



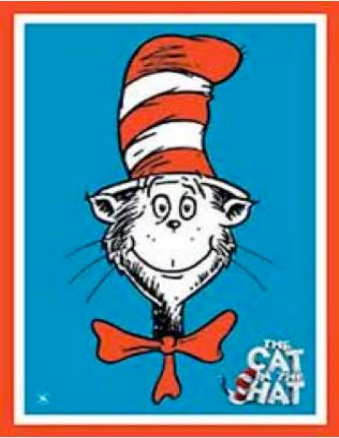
Characters:



Setting:



Events:



Title:



Author:



Illustrator:

# I can retell a story!

Title:



Beginning:

Middle:



End:



## Directions for The Cat In The Hat Story Elements Activities:

Read the story. If you'd like to switch it up a bit, you can show the YouTube video of Justin Bieber reading the story.

He's not that great of a reader, but the book's pages are animated behind him, which is really attention-grabbing. He seems to be super popular with children.

Here's the link: [http://www.youtube.com/watch?v=fj\\_xwglW\\_4I](http://www.youtube.com/watch?v=fj_xwglW_4I)

Universal Studios has also put out the animated flick.

It's about 25 minutes, but this might be a nice behavior modification prize.

i.e. When students have spelled the title Cat In The Hat (by receiving a letter each day/hour/task that they accomplish) they get to watch the video.

Here's the link: <http://www.youtube.com/watch?v=4jK01WJKUU>

To make the Cat Hat, I used 2 large pieces of construction paper, as well as one small 8x10 piece for the brim.

Run off the story strips on white construction paper. Laminate and cut out.

Use one of the strips as a guide for how wide you want your hat to be.

I wanted to have a little red trim show on the sides, so I did not cut my red hat flush to the stripes. (See photo).

Trim the two sheets of large red construction paper and glue them on top of each other so that you have one tall part of the top hat.

Cut a strip of red construction paper (from a smaller 8x10 sheet) to make the bottom brim of the hat and glue it to the base of the tall top.

Run off the title strip and glue it to the brim.

Put your sentence strips in order from LAST to FIRST. Place the last sentence strip "The children didn't know if they should tell the truth." on the top of the brim.

Moving up place the strips with as much space as you want for a red stripe.

Continue 'til you get to the top of the hat where the first strip "It was raining." will be placed.

Now you can draw a humpy top to your hat and trim off the excess red. Laminate your red hat.

You can make just one red hat and set of sequencing stripes if you simply want to do this as a whole-group exercise. Pass the stripes out to your students and then have them sequence the story by sticking them to your red hat. You can use Scotch Tape, Velcro dot, magnet strip or clothespins.

Once the hat is sequenced, pass out the beginning, middle and end fishbowls. Have students decide which sentence starts each section. Have them line the fish's pointing fin to that sentence. Does everyone agree? Have a discussion and then adjust where the fishbowls should be placed, or leave them as is, if they were correct.

This also makes a great small group activity. Make 3-5 more hats and sets of stripes and have children work in groups of whatever. The first team that sequences their hat is the winner and receives a Cat in the Hat sticker or bookmark.

Laminate the Character, Setting, Events cards. Use these as header cards and write down the answers on the white board, underneath the appropriate card. You or the students can do this, or run them off and have students fill in their own cards.

It is raining.

Sally and her brother are bored.

The cat knocks at the door.

They let the cat in.

The fish wants the cat to go away.

The cat does tricks.

The cat brings in a box.

Thing 1 and Thing 2 are inside the box.

The fish wants Thing 1 and 2 to go.

They fly kites and make a mess.

The boy tries to catch them with a net.

Their mom is on the way home.

The cat puts Thing 1 and 2 back in the box.

The cat cleans up the house.

The cat leaves.

Their mother comes home.

She asks about their day.

The children don't know if they should tell the truth.

Sequencing The Cat in The Hat.



Sequencing The Cat In The Hat.

Sequencing The Cat In The Hat.

Sequencing The Cat In The Hat.

Sequencing The Cat In The Hat.

Sequencing The Cat In The Hat.

Run off these title strips and glue one to the brim of your red hat.

You only need one, if you're going to do this as a whole group, but if you want students to work in groups of 4 or 5 and each group do their own, you'll need to make 5 or more red hats.

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After you have your hat sequenced, have students place these beginning, middle and end fish next to the hat, where they think they go.

