

Dr. Seuss
GRAPHIC
NOVEL

Green Eggs and Ham

Take a Hike



EDUCATORS' GUIDE

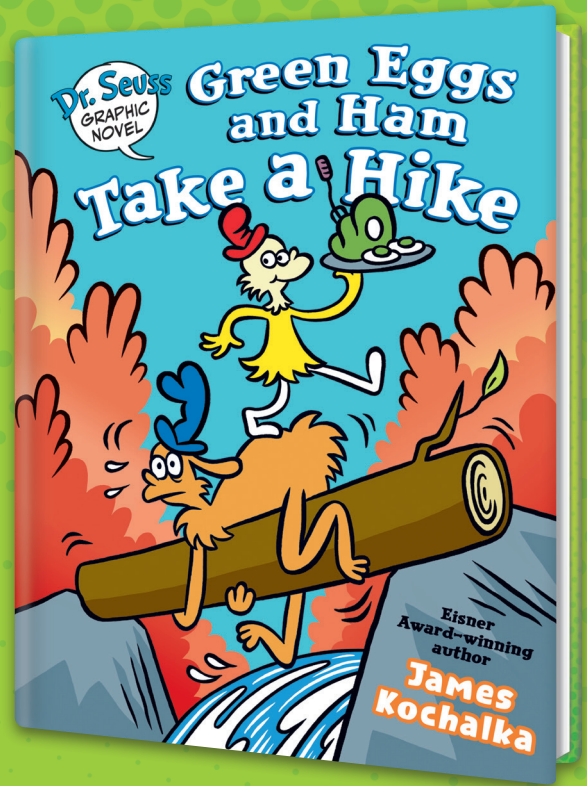
About the Book

Dr. Seuss's iconic original dynamic duo is back—and this time, Sam-I-Am is going to show his grumpy pal the world beyond green eggs and ham in their own chapter book graphic novel!

Sam-I-Am's grumpy best pal Walter is missing out on the great big world, but Sam-I-Am is determined to make sure he doesn't miss a thing! After all, that's what best friends are for.

Walter doesn't know what the big deal is—sure, it might be nice to have a green eggs and ham picnic on a hike, but doesn't Sam-I-Am know about all of the bugs? And the flowers that make you sneeze? Or the rivers that block your way? No, Walter is not a fan of the outdoors—he certainly is not. And nothing Sam-I-Am can do or say will change his mind. Too bad for Walter—Sam-I-Am is always up for a challenge!

With brand-new illustrations and easy-to-follow paneled storytelling, this graphic novel is an excellent bridge for kids transitioning to chapter books—a must-have for young readers and Dr. Seuss fans alike.



About the Author



JAMES KOCHALKA (kah-chall-kah) has been creating iconic indie comics and bizarrely catchy punk rock since the early '80s. Largely autobiographical, Kochalka's cartoon impression of the world around him includes such real-life characters as his wife, children, cat, friends, and colleagues, but always filtered through his own observations and flights of whimsy. He has previously served as the cartoonist laureate of Vermont. He is a two-time winner of the prestigious Eisner Award, a four-time winner of the Ignatz Award, and a Harvey Award winner.



Before Reading

1. Activate prior knowledge: Ask students if they have ever gone on a hike or outside adventure and have them share their experience with a partner or the class.
2. Activate prior knowledge: Ask students what they know about the original *Green Eggs and Ham* by Dr. Seuss.

Cover: Analysis, prediction, and discussion

1. What is your first reaction to the cover? What do you think you will be reading about?
2. What might happen?
3. How are the two characters on the cover feeling? Respond citing visual evidence.
4. What might the characters be thinking?
5. Discuss: Would students eat green eggs and ham ANYWHERE?



During Reading

Discuss the importance of using specific visual and textual information in answers.



COPYRIGHT PAGE: Ask students what they notice about the shape of the words on the copyright page. Why are they in this shape?

PAGE 1: How does this page make you feel? Answer using visual evidence.

PAGE 2: Would you eat green eggs and ham? What food makes you happy?

PAGE 3: *Hop* and *boing* are onomatopoeia used to describe Sam-I-Am's movements. Come up with another example of onomatopoeia.

PAGE 4: Why is the word *perfect* in all capital letters? How does this add meaning?

PAGE 5: Describe how Mr. Plot feels. Why do you think he feels this way? Have you ever felt this way?

PAGE 6: What do you notice about the way the word *not* is used in the last panel?

PAGE 8: What do you think will happen next? Using visual evidence, describe how Mr. Plot feels.

PAGE 9: Have you ever tried something you were nervous about or afraid of that you ended up liking?

PAGE 10: Put a thought bubble over Mr. Plot's head to describe what he is thinking or feeling.

PAGE 11: What is a favorite thing you like to see when on a hike or when outside? What else might you want to see? Look at Sam-I-Am in the last panel; what do you think is going to happen next?

PAGE 14: Did you correctly predict what would happen? If you were Sam-I-Am or Mr. Plot, what would you do next?

PAGE 15: Why is Mr. Plot so happy?

PAGE 16: Where is your favorite spot for a picnic? Draw it.

PAGE 18: What new things have you found that you are good at?

PAGE 20: Imagine a thought bubble over Mr. Plot's head. What is he thinking?

PAGE 23: Do you like bugs? Why or why not?

PAGE 25: Why do bugs like flowers?

PAGE 26: Do you like to smell flowers? Do you have a favorite?

PAGE 27: Imagine a thought bubble over Sam-I-Am's head on the second panel. What is he thinking or feeling?

PAGE 28: What do you think will happen next?

PAGE 29: Is this what you thought would happen?

PAGE 30: What else might ruin a perfect picnic? Draw it happening!

PAGE 37: What do you think will happen next? Despite all the problems, why do you think Sam-I-Am and Mr. Plot keep going up the mountain? Would you?

PAGE 38: Using visual evidence, describe how Mr. Plot is feeling. Why do you think he feels this way?

PAGE 40: Does *Walter* rhyme with *water*? What does your name rhyme with?

PAGE 42: What is Mr. Plot thinking in the second panel? Why?

PAGE 45: What will happen next? Use visual clues to make your prediction.

PAGE 50: What will happen next?

PAGE 53: Go back to pages 49 and 50. How did Mr. Plot help Sam-I-Am catch the green eggs and ham?

PAGE 56: What do you think Sam-I-Am hears or sees that might ruin this perfect picnic? What might happen next?

PAGE 59: Do you think Sam-I-Am's idea is a good one?

PAGE 61: Would you follow Sam-I-Am? Why or why not?

PAGE 62: What other onomatopoeia could be used to replace *pop*?

PAGE 64: Why is this not the perfect spot?

PAGE 66: Would you give up?

PAGE 67: What do you think the problem is?

PAGE 68: What are you afraid of?

PAGE 69: How are you brave?

PAGE 71: What is something difficult you did that you are proud of? Is this really a good picnic spot? Why or why not?

After Reading

- Have students draw or write about what would happen in part two of this story.
- The author, James Kochalka, shared his biography and illustration at the end of the book. Have students draw themselves, create a short autobiography (of either what they have done in life or what they would like to do), and include images from their life or plans. Students can add the drawing of themselves (or a photo) to the end of their story.
- Go back to students' answers from the front cover analysis: Did their predictions about the story come true?
- Have students draw a six-panel comic about a happy day in their life (page 3 can be used as an example). As an alternative to hand-drawing, students can upload pictures to PowerPoint and insert dialogue and thought balloons to make their comics (or use other technology as appropriate).
- Students can learn to draw their own green eggs and ham as shown on page 74. Have them color in the drawings in their own zany colors and hang the picture up in the room.

English/Language Arts Activities

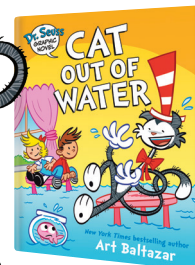
- Have students find as many examples (or assign a specific number) of onomatopoeia, alliteration, and rhyme as possible when reading the story. Choose a favorite example and explain how it helped tell the story.
- Have students choose a panel with onomatopoeia and replace it with a word of their own.
- Students can write the backstory: What was Sam-I-Am doing before page 1?
- Have students create a wordless comic about a day of picnicking/hiking/being outside and use onomatopoeia to get across the meaning of the story.
- What is the lesson we can learn from this story?
- Using rhyme, have students describe a day in their life.
- Have students create their own back cover for the book with their favorite image and a summary of the story.

Cross-Curricular Activities

- Have students research the relationship between insects and flowers. They could create an informational chart using Canva to inform other students about what they learned.



DISCOVER MORE DR. SEUSS GRAPHIC NOVELS



This guide was created by TIM SMYTH, a high school social studies educator and the author of *Teaching with Comics and Graphic Novels: Fun and Engaging Strategies to Improve Close Reading and Critical Thinking in Every Classroom*. Find more resources and information at [TeachingWithComics.com](https://www.teachingwithcomics.com).



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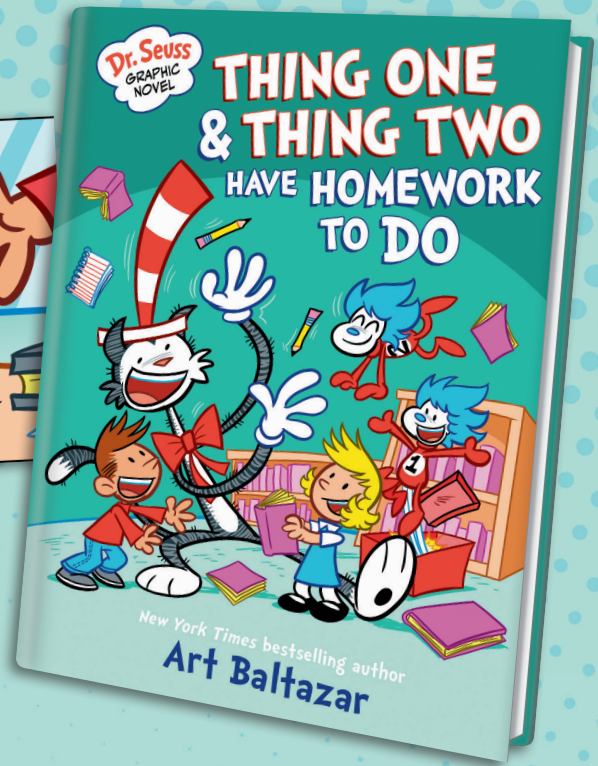
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THING ONE & THING TWO HAVE HOMEWORK TO DO



EDUCATORS' GUIDE



About the Book

The Cat in the Hat returns with Things One and Two in an all-new graphic novel—and Things will definitely get out of control!

The school day is over, but Sally and her brother have so much homework! Luckily, the Cat in the Hat knows who can help. On the case are Thing One and Thing Two . . . and Thing Three . . . and Thing Four . . . Sally and her brother suddenly have more to worry about than homework as the Things are let loose in their school!

With brand-new illustrations and easy-to-follow paneled storytelling, this graphic novel is an excellent bridge for kids transitioning to chapter books—a must-have for young readers and Dr. Seuss fans alike.



About the Author

ART BALTAZAR is a super-cartoonist machine from the heart of Chicago! He's all about peace, love, and joy. He defines cartoons and comics not only as an art style but as a way of life. Art is a creative force behind the Eisner Award-winning *Itty Bitty Hellboy* and the *New York Times* bestselling and Eisner and Harvey award-winning DC Comics' *Tiny Titans*, and artist of the DC Super-Pets children's book series.

Before Reading

COVER REVIEW: As a class, look closely at the book's cover. Ask the questions below to have a guided discussion.

1. How do you feel about doing homework? Why? Using visual evidence, describe how these characters feel.
2. What do you think you will be reading about in this story?
3. On the back cover, read the story description: "Get ready to double the trouble with Thing 1 and Thing 2." Now what do you think you will be reading about? What might happen? How does this description differ from the front cover?
4. Read the author's dedication. To whom would you dedicate YOUR first book? What would you write to them?



During Reading

PAGE 1: What do you notice about the children in the library? How do they feel about the work they are doing? Which reaction best matches how you feel when doing homework?

PAGE 2: Using textual and visual evidence, describe how the two main characters feel. Have you ever been in this situation?

PAGE 3: Visual Literacy Skills: What do you see outside the window? In the last panel, why are there four white lines (action lines) coming off the hat? What does this mean? What is going to happen next?

PAGE 4: How would you react to seeing the Cat in the Hat? How do the main characters feel?

PAGE 5: Why do you think the Cat in the Hat is not allowed in the library? What did he do?

PAGE 6: Visual Literacy Skills: What do you notice about the character in the doorway? What does the yellow balloon around her head mean? What do you notice about the way the words in her dialogue balloon are lettered?

PAGES 7–8: Visual Literacy Skills: What do you notice about the dialogue balloons, lettering, and action lines? How does this add meaning to the story? How does all of this show the feelings of the characters?

PAGE 9: Visual Literacy Skills: Artists often include **ideograms** (symbols) in their drawings to quickly get across meaning. We see this in the first panel—what does the light bulb symbolize?

PAGES 12–14: What do you think is going to happen next?

PAGES 17–18: Visual Literacy Skills: What do you notice about the coloring and background drawing? How does this add to the story? How does it make you feel?

PAGE 20: What do you think the plan is?

PAGES 22–27: What do you think is going to happen? Is it a good idea to have so many Things helping out? Can too much help be a bad thing?

PAGE 27: What Thing would you most want to help you in school? How could they help you?

PAGE 28: Who do you think Thing 26 is? What happened to them?

PAGE 31: Why do you think the girl doesn't want the Things to do their homework? How would you feel?

PAGE 33: Visual Literacy Skills: Onomatopoeia is a word that has a sound that imitates an action—such as “pop” and “ping” in panels one and two. What word would you use? Make up your own zany sound word!

PAGE 40: Do you agree with the Cat? Is this a success?

PAGE 47: How do the boy and girl feel about the Cat's plan?

PAGE 54: If you had a Super Fantabulous Magnificent Marshmallow history life raft, where would you go in time? Why?

PAGE 63: Which place on the wheel would you most want to visit? Why? What would you add to the wheel?

PAGE 63: Do you think that the future is part of history? Why or why not? If you could go into the future, where/when would you want to go to? Why? What would you want to happen in the future?

After Reading

1. What do you think the boy and girl learned from this experience?
2. Do you think it is okay for someone else to do your homework?
3. Go back to your answers to numbers 1 and 2 from the Before Reading section. Would any of your answers change after reading the story? Why?
4. What other visual literacy skills do you notice that were not in the educators' guide? How many panels can you find with onomatopoeia, action lines, impactful lettering, or word balloons? What panels had the most impactful coloring?

Extensions/Activities

If you could create your own Thing, how would they help you? Draw them and write a short story about them.

PAGE 5: After reading, have students draw what they think the Cat in the Hat did to be banned from the library. It could be a comic or a single illustration. Students can be asked to include what they have learned in the Visual Literacy Skills parts of the educator guide.

PAGE 6: After reading, have students write a short story about what happened in the library the day that the Cat in the Hat brought dogs in.

PAGES 53–55: What else could the Super Fantabulous Magnificent Marshmallow be used for? Draw it. Create an advertisement to sell it and present to the class.

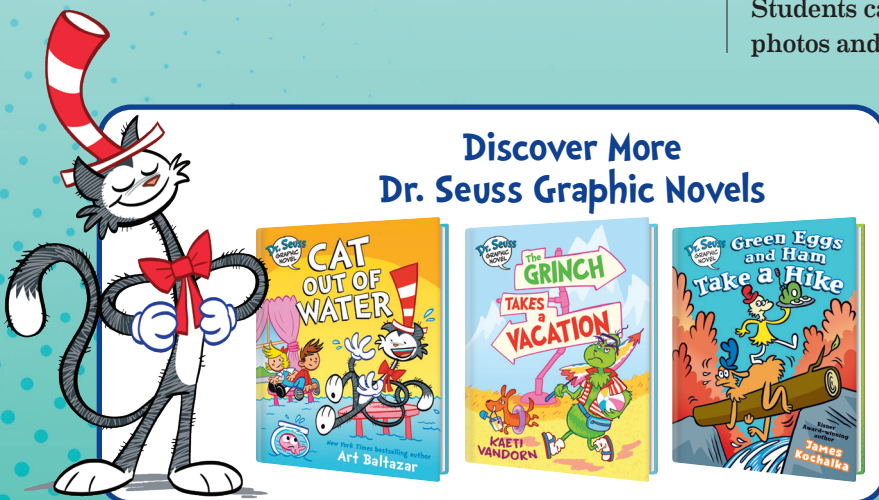
PAGE 60: Discuss the Boston Tea Party with students. Have students analyze images from the event, such as from <http://www.boston-tea-party.org/pictures/picture1.html> or the Library of Congress. How do these images add meaning to the historical event?

PAGE 54: Revisit student answers from the During Reading part of this guide. (If you had a Super Fantabulous Magnificent Marshmallow history life raft, where would you go in time? Why?) Students can research and present their chosen time period/event and why it was impactful. They can also make this into a comic and integrate the visual literacy skills they learned. The students' work can then be displayed in chronological order in the classroom, hallway, or library. If resources are available, students can create a model of their raft using marshmallows and toothpicks or tongue depressors.

PAGE 69: Have students draw their own history traveling vehicle.

Have students create their own bio sketch, as Art Baltazar did at the end of the book.

Students can draw their own comic about a funny experience in school. They should include what they have learned in the Visual Literacy Skills portions of this guide. Students can hand-draw, use an online tool, or take/use photos and upload into PowerPoint and create a comic.



This guide was created by TIM SMYTH, a high school social studies educator and the author of *Teaching with Comics and Graphic Novels: Fun and Engaging Strategies to Improve Close Reading and Critical Thinking in Every Classroom*. Find more resources and information at TeachingWithComics.com.

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The
GRINCH

TAKES
a
VACATION



Dr. Seuss
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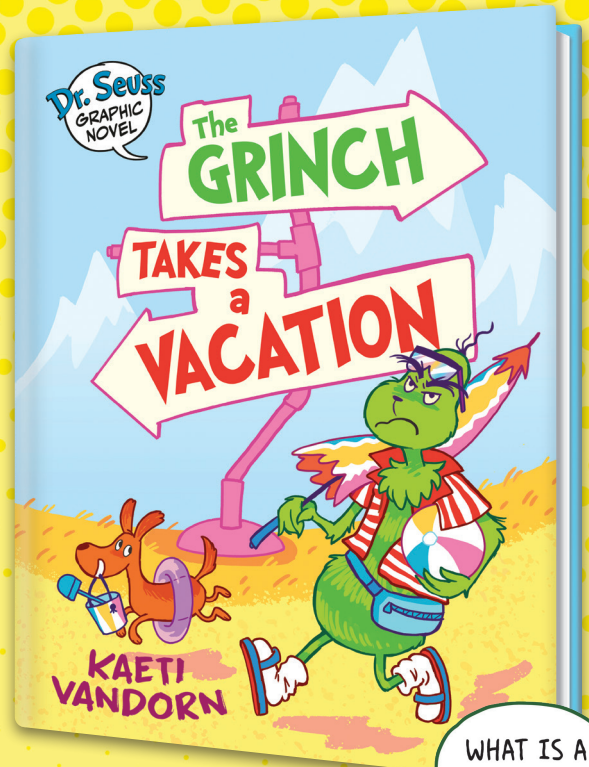
ABOUT THE BOOK

He's a little mean, definitely green, and now Dr. Seuss's beloved and iconic character, the Grinch, is back, starring in his very own chapter book graphic novel! Everyone's favorite holiday grump is back in a brand-new adventure, and he already needs a vacation!

It's vacation time in *Who*-ville but the Grinch doesn't understand . . . what is a vacation?

Determined to learn what the *Whos* seem so excited about, the Grinch decides to give a vacation a try! Unfortunately, the mountains are too snowy, the beach is too sandy, and the theme park is too loud . . . vacations just might not be something that Grinches do? Thankfully, his dog Max isn't letting the Grinch give up that quickly!

Will there be some fun in the sun for everyone's favorite Grinch, or is the *Whos'* favorite grumpy neighbor doomed to detest the merriment?



ABOUT THE AUTHOR

KAETI VANDORN is a children's illustrator and comic artist who likes friendly monsters and playing with color. Kaeti's first two graphic novels *Crabapple Trouble* and *Monster Friends* were both indie bestsellers. She also enjoys fantasy adventure stories, and her weekly webcomic *Smol Frens* keeps her busy!



BEFORE READING

1. **Activate prior knowledge:** Ask students what they already know about the Grinch and what they might like to see in a new story. Put together a character biography for the Grinch—what words best describe him? When reading the story, have students refer to this list and note the times when the Grinch acts accordingly.
2. **Have students think and discuss:** What makes a great vacation?

Front Cover: Analysis, Prediction, and Discussion

1. What is your first reaction to the cover? What do you think you will be reading about?
2. Put a thought bubble over the Grinch's head—what might he be thinking or saying? How is he feeling? How about Max (the dog)?
3. Would you want to go on a vacation with the Grinch? Why or why not?

Back Cover: Analysis and Prediction

Is it true that “everyone loves a vacation”? Why or why not? Think about times you have gone on vacation; what were some things that you did or did not enjoy?

Revisit your cover analysis. With the new information you have, what do you think you will be reading about?

DURING READING

Discuss with students the importance of using specific visual and textual information in their answers.

What do you notice about the way the words are arranged on the copyright page? Why do you think they are arranged in this way?

PAGE 1: What is the main difference between the Grinch and everyone else on this page? What might he be thinking or feeling? How do you know?

PAGE 2: What do you think has “gotten into everyone”?

PAGE 4: How would you explain the word *vacation*?

PAGE 5: What do you think the *Whos* will be doing on their vacation? How do you know?

PAGE 6: Was your previous answer correct?

PAGE 7: Why are the words *fine* and *fun* bolded and in green? Turn to a partner and, in your best Grinchy voice, say the Grinch’s dialogue. Is he being sincere or sarcastic? (Alternatively, the teacher can act it out both ways and ask the students to vote.)

PAGE 8: Why are there question marks around the Grinch’s head? What is he thinking?

PAGE 9: Why do people go on vacation?

PAGES 11 AND 12: What do you think the Grinch is going to do?

PAGE 13: How do you think a day at the beach will go for the Grinch?

PAGES 15-17: What problem does the Grinch encounter? Has this ever happened to you on vacation?

PAGES 21-22: Why do you think the Grinch is walking on the bottom of the ocean?

PAGES 23-25: How would you react if you were in the ocean with all those fish?

PAGES 26-28: Have you ever built a sandcastle? What did it look like? If not, what *would* your sandcastle look like? Can you draw it?

PAGE 28: What happened to the Grinch’s sandcastle?

PAGE 29: What might Max be suggesting to the

Grinch?

PAGE 33: How do you think the beach vacation went for the Grinch?

PAGE 34: How do you think a day at the theme park will go for the Grinch?

PAGE 35: How is the Grinch feeling about going into a theme park? Have you been to a theme park? How did you feel?

PAGES 36-40: What is your favorite thing about theme parks? Is it the roller coasters? Have you had an experience like the Grinch? What do you think was the biggest problem the Grinch had in the theme park? Why? Have you ever had a similar experience?

PAGE 50: How do you think a day at a mountain resort will go for the Grinch?

PAGE 55: What are Max and the Grinch thinking at the end of this page?

PAGE 56: If Max could talk, what would he say to the Grinch?

PAGE 64: Did the Grinch win the ski jump contest? Why?

PAGE 65: If you could sit down with the Grinch, what advice would you give him?

PAGE 73: What understanding has the Grinch reached? Do you agree with him?

PAGE 74: How did the ski vacation go for the Grinch? Compare the feelings of the Grinch on page 1 and page 76. What has happened?

PAGES 80-84: What has the Grinch realized about vacation and staying at home? Do you agree with him?





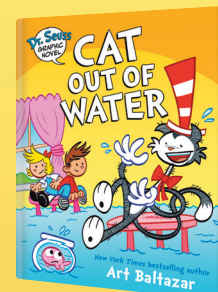
AFTER READING

- Have students draw a comic about one of their vacations or add to one of the Grinch's experiences. Students can upload pictures from a personal vacation to PowerPoint and insert dialogue balloons to make their comics (or use other technology as appropriate).
- Students can draw a poster like the one on page 33 and review one of their vacations.
- Assign students one of the Grinch's vacations and have them discuss how the Grinch could have made it more enjoyable. Then get into jigsaw puzzle groups and discuss: Did the students' initial character biography of the Grinch match how he acted in the story? Which one of the Grinch's vacations would students have most wanted to go on? Why? Students can take the character sketches at the end of the book, upload them to PowerPoint and create a story.

ENGLISH/LANGUAGE ARTS ACTIVITIES

- Have students find as many examples of onomatopoeia, alliteration, and repetition as possible when reading the story. Each should choose a favorite example and explain how it helped tell the story.
- Have students choose a panel with onomatopoeia and replace it with a word of their own.
- Turn one of the vacations into a prose story.
- Have students create a wordless comic about a day of vacation using onomatopoeia to tell their story.

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