



ABOUT

Seuss Studios

Seuss Studios is a new line of Beginner Books with original stories and art from emerging authors and illustrators. Every Seuss Studios story is inspired by never-before-seen sketches from the Dr. Seuss archives, which you can find in the back of each book! Launched by Dr. Seuss in 1957 with the publication of *The Cat in the Hat*, Beginner Books make learning to read FUN!

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EDUCATORS' GUIDE



About the Author

Lala Watkins is an illustrator extraordinaire whose work is like a summer pool party—and everyone's invited! She makes fun illustrations and lovely stories that make her heart (and yours) emote the heart-eyed emoji. She graduated with a BFA in graphic design and interactive communication from Ringling College of Art and Design. She's in a long-term relationship with the sun, so she lives in sunny Florida.

Praise for the Book

★ **"A joyful exploration of play** that will delight fans of Mo Willems. This title is perfect for solo beginning readers and group read-alouds. A must purchase for all libraries, with an engaging plot and art for those just starting to learn to read."

—*School Library Journal*, starred review

"Say hello to a **relatable and rewarding** early reader!"

—*Kirkus Reviews*

"**A good-natured, serviceable book** for newly emergent readers to tackle on their own."

—*Booklist*

About the Book

Inspired by never-before-seen sketches by Dr. Seuss, creator Lala Watkins builds a bright and playful story about a worm in this brand-new beginning reader that is the first in the Seuss Studios line of Beginner Books.

Hello, Sun!

Hello, Norbit!

Hello, friends!

It's time for fun with the sun!

These beginning sentences invite newly independent readers to come along and enjoy a day filled with friendship and fun activities. There is jumping, spinning, dancing, singing, sliding, swinging, and even a game of hide-and-seek!

Hello, Sun! contains simple words coupled with colorful illustrations that support newly independent readers. These young readers have recently transitioned from needing significant support to successfully reading texts with minimal words. In doing so, they develop confidence and demonstrate fluency while reading. Other key points about newly independent readers:

- They refine their decoding abilities, increase vocabulary, and gain comprehension strategies.
- While they can read independently, they still may seek clarification or assistance with challenging words and concepts.
- They begin to foster a love of reading as they experience success reading independently.
- They demonstrate the ability to select books they are interested in and can read successfully.

Beginner Books are best enjoyed together. The child can read aloud while the adult provides support when needed. *Hello, Sun!* contains many sight words that are repeated throughout the story. As the reader recognizes these words, they will increase reading fluency and develop comprehension. The best stories are often those experienced with others.



Social-Emotional Learning (SEL)

Social-emotional learning is the process of developing skills to assist children in managing emotions, building relationships, and making responsible decisions. There are five competencies or fundamentals of SEL (casel.org)

- Self-awareness in recognizing emotions and how they impact behavior
- Self-management in taking control of thoughts, emotions, and actions while setting and working toward goals
- Social awareness in putting oneself in the shoes of others
- Relationship skills by learning to listen, communicate, and resolve conflict
- Responsible decision-making in choosing how to act

Hello, Sun! celebrates friendship and working together to enjoy activities. Even when Sun demonstrates frustration at not being able to locate Norbit during a game of hide-and-seek, the considerate worm offers a little help. Being and having a friend is an important component of SEL.

Objective: Newly independent readers will consider the importance of friendship and engaging in fun activities.

Materials: crayons, markers, pencils

Activity and Directions: My Friend and I

1. Discuss with your child all the different things Norbit and Sun did with their friends.
2. Point to the words on the page as you name the activities they enjoyed.
3. Talk to your child about their favorite friend. What do they like to do together?
4. Have your child draw a picture of their friend doing something they enjoy together.
5. Trace over the words "me and my friend" and help the child spell the name of the friend. Then trace "like to" and add what they like to do. Refer back to *Hello, Sun!* If the activity they like to do is in the book, have them locate the word and copy it. Otherwise, help your child write their favorite friend activity.





My Friend and I



A large empty rectangular box for drawing or writing.

My friend and I

like to

Choral Reading

Choral reading offers children the opportunity to read in unison with the teacher. The activity also supports emergent readers who may not be as confident reading aloud. Benefits of choral reading include:

- Improving reading fluency by allowing children to hear AND say the text using the correct tone, speed, and emphasis.
- Expanding vocabulary by exposing emergent readers to simple consonant-vowel-consonant words.
- Increasing children's confidence by encouraging them to participate, even if they may struggle with reading the text.
- Providing a model of fluency.
- Improving sight word recognition.
- Allowing practice and support.

Objective: Newly independent readers will demonstrate fluency by engaging in choral reading.

Materials: scripts for choral reading

Activity and Directions: Let's Read Together

1. Introduce *Hello, Sun!* to readers if they are not familiar with it. Choral reading is successful when newly independent readers can read with 95 percent accuracy.
2. Demonstrate how to read with the correct pace and prosody by reading aloud *Hello, Sun!*
3. Provide children with a copy of the script. The first few pages of *Hello, Sun!* are used for the script because they contain the majority of words in the story. Begin reading aloud together.
4. Use the emotion in your voice to convey the mood and feeling of the text.



Choral Reading *(continued)*

Hello, Sun! Script for Readers

Hello, Sun!	I can jump!	I can spin!
Hello, Norbit!	Me too!	Me too!
Hello, friends!	Me three!	Me three!
It's time for fun with the sun!	Me four!	Me four!
Let's play!	Whee! Whee!	Whoosh! Whoosh!

Hello, Sun! Script for Teachers and Parents

Hello, Sun!	(Do you notice the mark after the word, hello? That's called a comma. It tells us we need to pause before reading the next word. Let's try it.)	I can jump!	
		Me too!	
		Me three!	
		Me four!	
Hello, Norbit!	(At the end of each sentence, there is punctuation called an exclamation mark. The punctuation tells us how to read the sentence. The friends in this story are very excited to be together having fun, so we need to say these sentences like we are excited, too. Our voices go up just a bit when we say the last word in the sentence. Let's try it. "Hello, Norbit!" Did you hear how your voice went up just a little bit? Remember that as we read the rest of the sentences.	Whee! Whee!	(The ladybug seems to be having a lot of fun, too. How would we say "Whee! Whee!" to show we are having fun? Let's try it.)
		I can spin!	
		Me too!	
		Me three!	
		Me four!	
		Whoosh! Whoosh!	
Hello, friends!			
It's time for fun with the sun!			
Let's play!			



You did a terrific job reading those pages from the book. Now when you read this book independently, you'll know to pause when there is a comma and to be excited when there is an exclamation mark.

Sight Words



Hello, Sun! contains numerous sight words to support newly independent readers. These words are contained in list such as Dolch Sight Words and Fry Sight Words.

What are sight words?

- Common words that readers instantly recognize without sounding them out, also known as high-frequency or popcorn words because they “pop up” so frequently in reading and writing.
- Words that are tricky or difficult to spell such as “the” or “what” because they aren’t spelled the way they sound.

When children learn sight words, it assists them in becoming fluent and faster readers.

The sight words in *Hello, Sun!* are used for this activity.

Objective: Newly independent readers will demonstrate knowledge of basic sight words contained in *Hello, Sun!*

Materials: Cardstock, scissors



Activity and Directions: Sight Word Concentration

1. Print two copies of the cards on cardstock. Cut them apart. Start with one set of cards (ten-word pairs) and add more as the child’s confidence and competence increase.
2. Read each word with the child before beginning the game to ensure they have mastered them.
3. Mix the cards and place the words face down in a grid.
4. Have the child pick one card, turn it over, and read the word on the card. They should then choose a second card and do the same.
5. If the words match, the two cards are placed to the side. If they do not match, the child turns the cards over and tries again. Assist the child in putting the cards back in the same location.
6. Play continues until all the words are matched and there are no cards left.

This game can be played by one or more children. The goal is to collect as many pairs of matching word cards as possible.

I	can
us	the
we	with
for	me
the	play

too	three
four	found
what	do
eat	look
read	see

Get Moving

Movement activities such as those in *Hello, Sun!* are not only fun, they also promote good health and help little ones burn energy.

- Activities such as running, jumping, and throwing build gross motor skills that assist with coordination.
- Movement helps to develop children's brains, improve memory, and even build problem-solving skills. Children need to determine how to do certain movements such as crawling through an obstacle course or climbing to the top of a ladder to go down a slide.
- Participating in an activity such as a parachute game encourages teamwork, cooperation, and communication. This activity can help children learn how to work together, share, and even make new friends.
- Movement activities also assist with SEL by showing students how to manage emotions and resolve problems and issues. They also can reduce stress and boost self-esteem.

Norbit, Sun, and their friends had fun blowing bubbles. This activity involves movement and develops physical and social skills.

- Running, catching, and popping bubbles helps to develop gross motor skills.
- Chasing and popping bubbles develops hand-eye coordination.
- Using words such as "pop," "float," or "burst," expands vocabulary and improves communication.
- Playing with others while blowing bubbles encourages social interaction and cooperation.

Objective: Newly independent readers will follow directions to make a homemade bubble solution.

Materials: dish soap, water, sugar, wands

Activity and Directions: Bubble Fun!

1. Purchase premade bubbles or make a homemade bubble solution using $\frac{1}{2}$ cup dish soap, $1 \frac{1}{2}$ cups water, and 2 teaspoons of sugar. There are numerous recipes for bubble solutions on the internet.
2. Either purchase wands or find some around the house. Here are a few ways to make your own wands and some household items that can be used as wands:
 - **Pipe cleaners** can be shaped into different forms for wands. Make sure one part is a handle.
 - **Paperclips or wire** can be bent into wands and various shapes.
 - **A plastic cup** with a hole punched in the bottom to blow through after dipping the large open end into the solution.
 - **A plastic bottle** with the bottom has been cut off can be dipped into the solution, and the drinking end used for blowing bubbles.
 - **Household items** such as a slotted spatula, plastic funnel, cookie cutter, or any item with holes.

After children have had fun blowing bubbles, assist children in creating some bubble art butterflies.



Get Moving (continued)

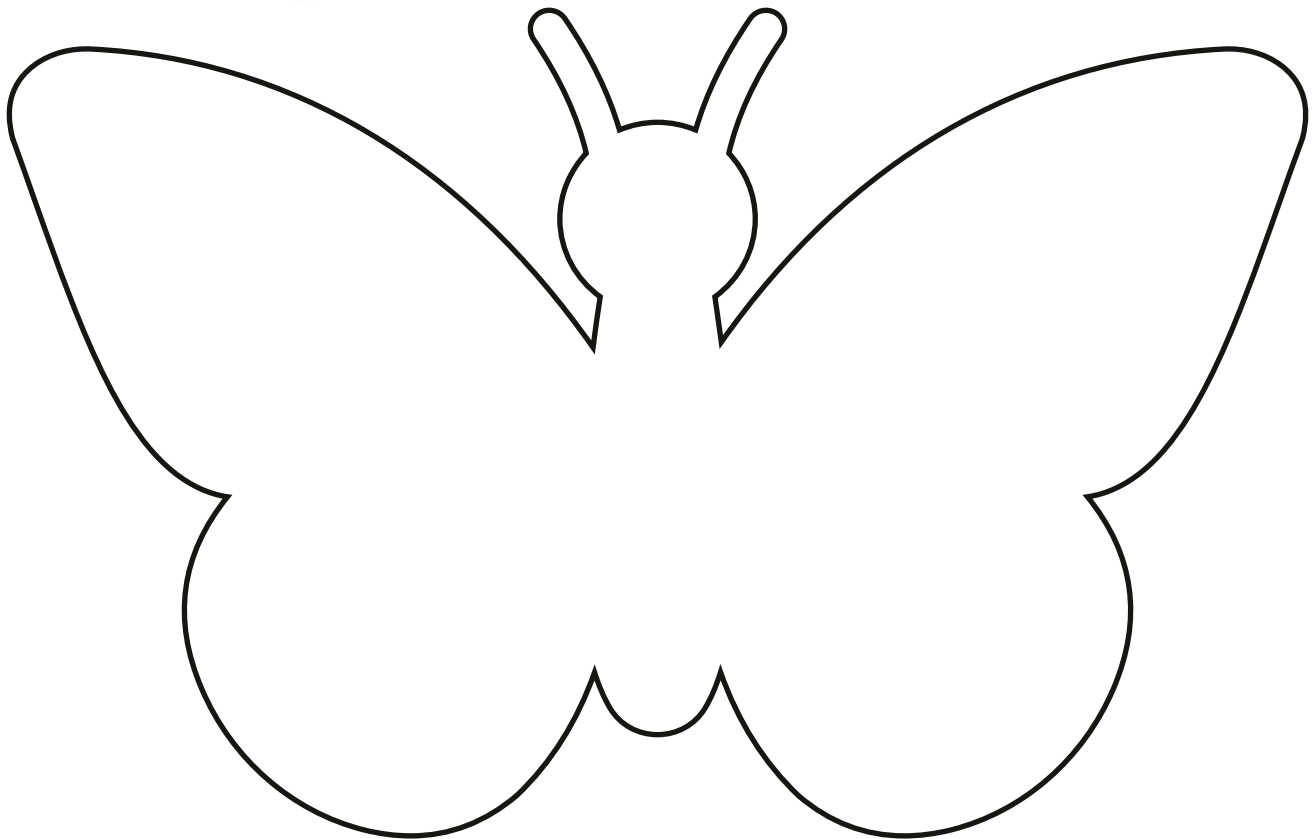
Objective: Newly independent readers will create bubble art.

Materials: watercolor paper, bubble solution, liquid watercolors or food coloring, small plastic containers, straws, butterfly wings template, scissors, pencil, glue stick, small googly eyes, pipe cleaners, buttons or small colored pom-poms



Activity and Directions: Bubble Art Butterflies

1. Fill small containers $\frac{1}{4}$ full with bubble solution.
2. Squirt a different liquid watercolor or food coloring into the small containers and mix with the bubble solution.
3. Place a straw into the bubble solution and blow. Demonstrate first so the child doesn't suck on the straw but rather blows into it. Bubbles will form at the top of the bubble solution.
4. Continue blowing the bubbles up and up until they form a big pile.
5. Remove the straw and place the watercolor paper gently on top of the bubbles. When the paper is removed, you can see that the bubbles have transferred onto the paper.
6. Use the process to add different colors to the paper.
7. Let the paper(s) dry completely.
8. Cut out the butterfly wings template and trace the pattern onto the back of the bubble paper. Then cut out the butterfly.
9. Create a butterfly body using buttons or pom-poms glued down the middle. Use the pipe cleaners for antennae and add the googly eyes. The website redtedart.com/bubble-art-butterflies contains an example of a completed butterfly.



This guide was written by Cyndi Giorgis, a professor of literacy education and children's literature in the division of educational leadership and innovation in the Mary Lou Fulton Teachers College at Arizona State University.

Cyndi has served on several ALA and NCTE Award Committees over the years.



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MOMO SEES THE SEA



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About the Author

Avani Dwivedi is an author and illustrator of picture books including *My Bollywood Dream*, a *School Library Journal* Best Book of the Year. She grew up in Navi Mumbai, India, and later moved to the United States to pursue her passion of becoming an artist. A Maryland Institute College of Arts graduate with a BFA in Illustration and Book Arts, Avani holds on to her most precious gems: memories of her sweet childhood, the lived experience of being a South-Asian woman, and her love for creating whimsical art.



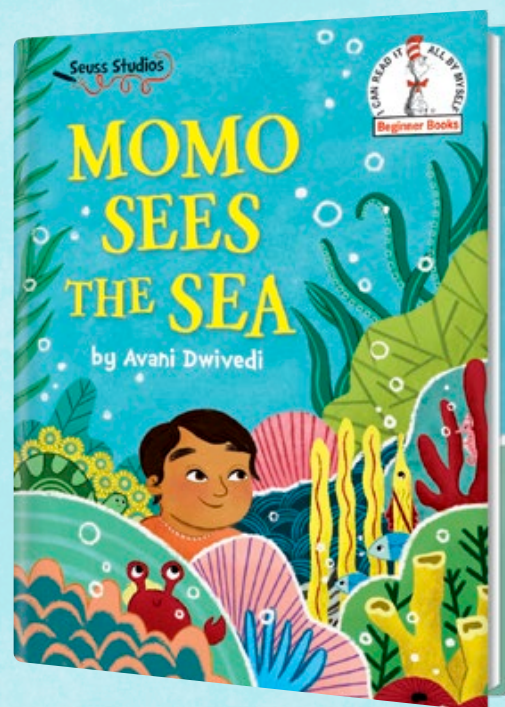
About the Book

Dive into an underwater hide-and-seek adventure! Part of the new **Seuss Studios** line of **Beginner Books** inspired by never-before-seen sketches by **Dr. Seuss**, this whimsical story invites readers to seek out the magic that's hidden in the world around them.

When Momo's ball falls into the sea, a mysterious ocean creature invites him to play. The two begin a game of hide-and-seek, during which Momo finds a school of fish in the middle of class, a family of seahorses sleeping, a band of Trumpetfish playing their tune . . . but will he ever find his new friend?

Inspired by Avani Dwivedi's childhood in India, this playful story celebrates curiosity and is rich with lush, colorful illustrations and simple text that's perfect for beginning readers.

Seuss Studios is a new line of Beginner Books with original stories and art from emerging authors and illustrators. Every Seuss Studios story was inspired by never-before seen sketches from the Dr. Seuss archives, which you can find in the back of each book! Launched by Dr. Seuss in 1957 with the publication of *The Cat in the Hat*, Beginner Books make learning to read FUN!



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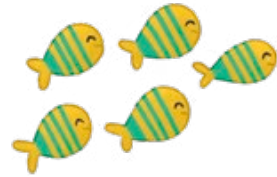
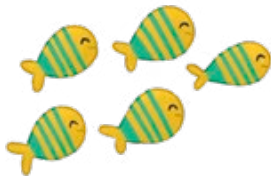


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ACTIVITY

Underwater Matching Game

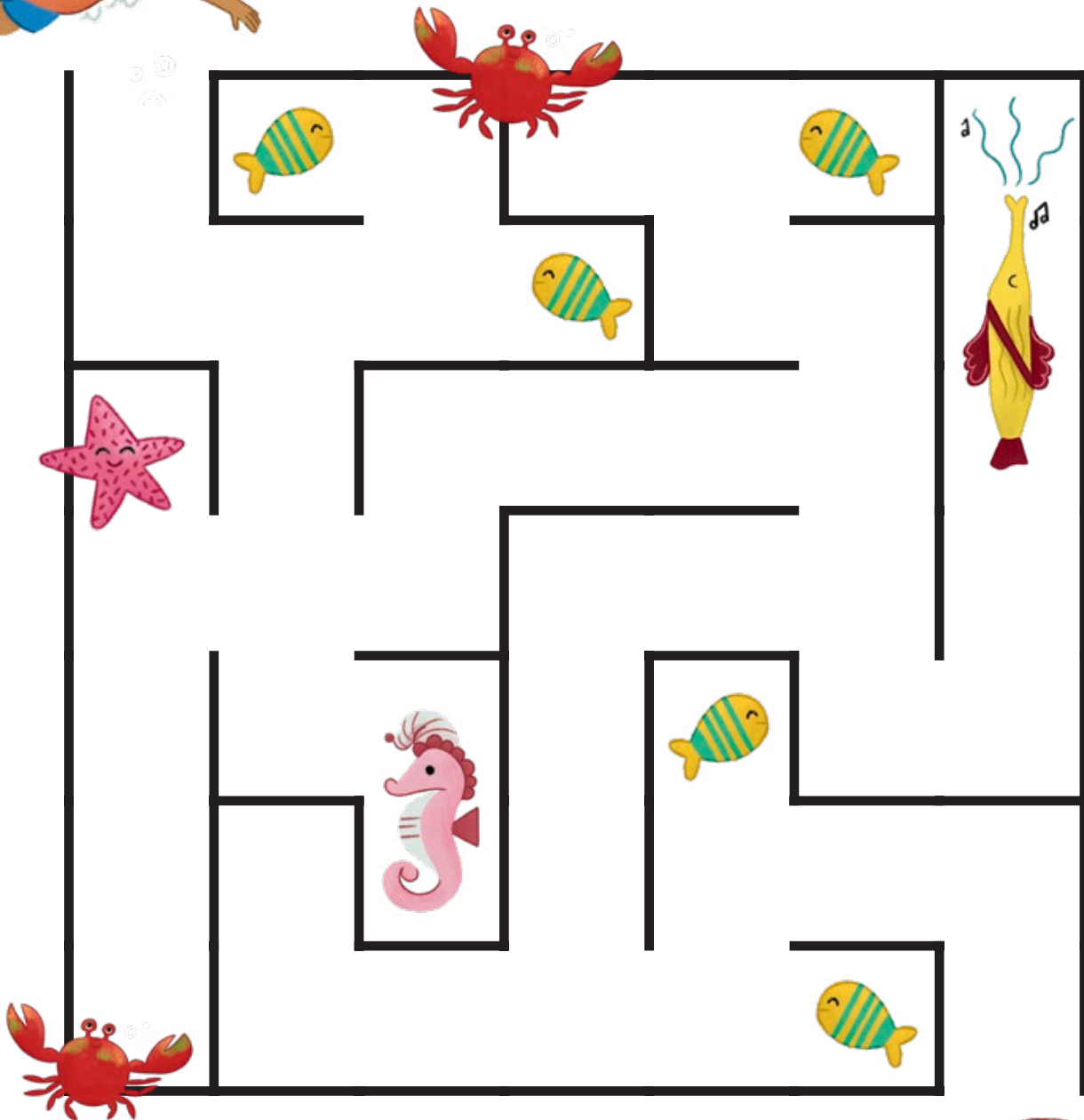
Directions: Draw a line between the matching images below.



ACTIVITY

Help Momo Find His Ball!

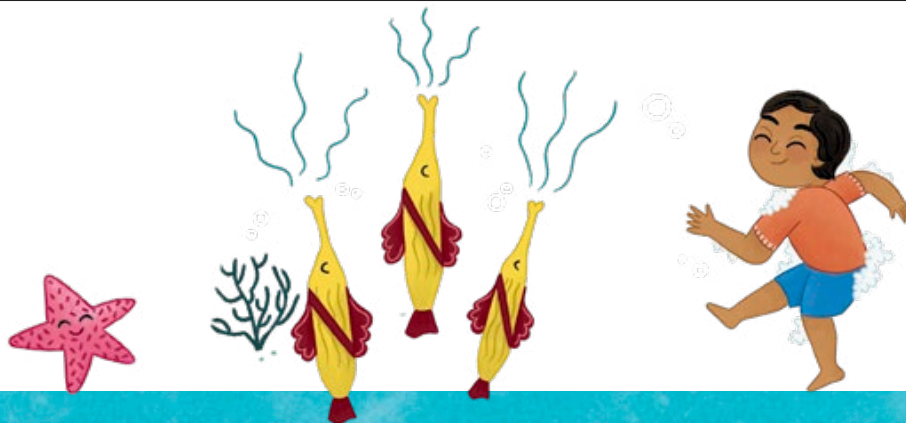
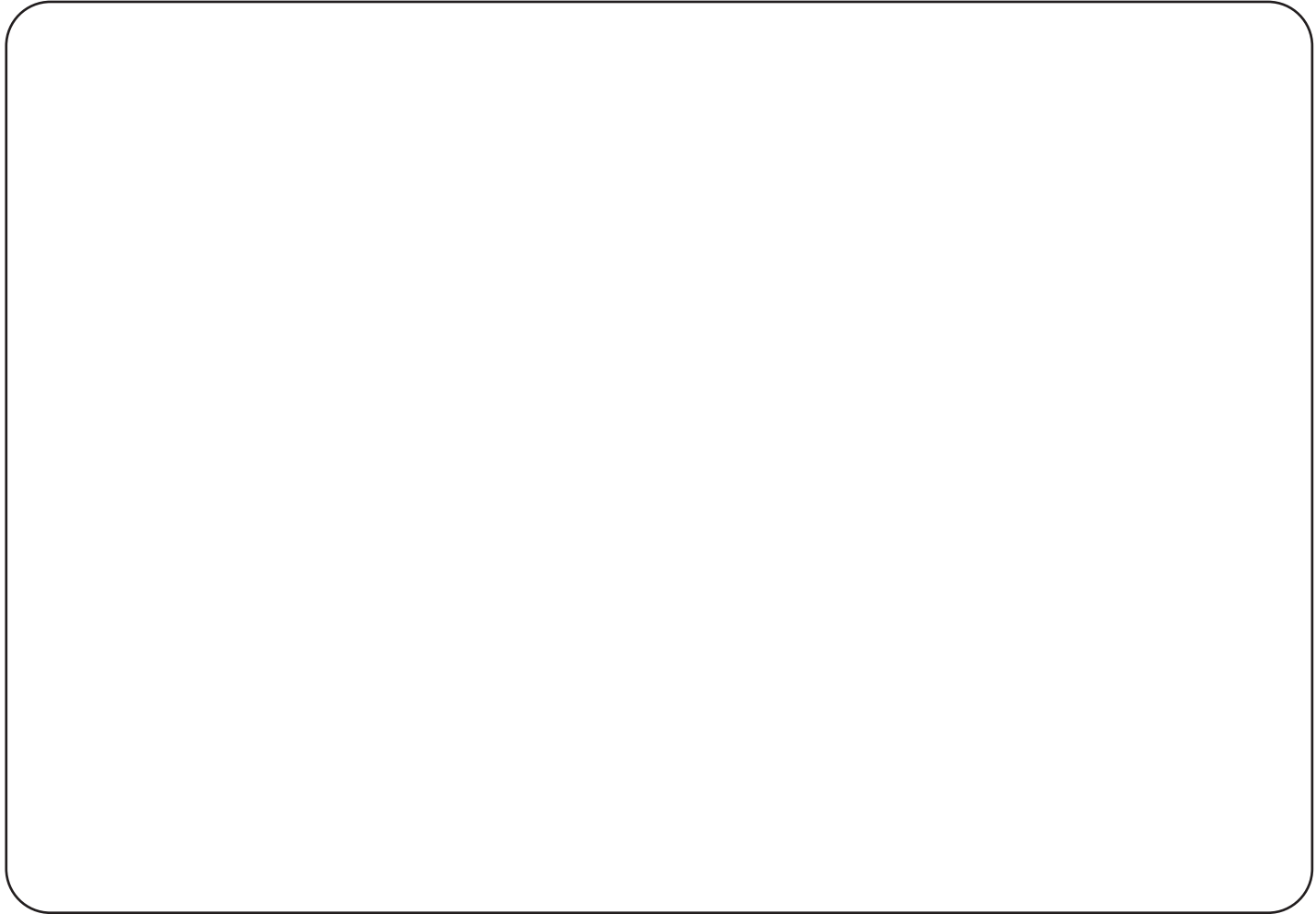
Directions: Momo dropped his tennis ball into the water, so he needs your help finding it!
Navigate the maze below to help Momo find his ball!



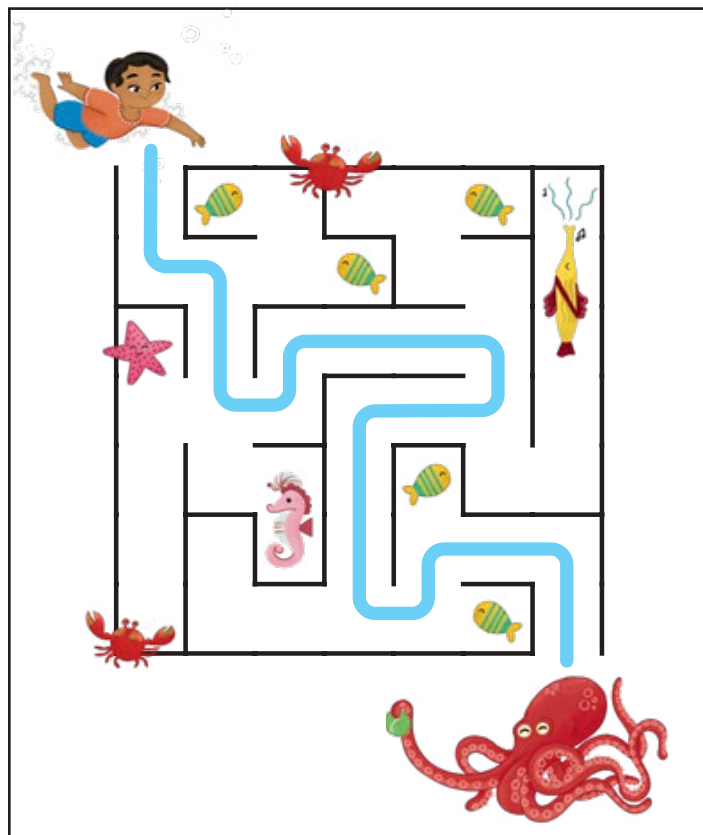
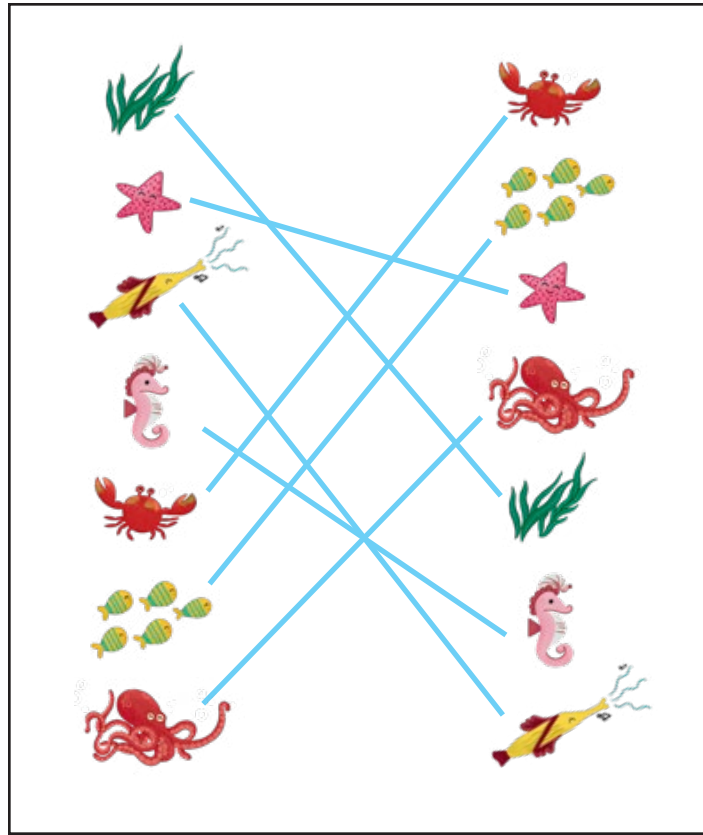
ACTIVITY

Momo's Imagination Adventure

Directions: Draw what you think Momo will find in the sea! Maybe Momo will find colorful fish, mermaids, underwater castles, or hidden treasures . . . use your imagination!



ANSWERS



Seuss Studios



Gertrude Gish on a Dish on a Fish

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About the Author

Sarah Hwang is a Korean American illustrator and picture book writer. She received her BFA in illustration from Maryland Institute College of Art. After moving to the United States as a young child, Sarah began to use drawing and creativity to express herself. She loves to sprinkle a bit of her quirk and humor in everything she creates. As a storyteller, she focuses on creating fun stories that are relatable for readers of all ages. Sarah made her author-illustrator debut with her much-loved picture book *Toasty*.

About the Book

Meet Gertrude Gish, who can stack just about anything! Part of the new Seuss Studios line of Beginner Books inspired by never-before-seen sketches by Dr. Seuss, this playful story by Sarah Hwang celebrates individuality and using our unique talents for the greater good.

*Gertrude stacks.
Then with a hop,
Gertrude stacks herself on top!*

Gertrude Gish stacks things here . . . there . . . and everywhere. She stacks her brother's drumstick dinner, she stacks books at school, and—when a parade comes to her town—she stacks the whole parade!

Everyone in town has had enough of Gertrude's quirky pastime. But when the mayor's penguins are stuck in a tree and Gertrude comes to the rescue, will her heroic deed make people see her—and her unique skill—in a different light?

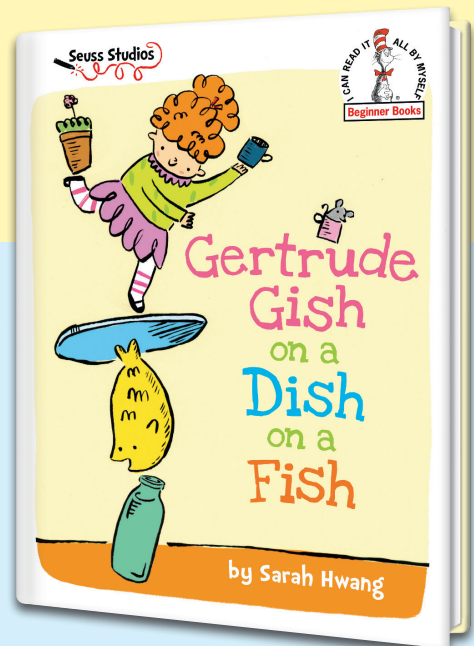
Sarah Hwang's rhythmic text and sweet, funny illustrations make this the perfect story for any beginning reader!

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GREG SHAFER, creator of this guide, has 27 years of experience teaching in Florida middle schools, and holds three degrees from the University of Florida: a Bachelor of Arts in English, a Bachelor of Science in Journalism, and a Master's Degree in English Education.

As a National Board Certified Teacher, Mr. Shafer has taught middle school drama, language arts, and served as a peer evaluator as part of a \$100 Million Grant from The Bill & Melinda Gates Foundation to Hillsborough County Public Schools.

In addition, Mr. Shafer has served as team leader for seventh and eighth grades for the majority of his teaching career, and holds his professional certification to teach middle grades, gifted, English 6-12, and ESOL.



Rhyming Adventure with Gertrude Gish

Objective:

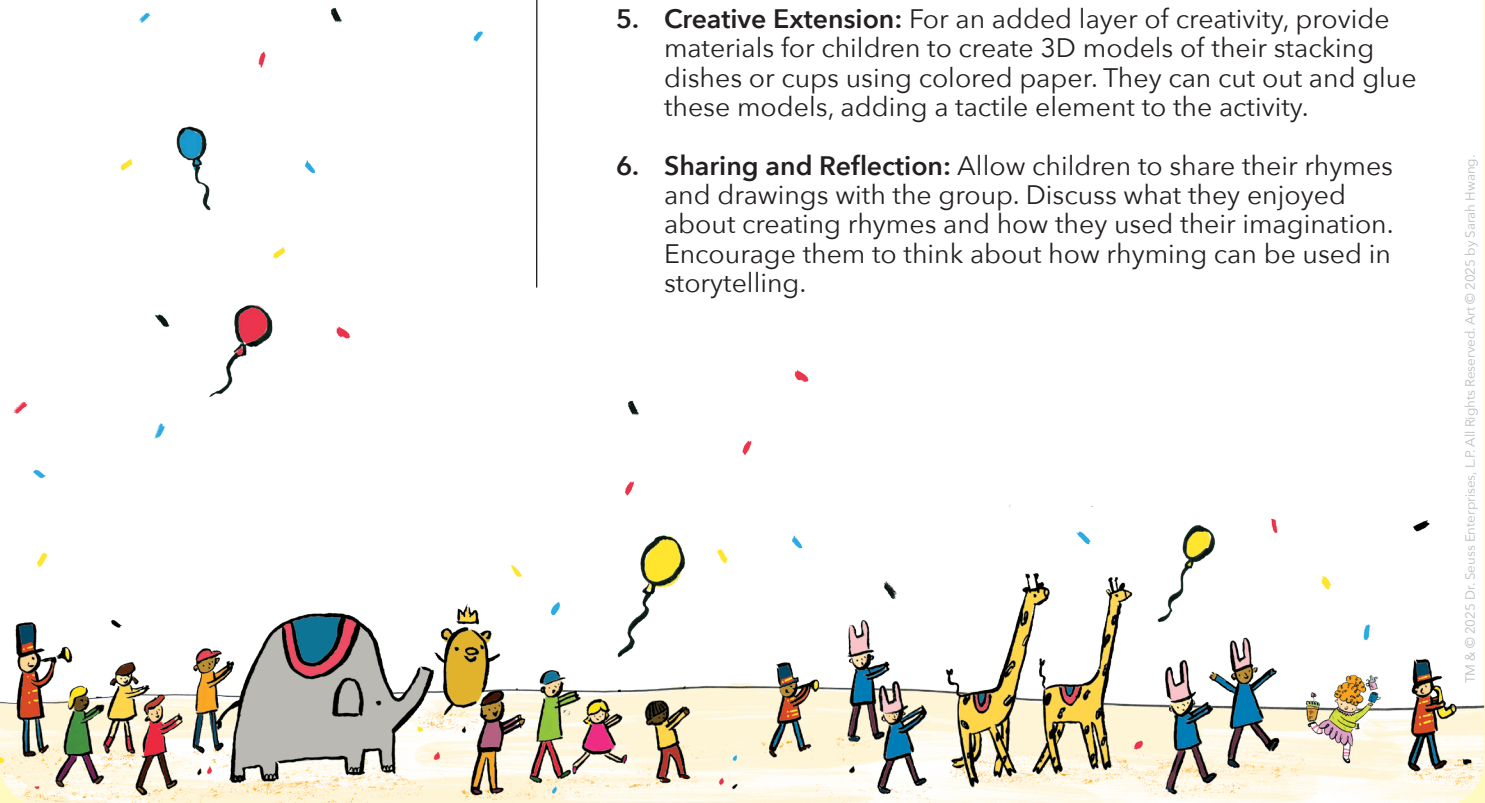
The objective of this activity is to inspire children to create their own rhymes using words from the book *Gertrude Gish on a Dish on a Fish*. This will help them develop their phonemic awareness and creativity while having fun with language.

Materials:

- Guided rhyme sheet
- Crayons or pencils
- A copy of *Gertrude Gish on a Dish on a Fish* for reference
- Colored paper or card stock for creating stacking dishes/ cups
- Scissors and glue (optional for creating 3D stacking models)

Activity Steps:

1. **Introduction:** Begin by reading a passage from *Gertrude Gish on a Dish on a Fish* to the children. Discuss the playful use of rhymes in the book and how rhyming can make language fun and engaging.
2. **Rhyming Prompts:**
 - Introduce the first prompt: "Gertrude Gish is on a dish—make a rhyme about a fish!" Encourage children to think of words that rhyme with "fish" and write them down.
 - Present the next challenge: "As you stack each cup, think of a rhyme to fill it up!" Encourage children to think of words that rhyme with "up" and write them down.
 - Encourage them to "Keep stacking high—make a rhyme with 'sky.'" This prompt helps them think creatively about rhyming words.
3. **Drawing Space:** Provide sections on the guided rhyme sheet for children to draw their rhyming objects or scenes. Each section can be shaped like stacking dishes or cups, similar to the book's theme. Encourage them to illustrate each rhyme as they stack.
4. **Writing Space:** Include lines on the sheet for children to write their rhymes. They can add a new rhyme for each item they stack, creating a visual and written representation of their rhyming journey.
5. **Creative Extension:** For an added layer of creativity, provide materials for children to create 3D models of their stacking dishes or cups using colored paper. They can cut out and glue these models, adding a tactile element to the activity.
6. **Sharing and Reflection:** Allow children to share their rhymes and drawings with the group. Discuss what they enjoyed about creating rhymes and how they used their imagination. Encourage them to think about how rhyming can be used in storytelling.



Rhyming Adventure with Gertrude Gish

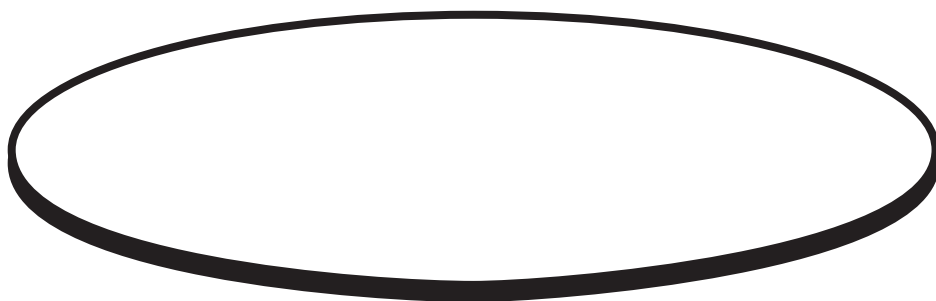
GUIDED RHYME SHEET

NAME: _____ TITLE: _____

Rhyming Prompts:

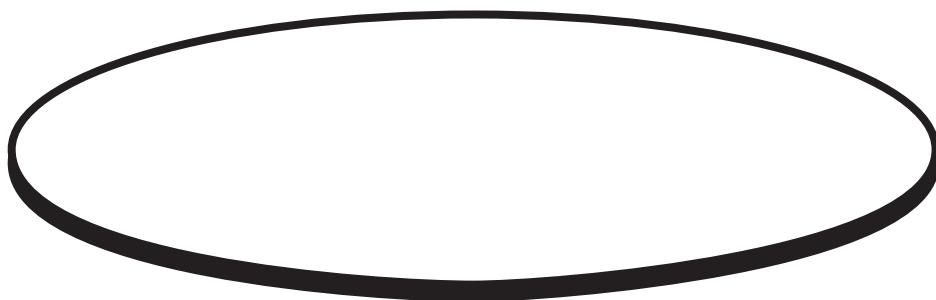
• Introduce the first prompt:

- o Gertrude Gish is on a dish—, make a rhyme about a fish!
- o Think of words that rhyme with “fish” and write them down.



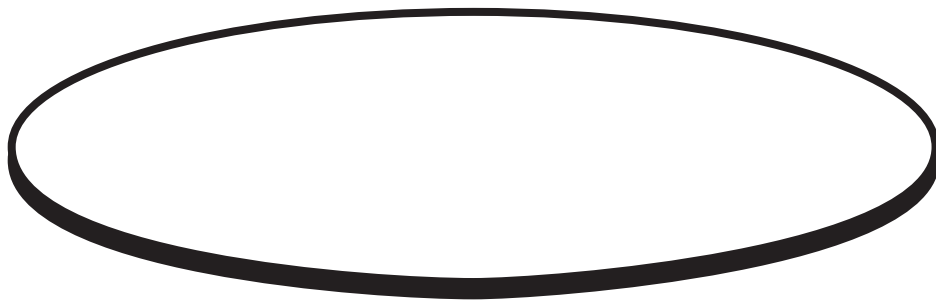
• Present the next challenge:

- o As you stack each cup, think of a rhyme to fill it up.
- o Think of words that rhyme with “up” and write them down.



• Share the final challenge:

- o Keep stacking high—, make a rhyme with “sky.”
- o Think of words that rhyme with “sky” and write them down.



Stacking Stories with Gertrude Gish

Objective:

The objective of this activity is to encourage children to use their imagination and creativity to write a collaborative story. By stacking ideas and sentences, children will learn about story structure, rhyming, and teamwork, all while having fun with the whimsical style of Dr. Seuss.

Materials:

- A copy of *Gertrude Gish on a Dish on a Fish* or a passage from the book
- Whiteboard or large paper for brainstorming
- Markers or pens
- Paper for writing sentences
- Art supplies (colored pencils, crayons, markers) for illustrations

Activity Steps:

1. **Introduction:** Start by reading a passage from *Gertrude Gish on a Dish on a Fish* to the children. Discuss how the author was inspired by Dr. Seuss's unique style through rhyme, rhythm, and imaginative scenarios.
- 2.
3. **Brainstorming Session:** Ask the kids to think of a funny or unusual character, just like Gertrude Gish. Encourage them to come up with a setting where this character might have an adventure. Write these ideas on a board.
4. **Stacking Sentences:**
 - Begin with a simple sentence about their character. For example, "Gertrude Gish sat on a dish."
 - Ask each child to add a sentence that builds on the previous one. Encourage them to use rhymes or alliteration, similar to Dr. Seuss's style. For instance, "She wished for a fish that could swish and swish."
 - Continue stacking sentences, each child adding a new idea or event, until a short story is formed.
5. **Illustration Time:** Once the story is complete, have the kids draw scenes from their story. This will help them visualize their narrative and add a creative, artistic element to the activity.
6. **Sharing and Reflection:** Allow the children to share their stories and illustrations with the group. Discuss what they enjoyed about the process and how they used their imagination to create something unique.





Stacking Stories with Gertrude Gish

DRAWING SHEET

NAME: _____ TITLE: _____

1

2

3

4

5

6