

WRITE YOUR OWN DR. SEUSS BOOK WORD-LEVEL WRITING ACTIVITY

Intro

Everyone loves a Dr. Seuss book, and now your students will be able to make their own! We love this activity because it's a writing task with as much flexibility as your own imagination! You can choose to focus this activity on phonological awareness, morphological awareness, digraphs, spelling, and more. We will provide suggestions for how to tailor this activity to suit your Grades 1-3 classrooms' needs.

About

In this activity, students will be given a series of fill-in-the-blank pages of nonsensical Dr. Seuss inspired text. Their job is to fill in the blank with a rhyming word or rhyming made up word! For an added challenge, you can specify what the rhyming word has to start with, or that it must include a digraph, vowel partner, or whatever other spelling and writing task is applicable to your goals. Your students will be provided space at the top to colour in their zany pictures once their novel is complete! Check out our comments below for suggestions on how to modify this activity for different goals and grades.



Education & DLD

Jessica Pereira and Monica Valenta (M.Cl.Sc. SLP Candidates)

This tall cat is really **wise**.

But we all love his colourful _____.

Wherever he is, trouble **goes**.

His favourite toy is a box full of _____.

For extra help, if they are having trouble coming up with one on their own, you can create a word-bank of possible words

the student can select from before they write one down!

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He'll make a mess without **fail**,

Here he is stuck in a _____.

He'll think of a plan to help him **escape**,

He'll get out of this mess with the help of a _____.

For an added challenge, you can always include pictures only and then ask the children to describe the crazy pictures they see!

You can also make specifications, such as "use only real words" or "use only made up words" or "use 2 syllable words" etc.

Feel free to move the "blanks" to different parts of the poem to target verbs, or grammatical structure instead.

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I've never seen a cat stand so **tall**,

His friends are so tiny, their names are _____ and _____.

He always loses all of his **pencils**,

So he writes with pens, markers, or _____.

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Finally, he uses a special machine,

To help him make everything _____.

He was so quick, he was so neat,

He worked so fast to clean a _____.

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I think I'll miss this silly cat,

I'll miss his machine and his special _____.

It popped and glopped and hopped and chopped,

But most of all it never _____.

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