit the ball clear over the wall.
14. I lost my gold band in the sand.

# ACTIVITY PACKET

## Draw your own clean-up machine

In the play and in the book, the Cat has a magical machine that can clean up any mess he makes. His machine is made up of all sorts of tools to help make any job a snap! Imagine that the Cat suddenly bursts in YOUR classroom and make a total mess of the room. What machine would you design to clean everything up as quickly as possible. Use the space below to design your own

**Classroom Cleaner Upper Machine!**



# ANSWER KEY

## Questions from the Reading

1. B
2. C
3. A
4. D
5. C

## Finish the Sentence -answers may vary.

1. Shoe
2. Door/Floor
3. Sticks/bricks
4. Skate

## Circling Rhymes

1. Dog, Fog, Jog
2. Bake, Cake
3. Mouse, House
4. Cat, Sat, Mat
5. King, Sing
6. Kite, Night
7. Moon, Soon
8. Ten, Hens, Den, Pen
9. Bloke, Cloak, Smoke
10. Hay, Day, May
11. Took, Book
12. Snore, Door
13. Ball, Wall
14. Band, Sand

## Standards

**RI.1.1:** Ask and answer questions about key details in a text.

**RI.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**RL.2.4** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**RF.K.2** Demonstrate understanding of spoken words, syllables, and phonemes (sounds).

- a. Recognize and produce rhyming words