

**Year 1 + New Entrants  
Learning Pack  
Week 5 & 6 Term 4  
15 -26 November 2021**



Today you are You,  
that is truer than true.  
There is no one alive  
who is Yover than You.  
- Dr. Seuss



**PONSONBY**  
PRIMARY SCHOOL

Dear Parents, Caregivers and children of Year 1,

Welcome to Week 5 and 6. Our theme is **Dr Seuss** and we have decided to focus on one book each day.

Monday : Cat in the Hat

Tuesday : Horton hears a Who

Wednesday : Green Eggs and Ham

Thursday : One Fish, Two Fish

Friday : What Pet Should I Get?

Please share the book with your child and then choose activities that you think are appropriate.

We hope you enjoy these activities..

Ngā mihi,

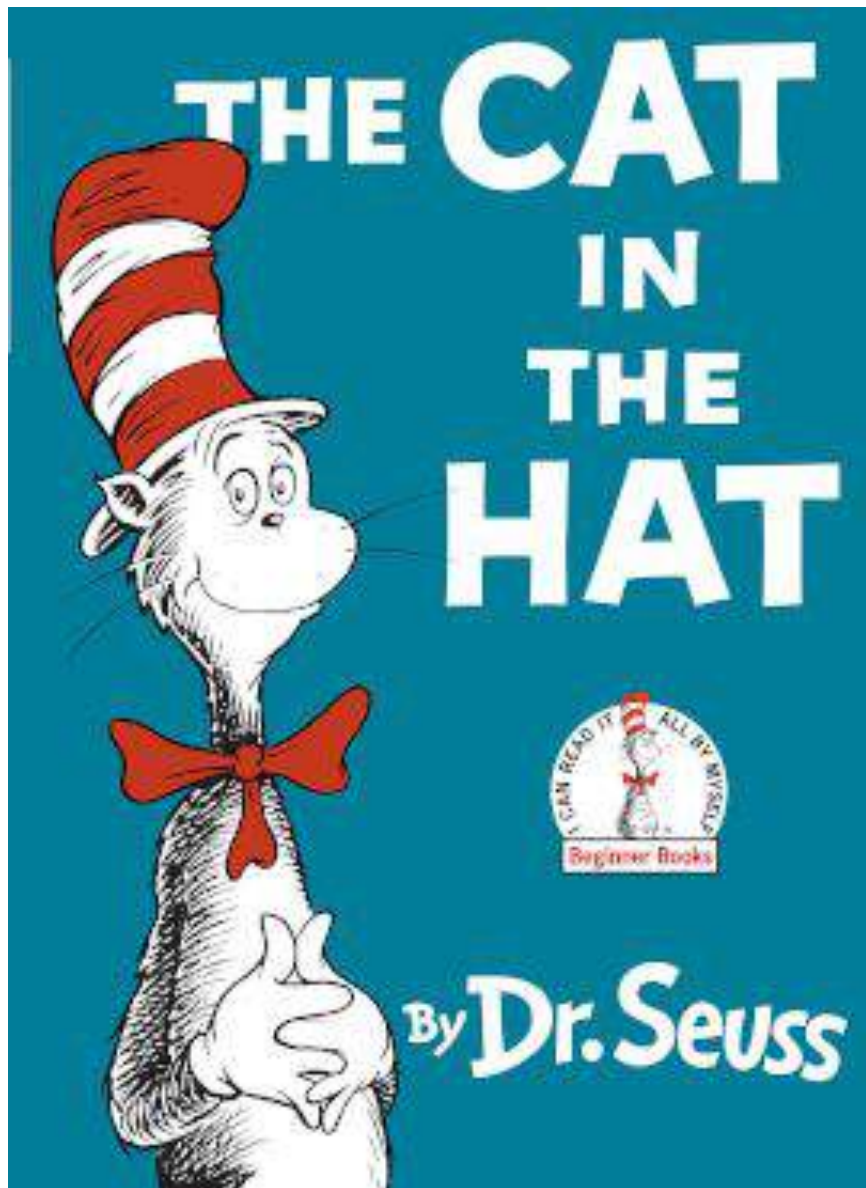
Miriam, Debbie and Anna

Why **fit in** when  
you were born to  
**stand out?**  
Dr. Seuss



# Monday

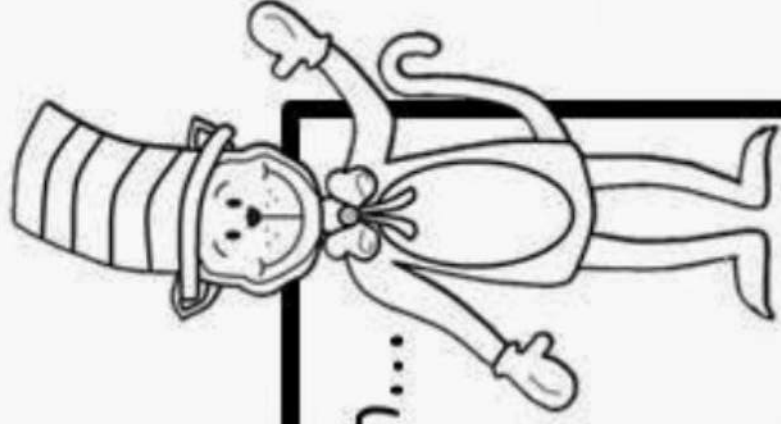
## The Cat in the Hat



Name: \_\_\_\_\_

# The Cat In The Hat!

My favorite part of the story is when...



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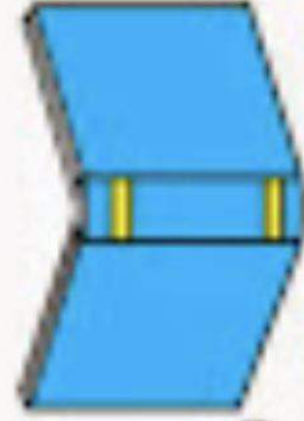
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Name: \_\_\_\_\_

# The Cat In The Hat



is

has

can

_____
_____
_____
_____

_____
_____
_____
_____

_____
_____
_____
_____

Name: \_\_\_\_\_

I can label  
The Cat In The Hat!



WRITE

glove

hat

mouth

ear

paw

tail

nose

bow tie

leg

eye



1. What was the weather like outside?



Sunny



Snowing



Raining



Windy

2. Who came to visit the children?



Casper



Cat



Elmo



Cat in the Hat

3. What did the Cat in the Hat want to do?



Play Games



Eat



Swim



Sleep

4. Who wanted the Cat in the Hat to go home?



mum



goldfish



dad



grandma

5. What was in the big box?



Dog



Present



Thing 1 & 2



Bike

6. Who came home at the end of the story?



Sally



Goldfish

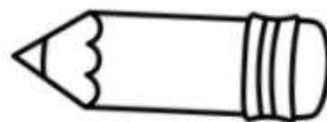


Cat in the Hat



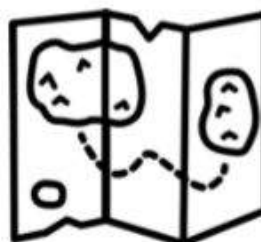
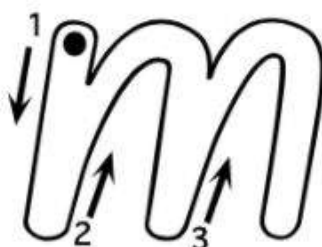
mum

Name: \_\_\_\_\_



# Circle and Trace

Circle the objects that begin with the sound 'm' and trace the letters



m

m

m

m

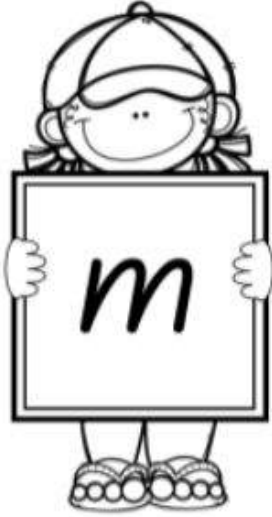
m

m

m

m





abcdefghijklmnopqrstuvwxyz

My name is

---

m m m m m m

m . . . . .

m

mum my me make

Find the letter.

v	m	u	m
m	n	m	k
r	w	o	m

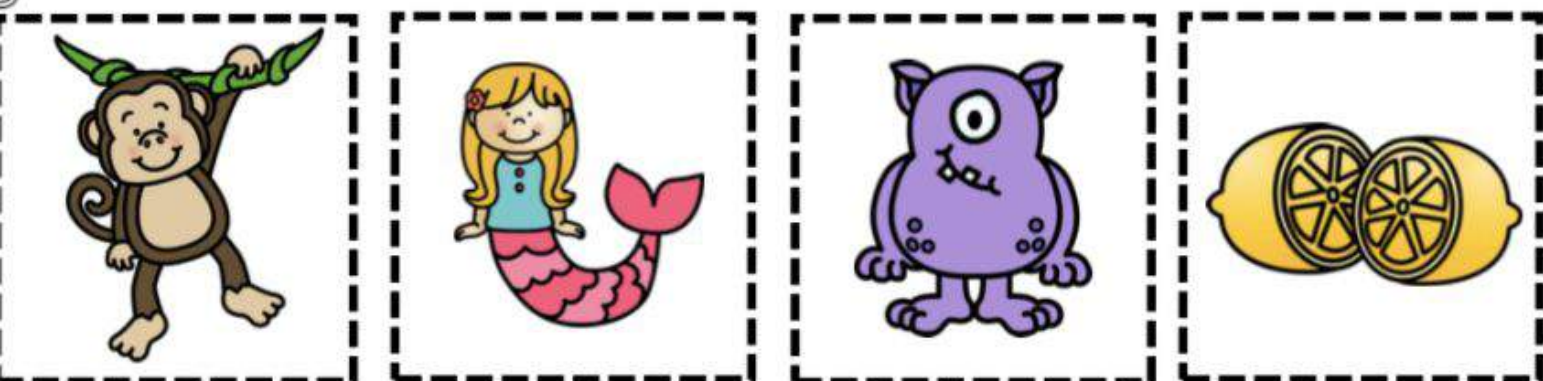
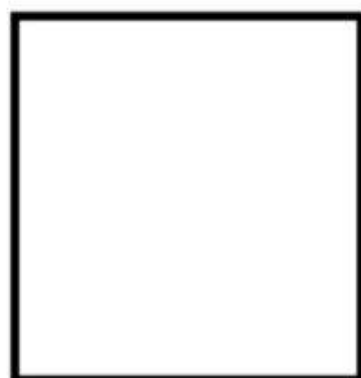
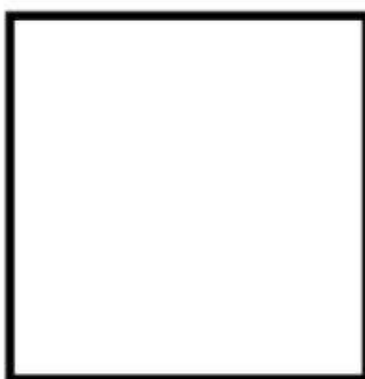
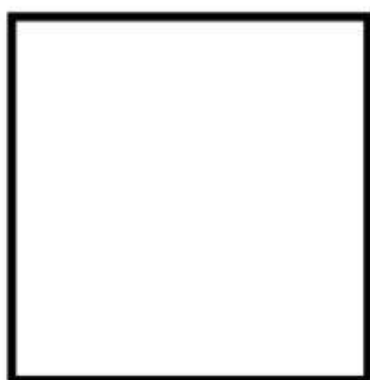
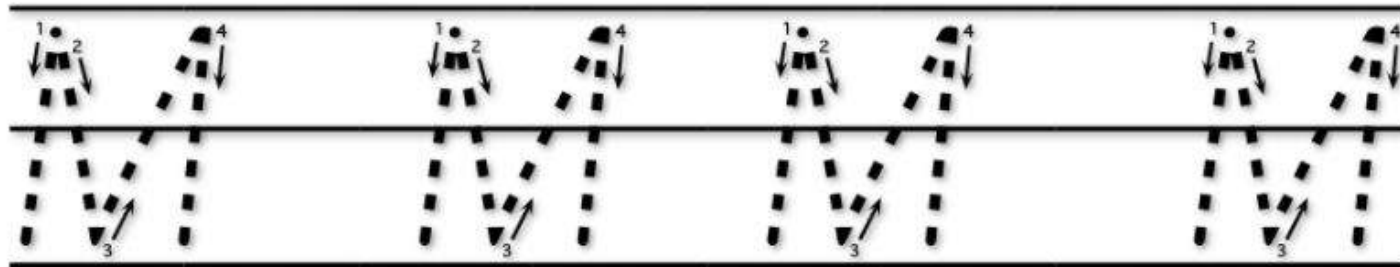
Draw a picture.



Name: \_\_\_\_\_

# Trace and Paste

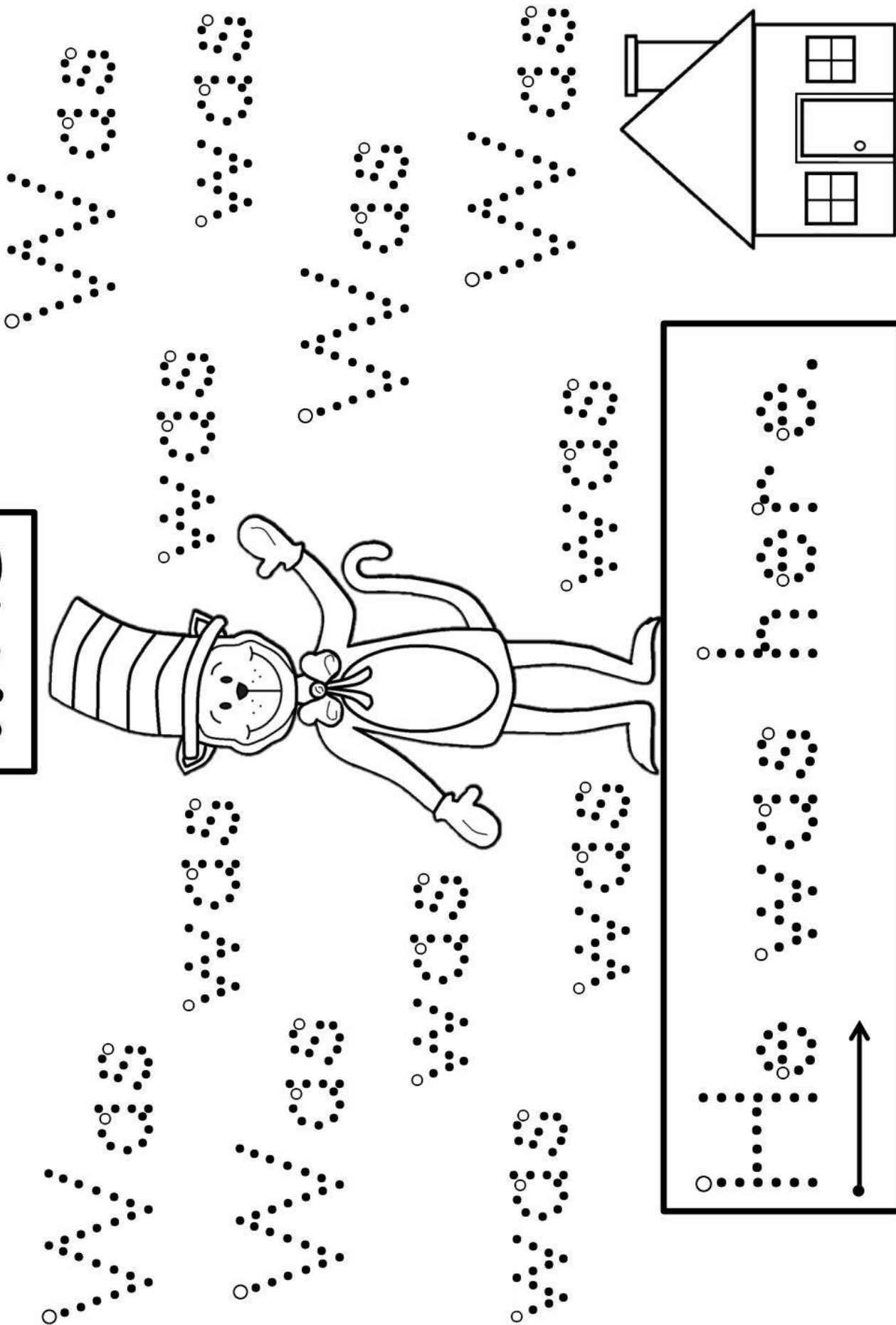
Trace the letters and cut and paste the pictures that begin with 'm'



Name: \_\_\_\_\_

**WAS**

He was here.





# Rhyme Time



Name: \_\_\_\_\_



**hat**



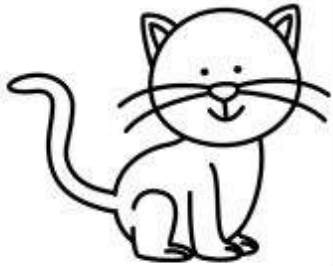
**ball**



**tree**

<b>all</b>	<b>see</b>	<b>fat</b>
<b>sat</b>	<b>tall</b>	<b>free</b>
<b>hall</b>	<b>tee</b>	<b>bat</b>
<b>bee</b>	<b>cat</b>	<b>me</b>
<b>mat</b>	<b>fee</b>	<b>call</b>
<b>fall</b>	<b>wall</b>	<b>rat</b>

# FIND A WORD



cat

j	s	a	d	p
v	a	l	r	a
a	p	a	z	n
n	e	b	a	g
t	m	s	c	o
b	f	c	a	t
a	q	i	s	n
t	g	d	a	h
k	j	a	m	l
c	a	p	y	b



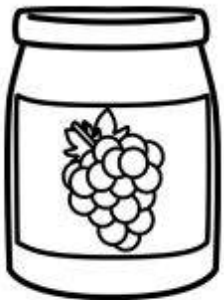
bag



van



cap



jam



sad



pan



bat

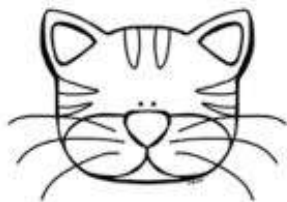
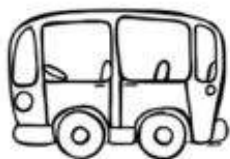
Name: \_\_\_\_\_



short a

Name \_\_\_\_\_

Start at the bottom and move to the top of the ladder. Change one letter to make a new word. Use the picture clues to help you.



_____
_____
_____
_____
_____
_____
_____
_____
_____
cat



Name: \_\_\_\_\_

Oh no! My hat seems to have lost its stripes! Oh PLEASE help me put them back! Each of my hat needs a different amount of stripes. Look at how many stripes it needs and draw that many!



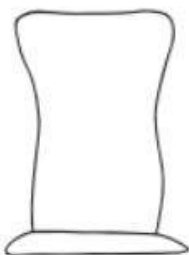
1 Stripe



6 Stripes



2 Stripes



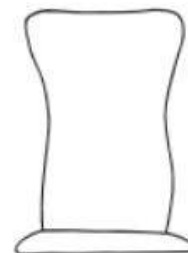
4 Stripes



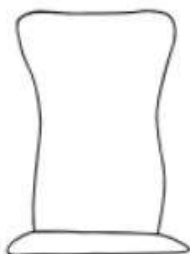
5 Stripes



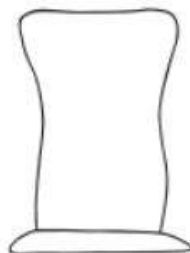
3 Stripes



10 Stripes



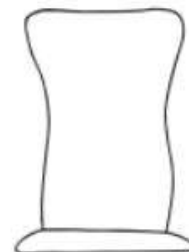
1 Stripe



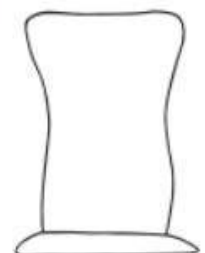
6 Stripes



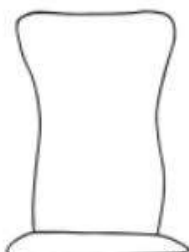
2 Stripes



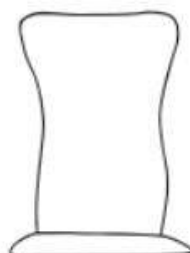
4 Stripes



7 Stripes



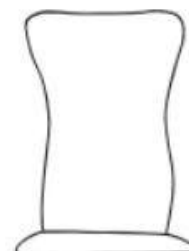
3 Stripes



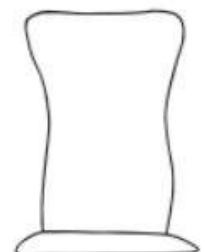
10 Stripes



5 Stripes



6 Stripes



8 Stripes

Name: \_\_\_\_\_

# Cat In The Hat Math

$$2 + 3 = \underline{\quad}$$



$$4 - \underline{\quad} = 2$$

$$1 + \underline{\quad} = 3$$

$$2 + 2 = \underline{\quad}$$

$$4 - \underline{\quad} = 3$$

$$5 - 0 = \underline{\quad}$$

$$\underline{\quad} + 4 = 5$$

$$2 - \underline{\quad} = 1$$

$$4 + \underline{\quad} = 4$$

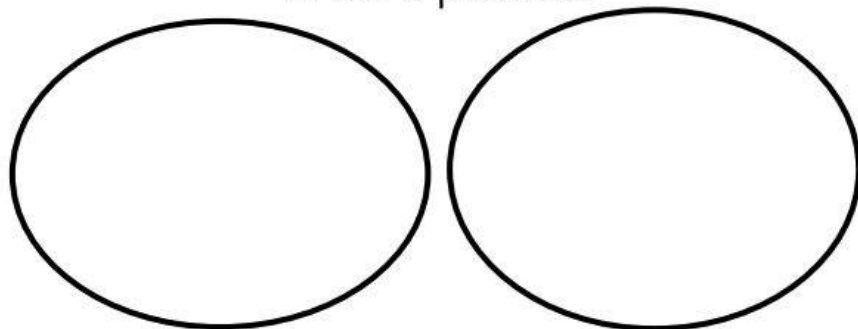
$$3 + \underline{\quad} = 5$$



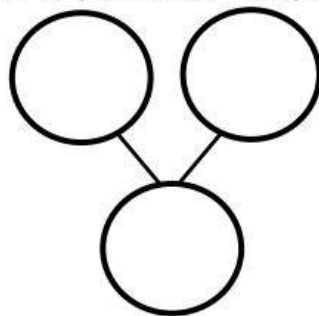
Name \_\_\_\_\_ I can use multiple strategies to add.

Cat loves hats! He got three new hats on Monday and four new hats on Tuesday. How many new hats did Cat get?

Draw a picture.



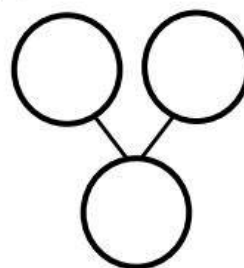
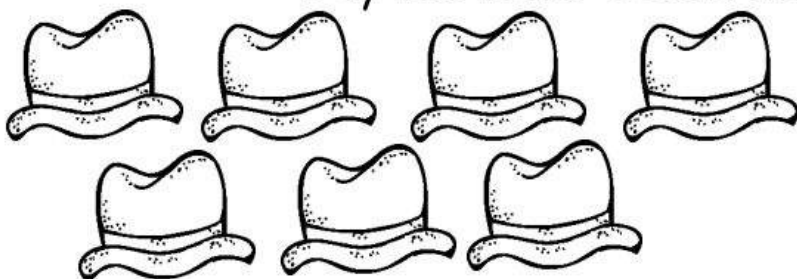
Fill a number bond.



Write an equation.

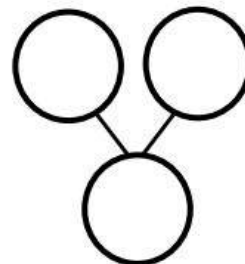
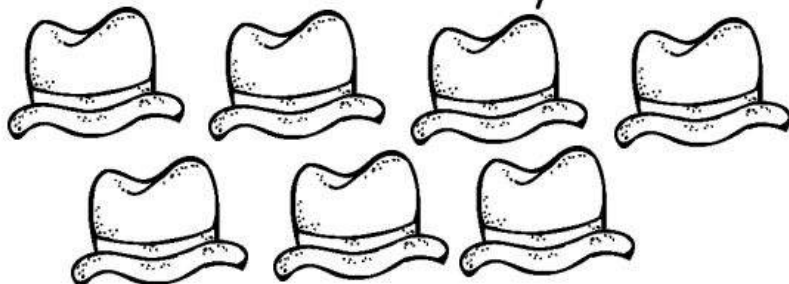
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Some of Cat's hats are red and some are blue. Show one way his hats could look.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Show another way his hats could look.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



Name: \_\_\_\_\_

# Mystery Picture

100's Chart

Black

52, 53,  
58, 59,  
63, 68,  
73, 78,  
83, 84,  
87, 88,  
95, 96.

Red

3, 4, 5, 6,  
7, 8, 23,  
24, 25, 26,  
27, 28, 43,  
44, 45, 46,  
47, 48, 81,  
90, 92, 93,  
98, 99.

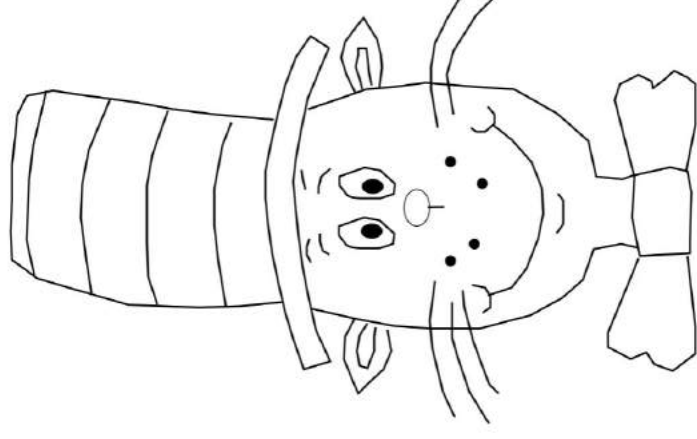
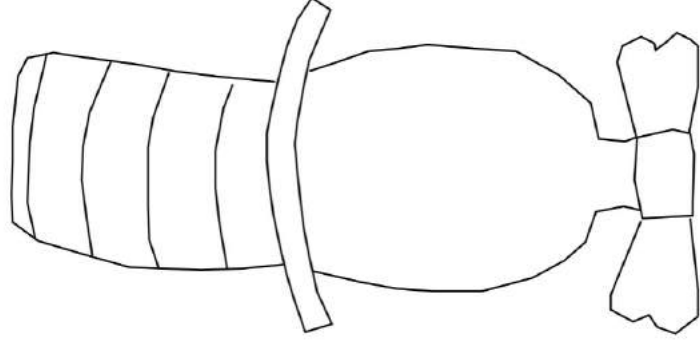
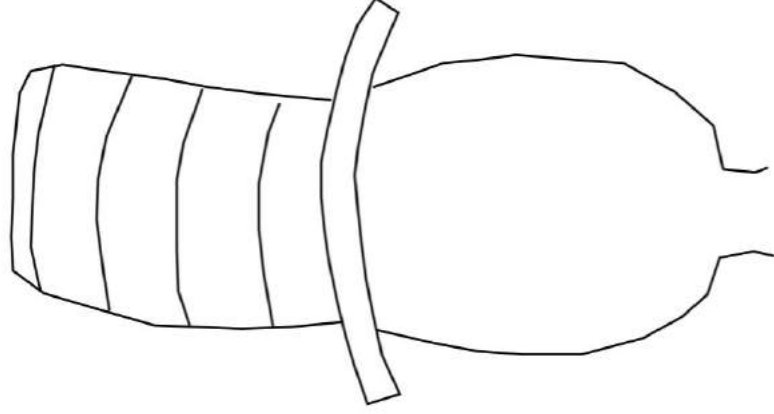
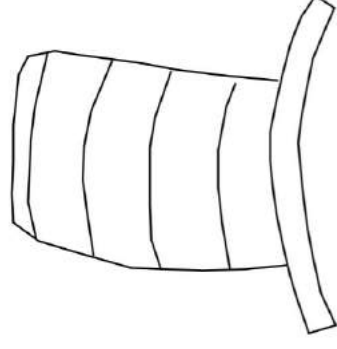
Blue

1, 2, 9, 10, 11, 12,  
19, 20, 21, 22, 29,  
30, 31, 32, 39, 40,  
41, 42, 49, 50, 51,  
60, 61, 62, 69, 70,  
71, 72, 79, 80, 82,  
89, 91, 94, 97, 100.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

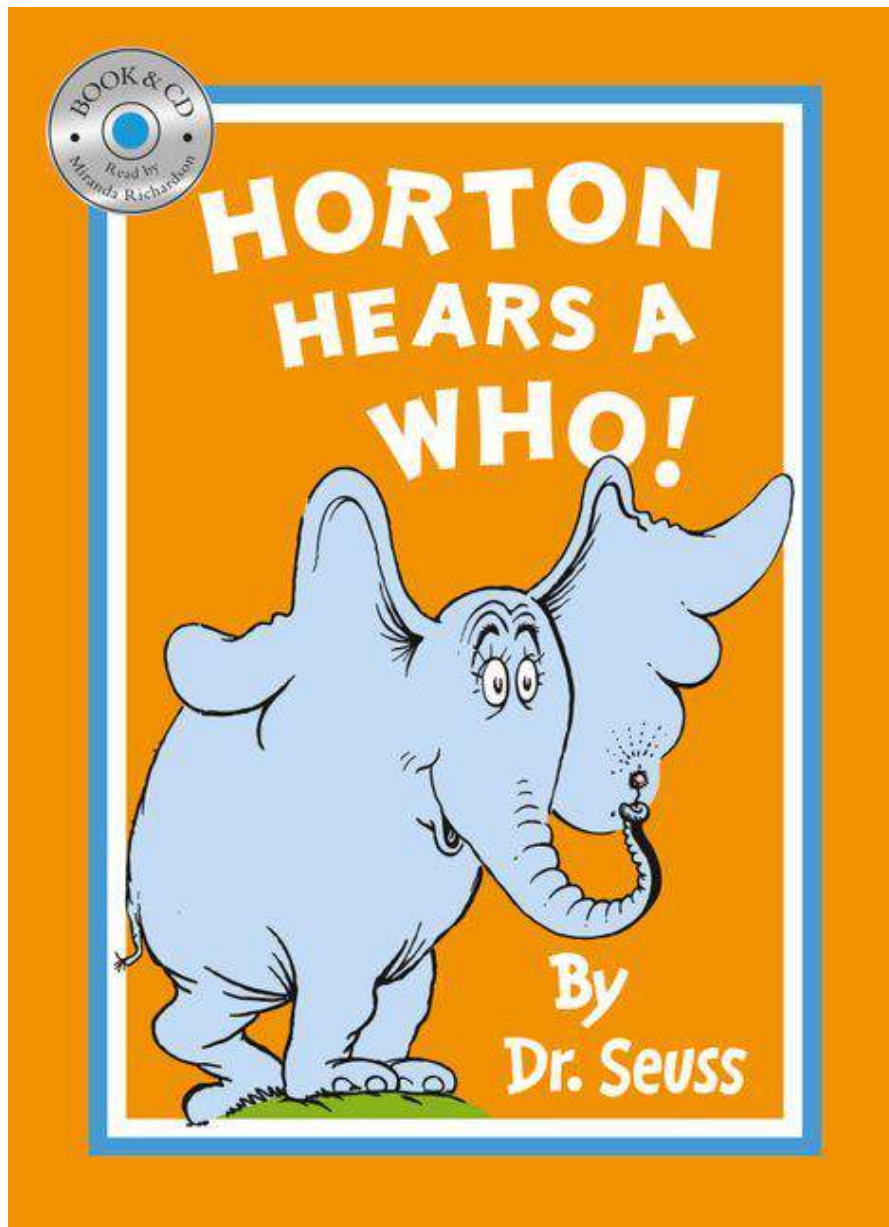


Follow these instructions and  
learn how to draw The Cat in  
the Hat



# Tuesday

## Horton Hears a Who!



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Horton Hears a Who

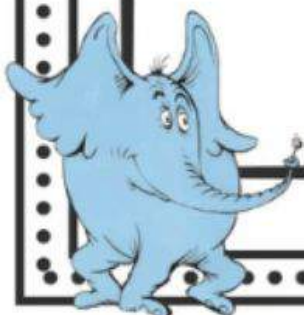
DR. SEUSS STORY MAP

Characters

Setting

Problem

Solution

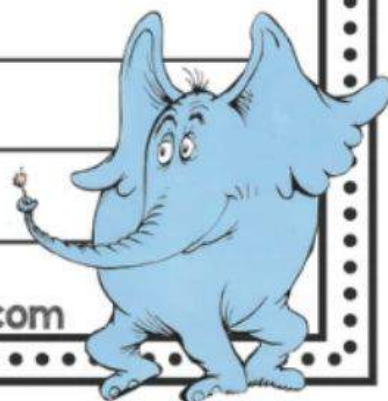


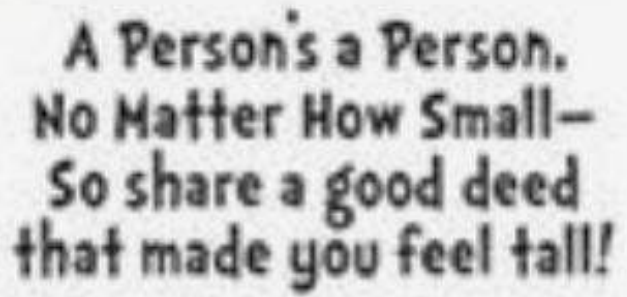
Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Horton Hears a Who

## Writing Activity

What did he say to you?

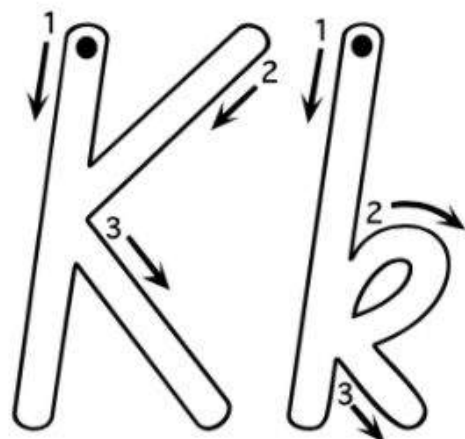




This image shows a full page of blank primary-ruled paper. It features four identical sets of horizontal lines spaced evenly down the page. Each set includes a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement for young learners. The paper is otherwise completely blank, with no margins or additional markings.

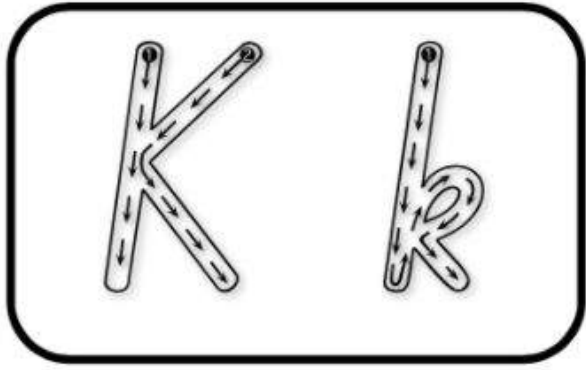


Name: \_\_\_\_\_



*K is for king.*

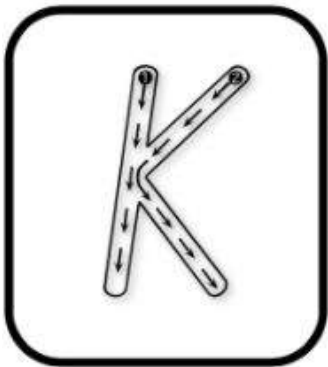
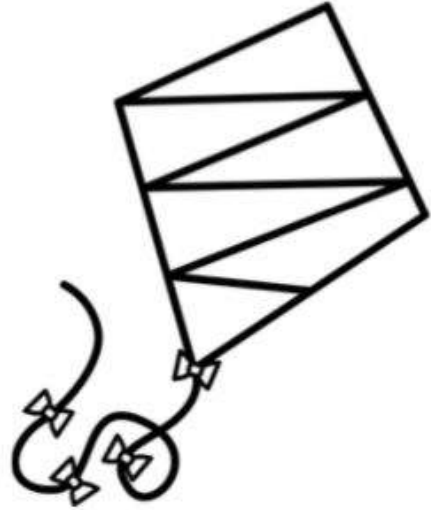




Name: \_\_\_\_\_

# Trace and Colour

Kite



K K K K



k k k k



I see a kite.



abcdefghijklmnopqrstuvwxyz

My name is

\_\_\_\_\_

k k k k k k k

k

k

keep kind kitten

Find the letter.

r k h t  
k m k l  
c k e k

Draw a picture.



Name \_\_\_\_\_

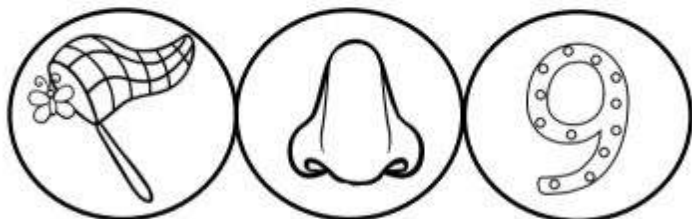


# Read and Color!

Directions: Read the word. Dab with a bingo dauber or color the circle with the matching picture.



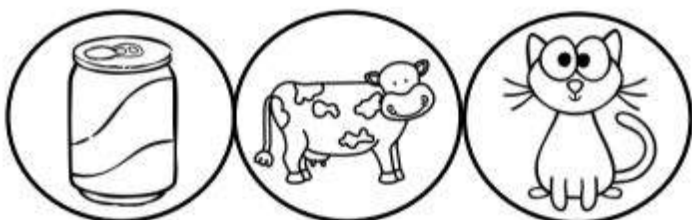
net



hop



cow



can



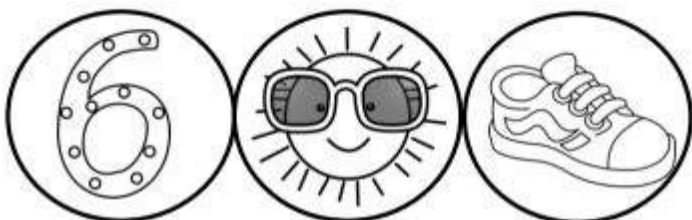
jet



hen



six



wet



Name: \_\_\_\_\_

# Help Fix the Sentence!



Read the Sentence:

we mad abig YUMMY caKE?

Fix the Sentence:

\*Use correct capitalization, spaces,  
lowercase letters, spelling & punctuation.



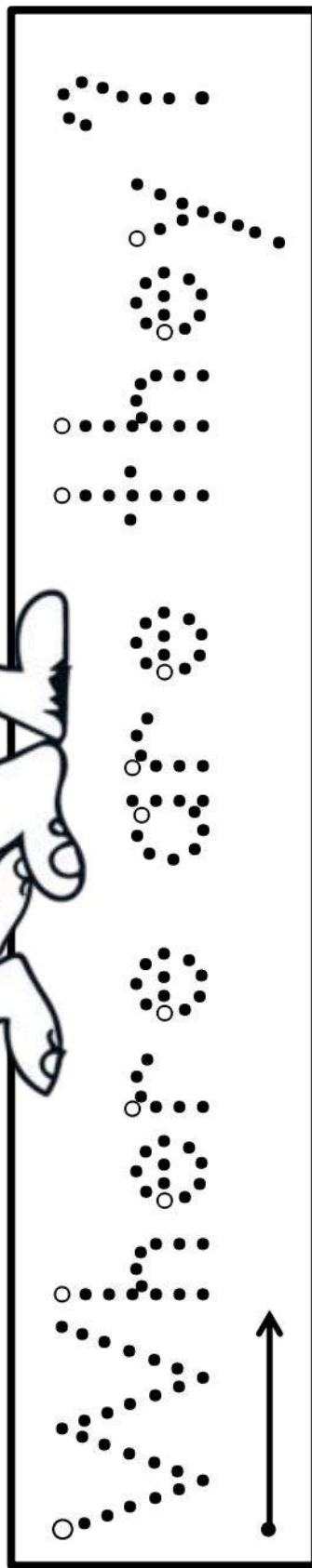
Illustrate the Sentence:



Where are they?

WHERE

Name: \_\_\_\_\_

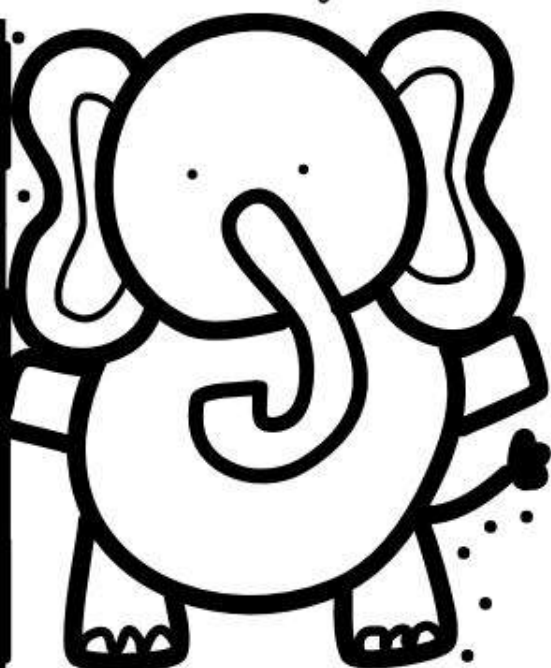


Name: \_\_\_\_\_

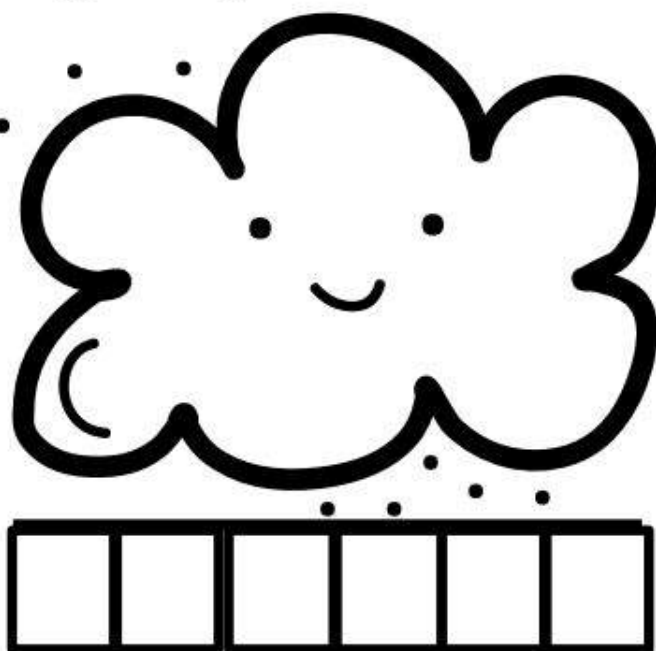
I can measure!

## "A Person is a Person, No Matter How Small" Measuring Page

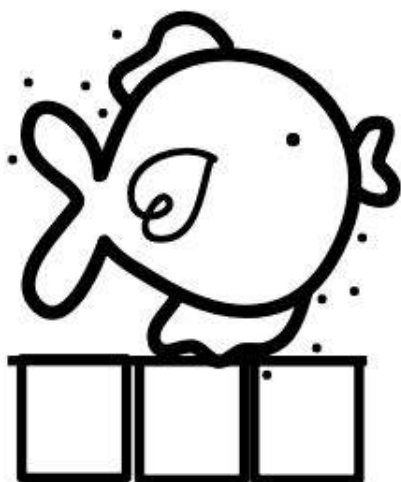
DIRECTIONS: Measure each object in boxes. Cross out the smallest object. Circle the biggest object.



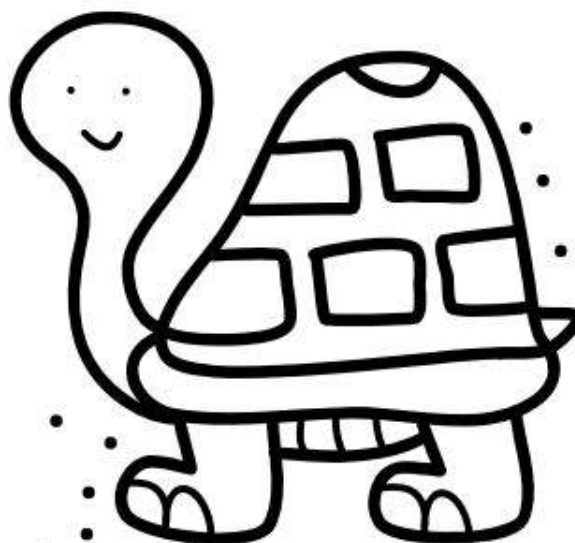
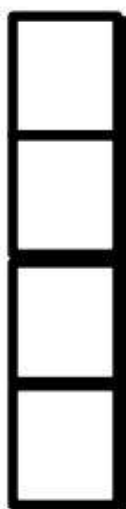
The elephant is \_\_\_\_\_ boxes tall.



The cloud is \_\_\_\_\_ boxes wide.

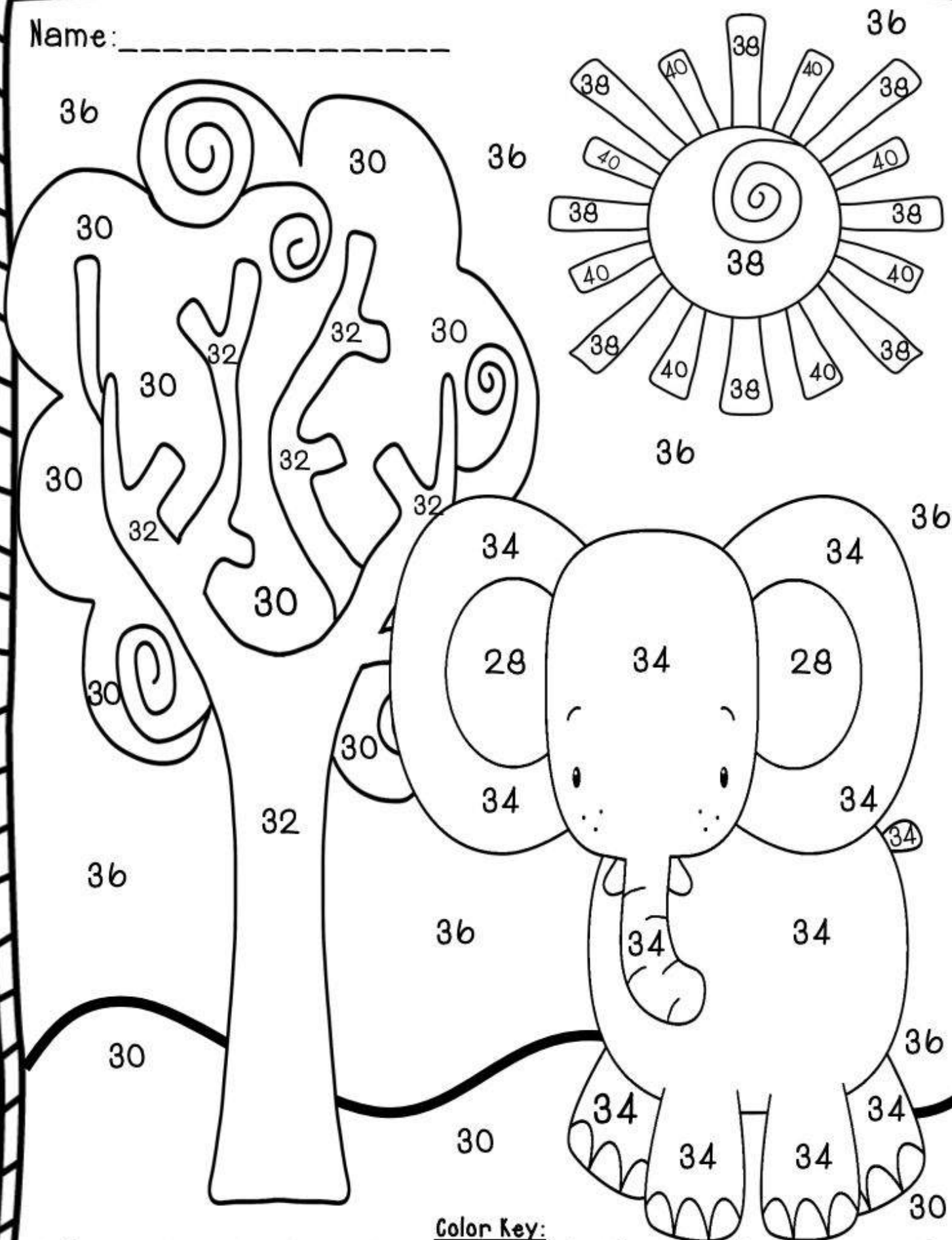


The fish is \_\_\_\_\_ boxes wide.



The turtle is \_\_\_\_\_ boxes tall.

Name: \_\_\_\_\_



Color Key:

Pink-28 Green-30 Brown-32 Grey-34 Light Blue-36 Yellow-38 Orange-40



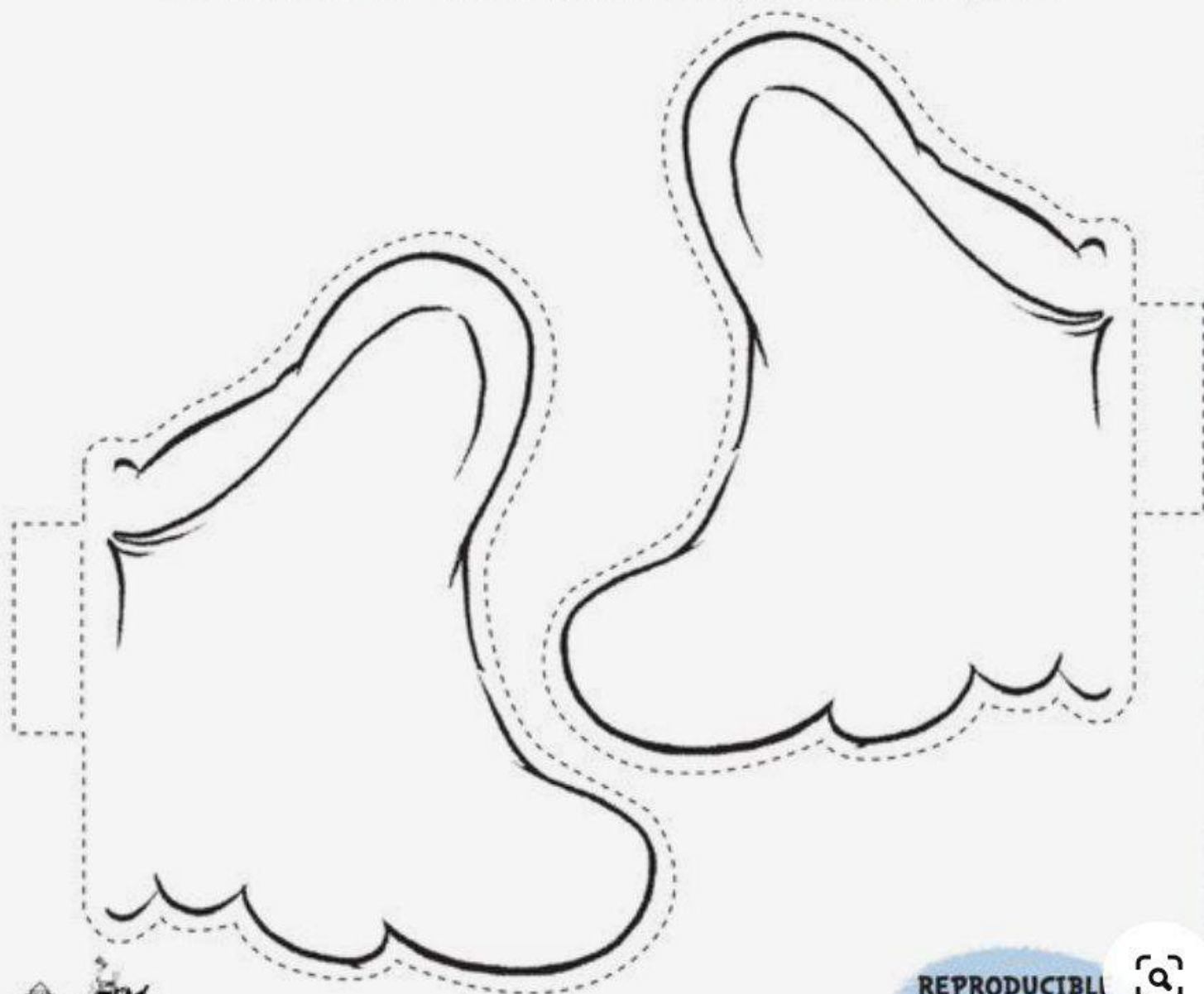
# Everyone's an Elephant!



## Materials Needed:

**Crayons • Markers • Construction Paper • Stapler**

Photocopy this page and hand one out to each child. Have the children decorate their elephant ears with crayons and markers. Then cut the ears out and set them aside. Next, fold a sheet of construction paper in half the long way a few times to make it strong, and staple it to secure the paper. Now staple the ears to the band, leaving at least 5" of band between the ears. Last, staple the entire band together around the child's head. With these ears, everyone can be an elephant!

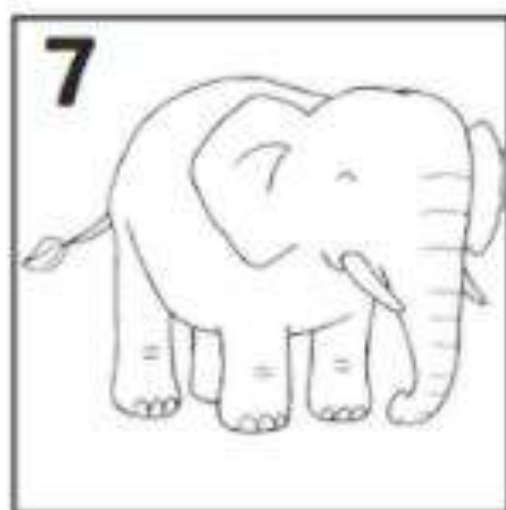
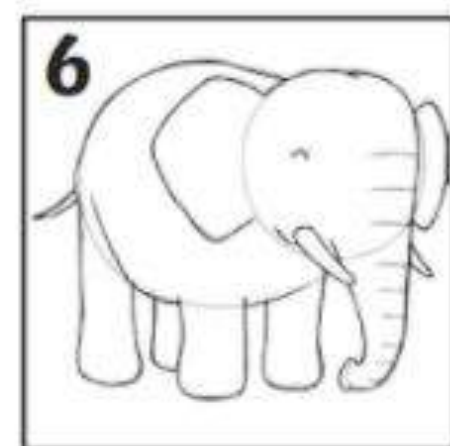
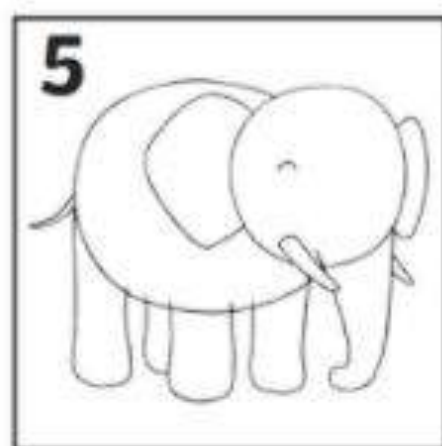
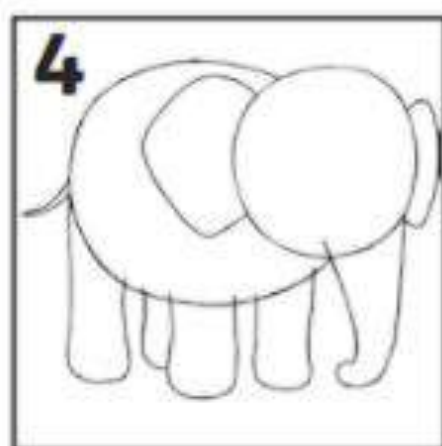
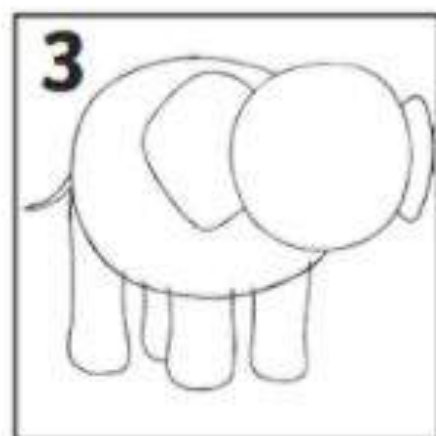
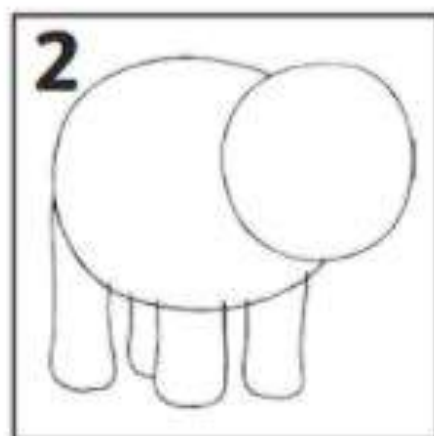
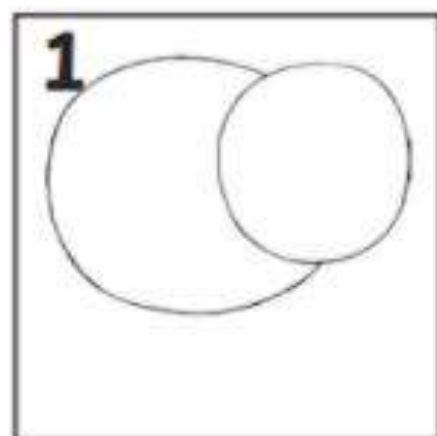


Log on to [www.hortonhears.com](http://www.hortonhears.com) for lots more fun and games!

**REPRODUCIBLE  
ACTIVITY**

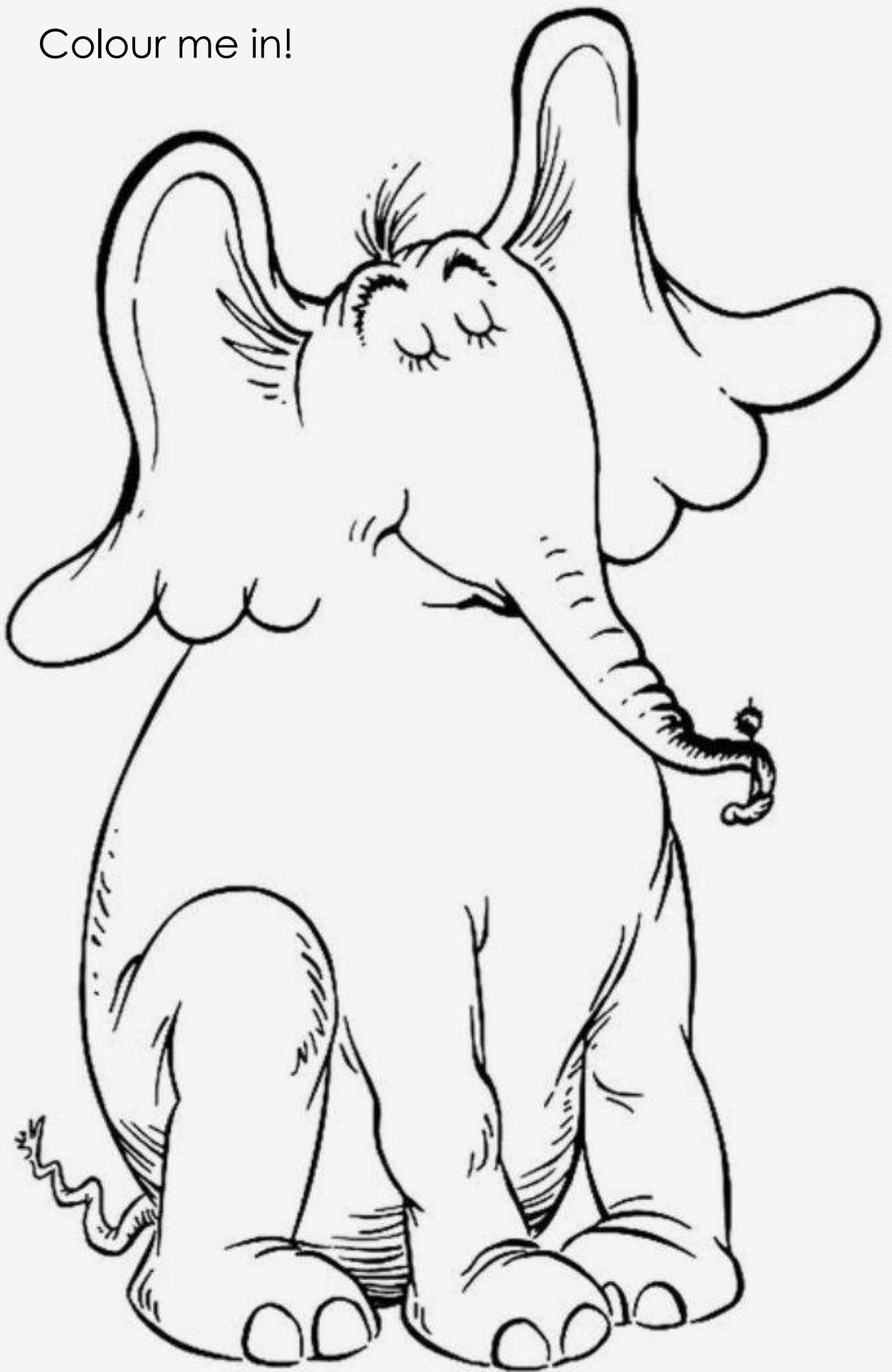


# How to Draw an Elephant



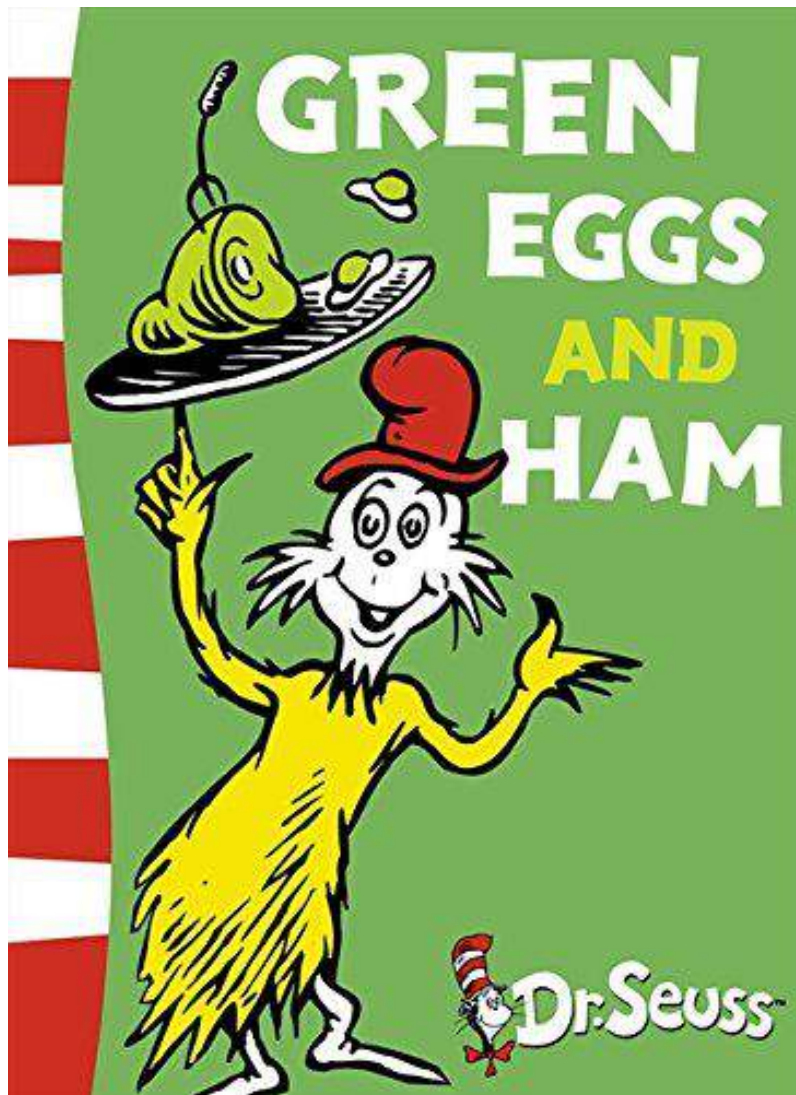


Colour me in!



Wednesday

Green Eggs and Ham



name: \_\_\_\_\_ date: \_\_\_\_\_

# GREEN EGGS AND HAM

What was your favorite part of the story?



Would you try green eggs and ham?

Would you try them in a \_\_\_\_\_? Would you try them with a \_\_\_\_\_?



Retell the story in pictures.

1.

2.

3.

4.



Name: \_\_\_\_\_

I do not like green eggs and ham,  
but I do like \_\_\_\_\_.



I like \_\_\_\_\_, because

Name \_\_\_\_\_

# Match the words that Rhyme.

The first one is done for you.

Sam

House

Here

Rain

Mouse

Am

Box

Tree

Would

New

See

Fox

Train

There

Goat

Could

You

Boat

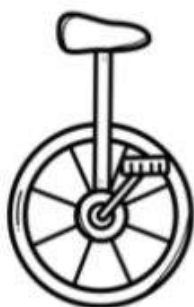


Name: \_\_\_\_\_



# Circle and Trace

Circle the objects that begin with the sound 'u' and trace the letters



u

u

u

u

u

u

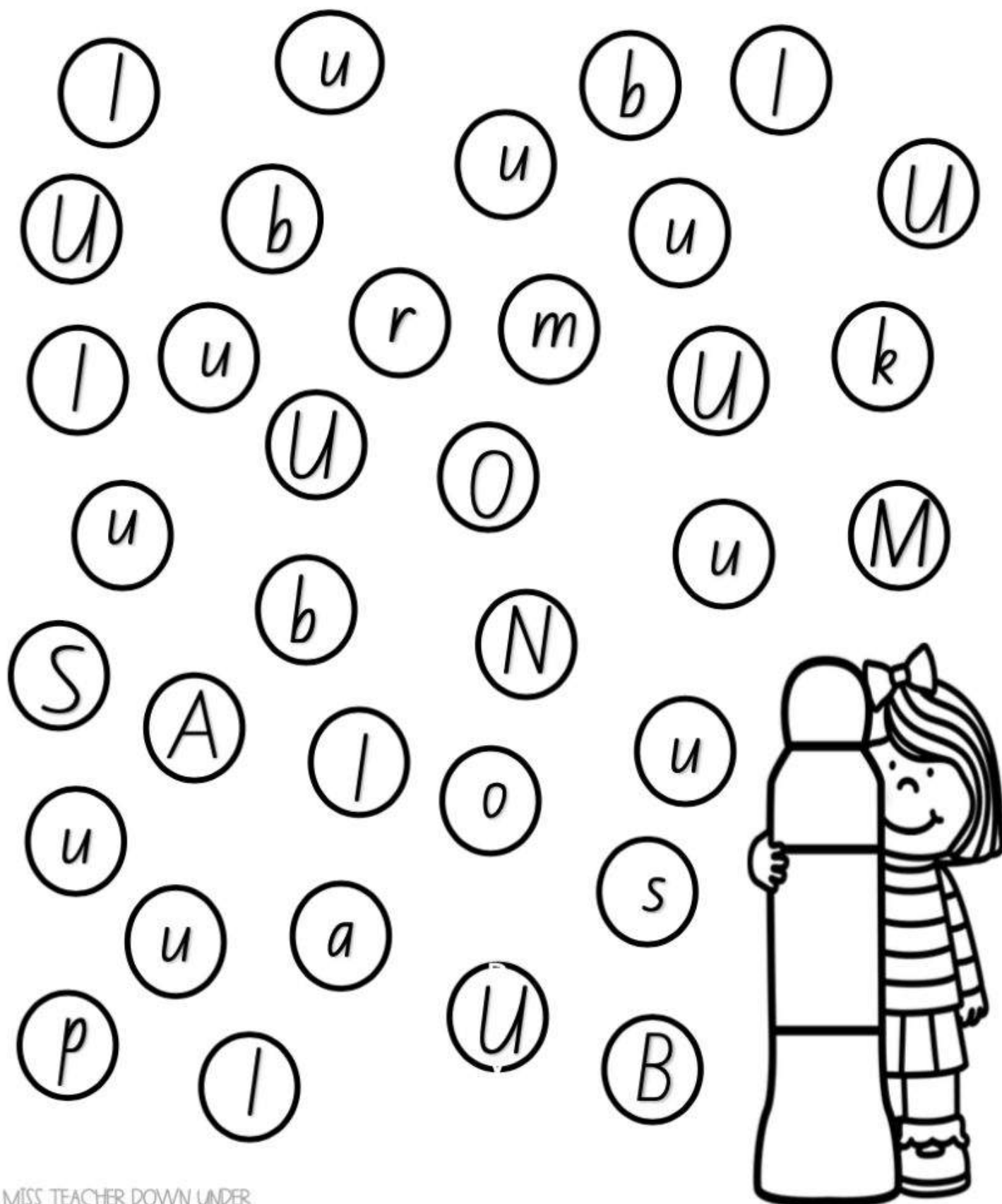
u

u

Name: \_\_\_\_\_

# Spot it and Dot it

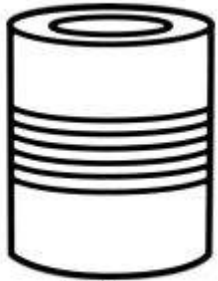
Colour or dot each circle that has the letter U or u



# FIND A WORD



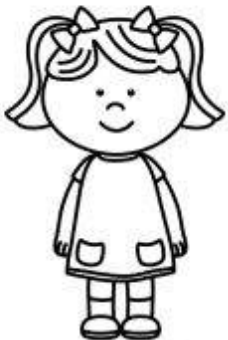
dip



tin



big



Kid

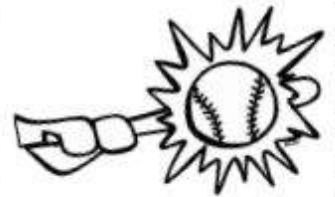
u	h	t	i	n
h	i	t	z	d
b	m	s	j	i
i	v	f	o	g
g	q	i	d	w
y	h	n	t	k
n	c	f	a	i
k	i	t	k	d
e	l	r	g	x
p	b	d	i	p



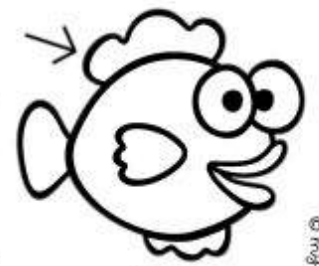
kit



dig



hit



fin

Name: \_\_\_\_\_

# READ & FIND



*Highlight the 'sh' sounds and then illustrate the story.*

Sharon went to get some  
shiny shells from the sea shore.  
She saw a shark and a ship.

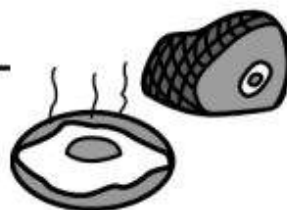
A large, empty rectangular box with a solid black border, intended for a child to draw a picture related to the story.

I found \_\_\_\_\_ 'sh' sounds.



Name \_\_\_\_\_

# Count to 100



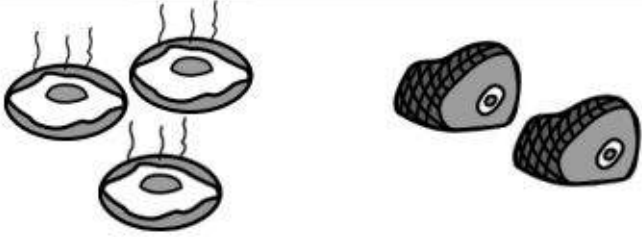


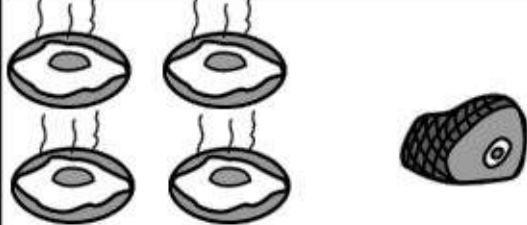

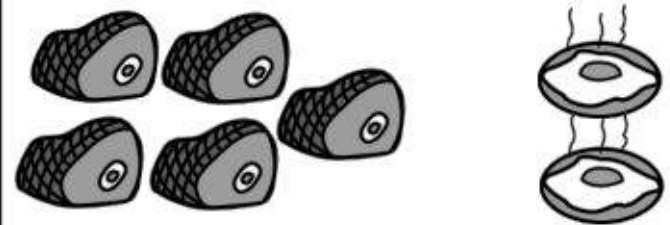
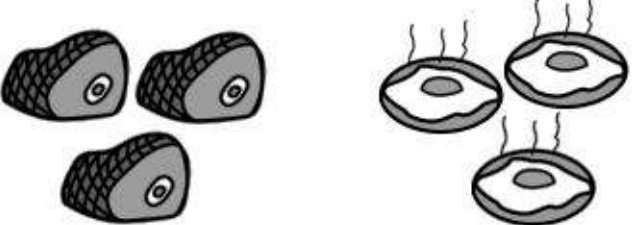
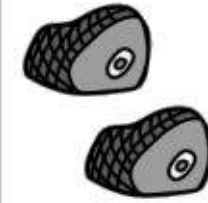
**Directions:** Count to 100 and write the missing numbers.

			5					
12								
				26				30
31								
							49	
		53						
					67			
			74					
								90
						98		

Name \_\_\_\_\_

# Ham and Eggs Addition

**Directions:** Write an addition sentence to match each picture and solve the problems.

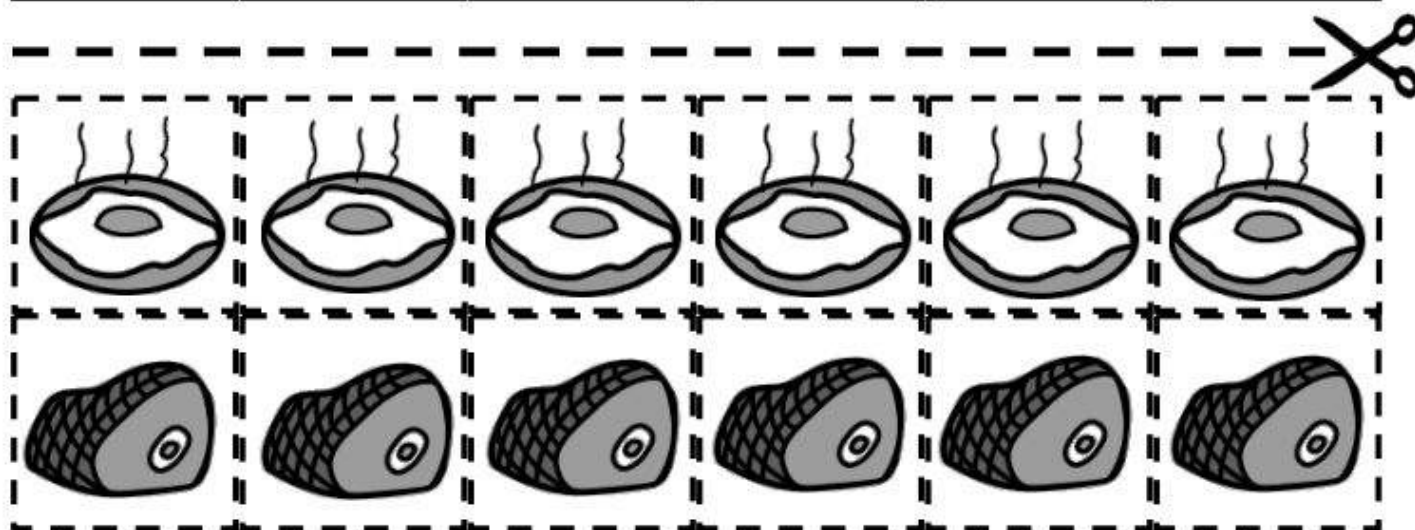
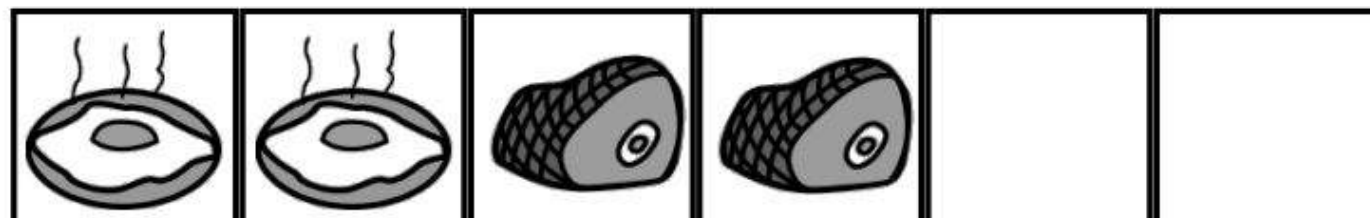
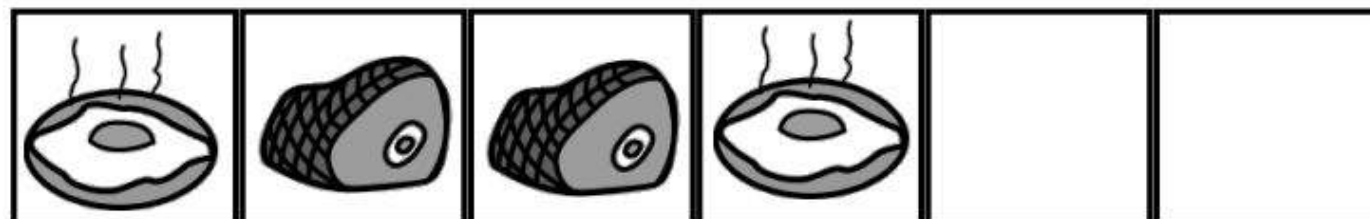
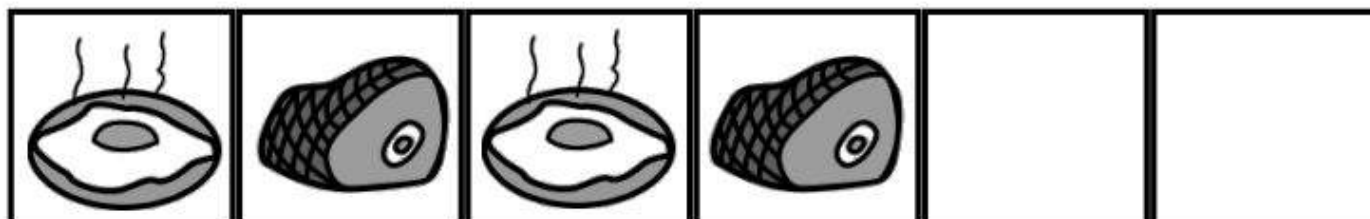
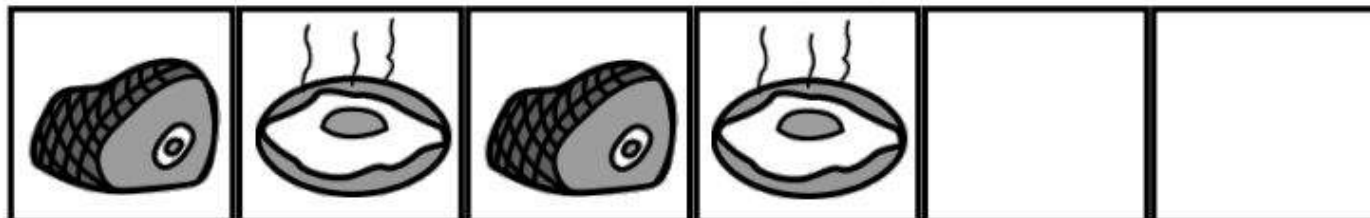
 ____ + ____ = ____	 ____ + ____ = ____
 ____ + ____ = ____	 ____ + ____ = ____
 ____ + ____ = ____	 ____ + ____ = ____
 ____ + ____ = ____	 ____ + ____ = ____



Name \_\_\_\_\_

# Plates and Patterns

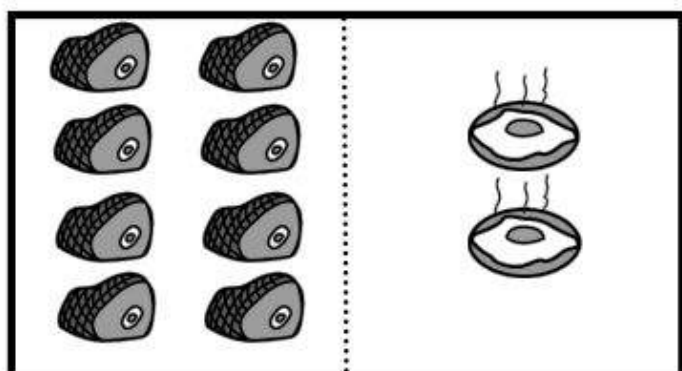
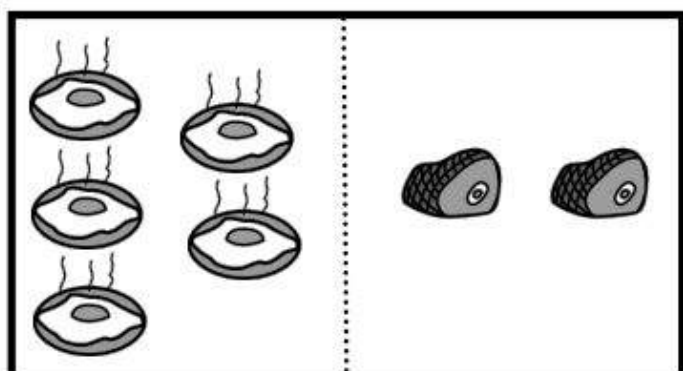
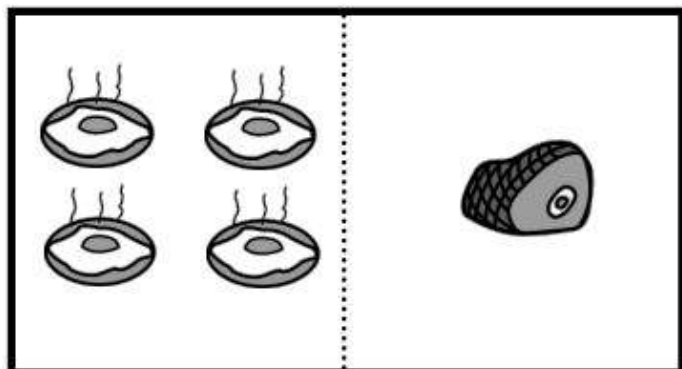
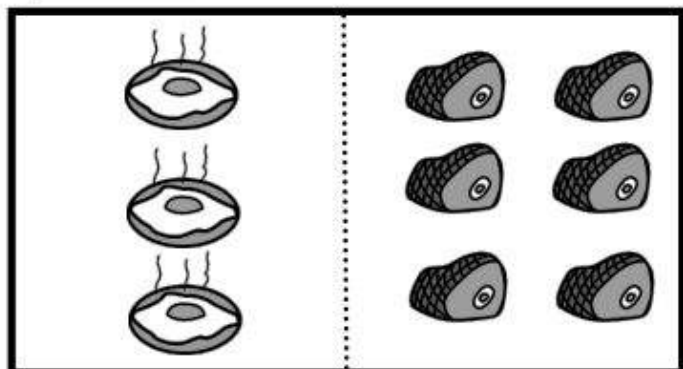
**Directions:** Fill-in the patterns by cutting and gluing the correct pictures.



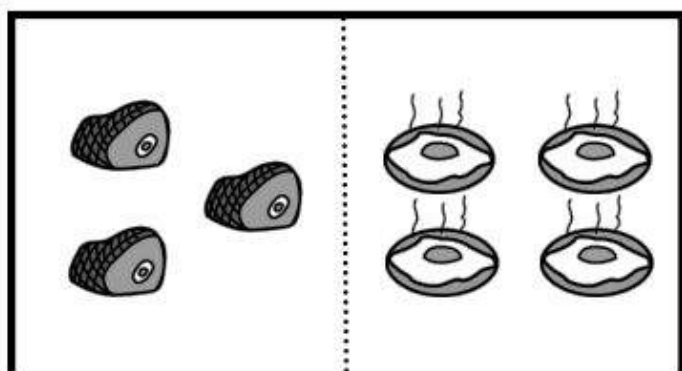
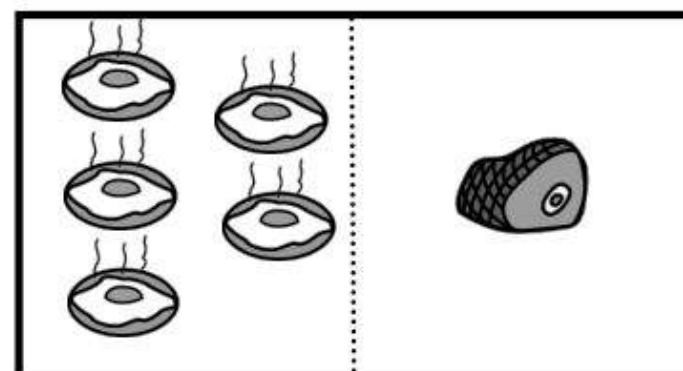
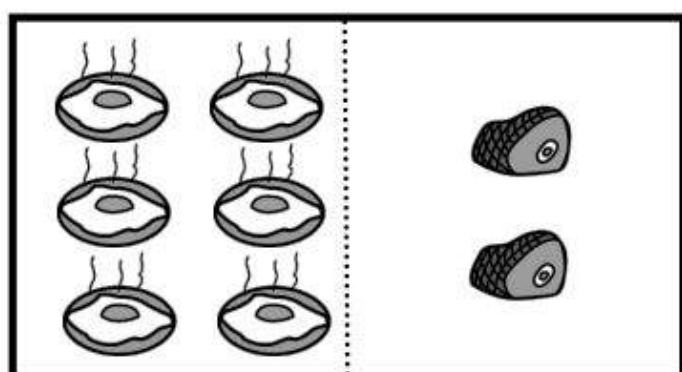
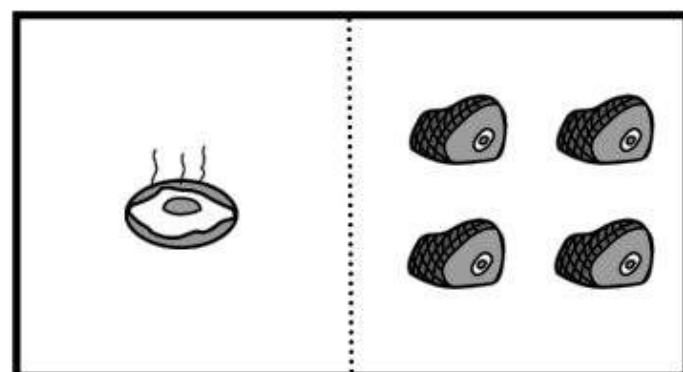
Name \_\_\_\_\_

# More or Less

**Direction:** Circle the set that has more.



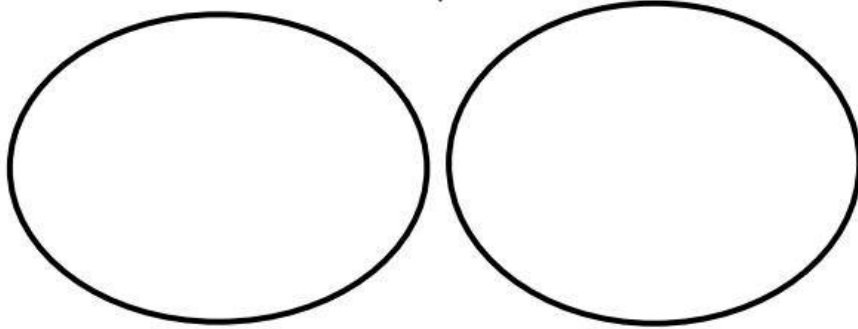
**Direction:** Put an X on the set that has less.



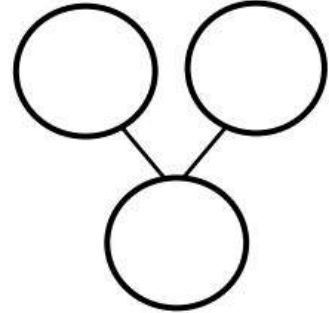
Name \_\_\_\_\_ I can use multiple strategies to add.

Sam does like green eggs and ham! He ate two scrambled eggs and six fried eggs. How many eggs did Sam eat?

Draw a picture.



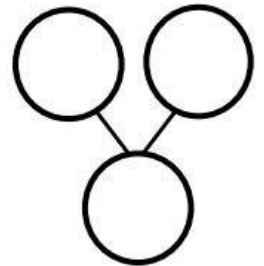
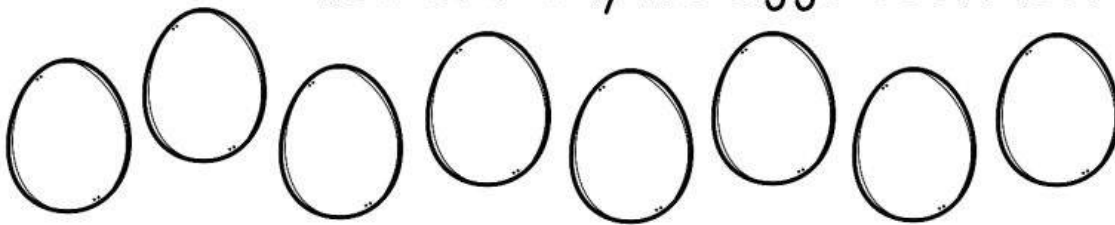
Fill a number bond.



Write an equation.

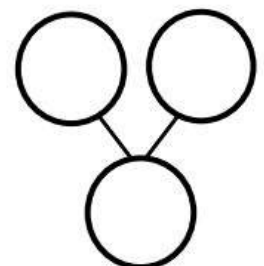
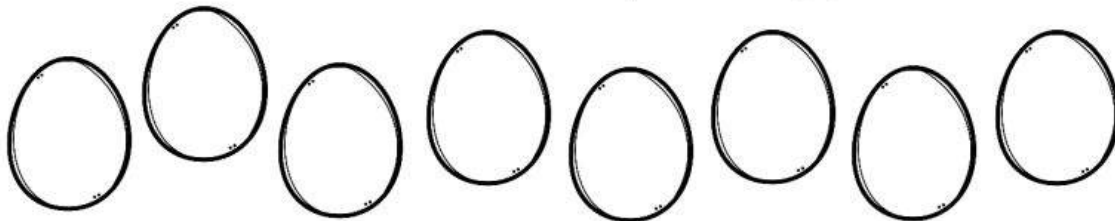
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Some of Sam's eggs were brown and some were white.  
Show one way his eggs could look.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Show another way his eggs could look.

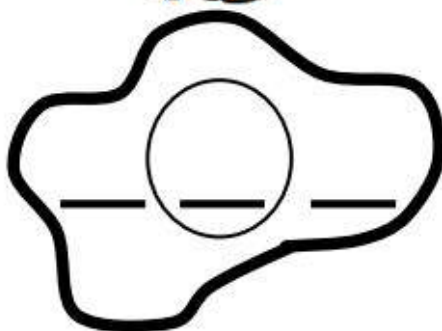
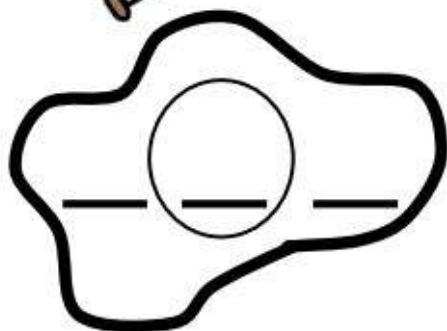
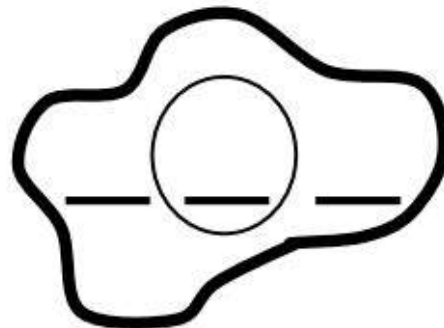
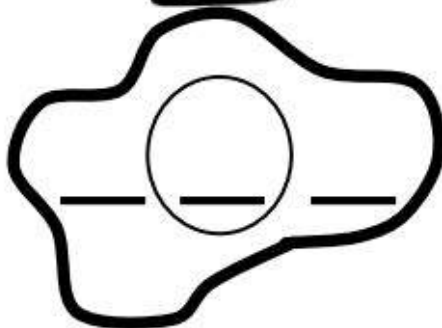
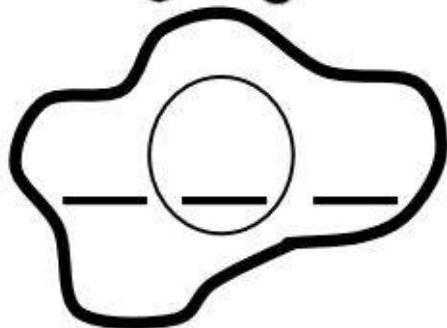
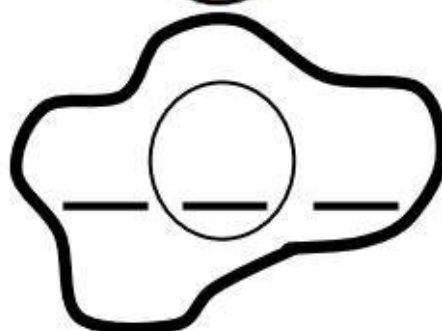
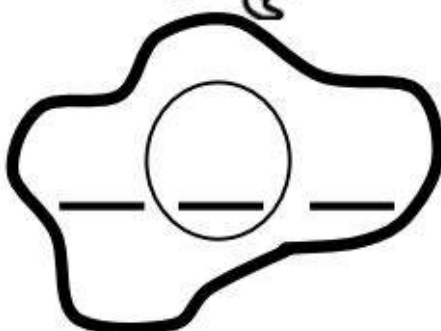
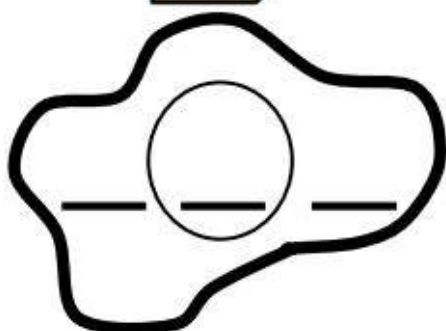


$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Name \_\_\_\_\_

# Splat Spelling

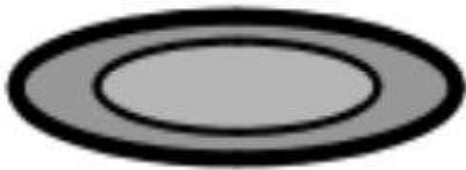
**Direction:** Spell each word by writing a letter on each line.



Name \_\_\_\_\_

# Would You Eat Them Here or There?

Draw an egg **on** the plate.



Draw an egg **under** the plate.



Draw an egg **next to** the plate.



Draw an egg **in front of** the plate.



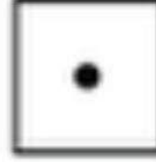
Draw an egg **behind** the plate.



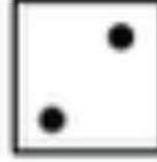
Draw an egg **above** the plate.



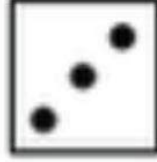
name \_\_\_\_\_



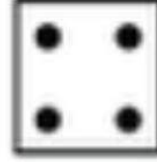
color the fork



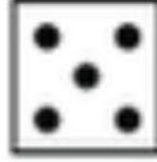
color the fish



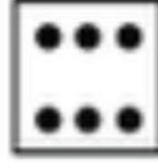
color the ham



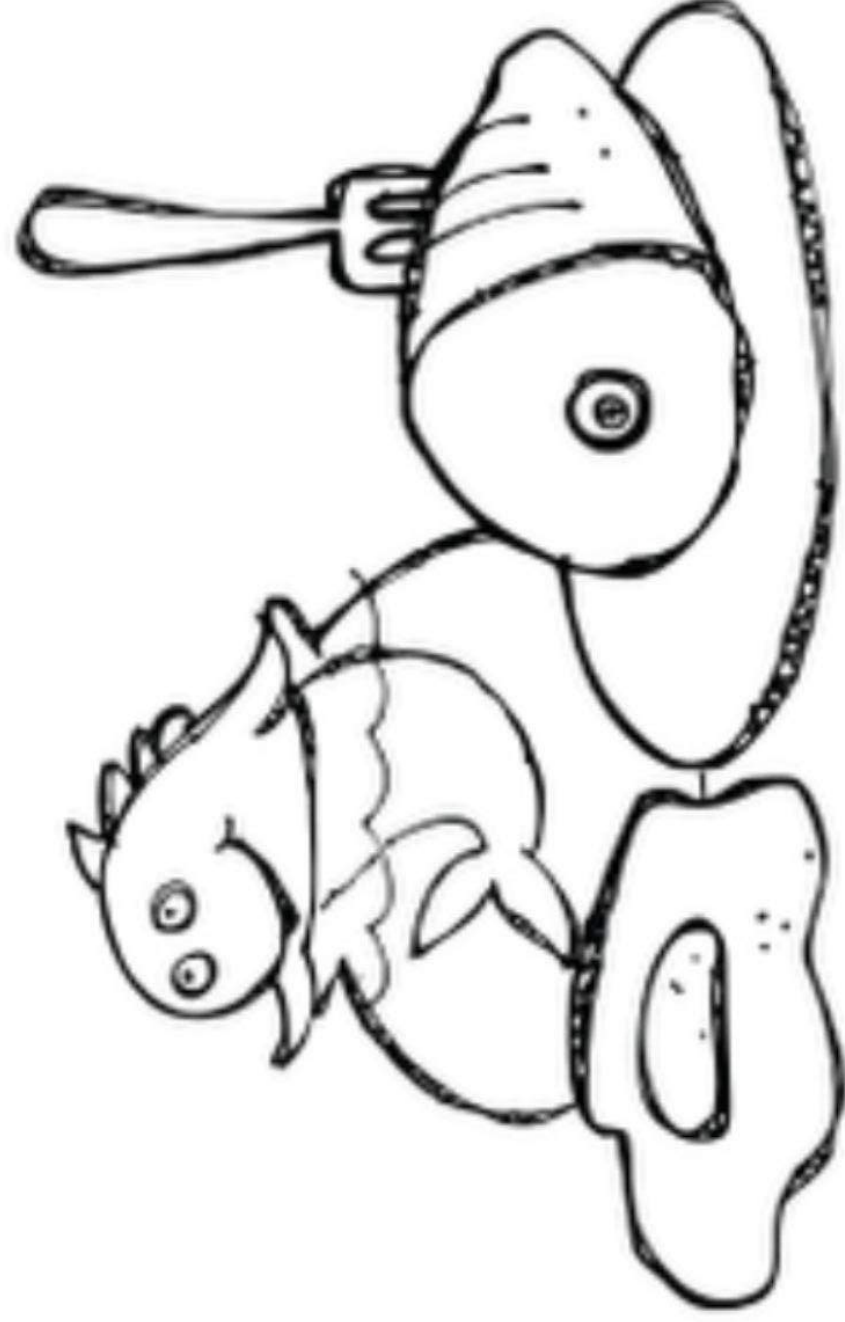
color the egg



color the plate



color the water in the fishbowl

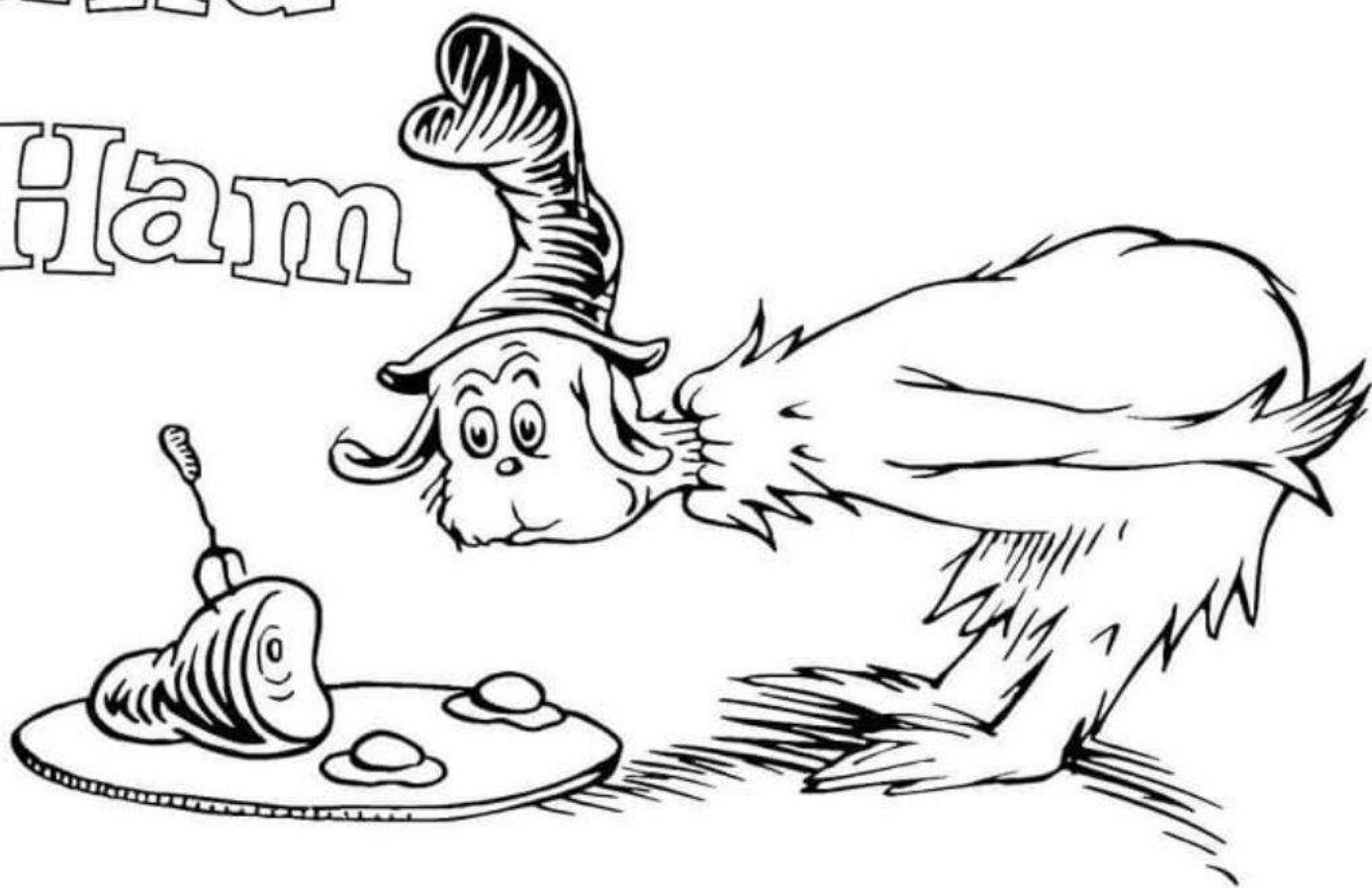




Does \_\_\_\_\_ like green  
eggs and ham? \_\_\_\_\_

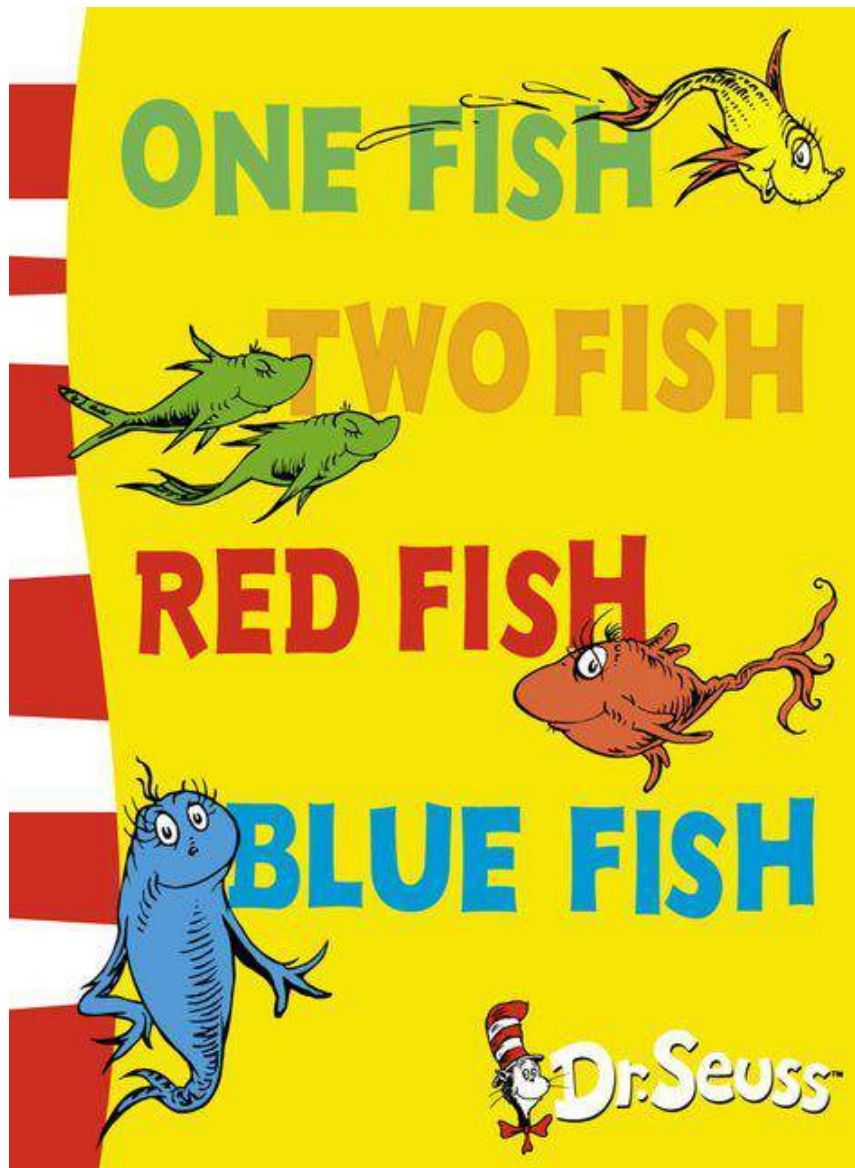


# Green Eggs and Ham



# Thursday

One Fish, Two Fish...

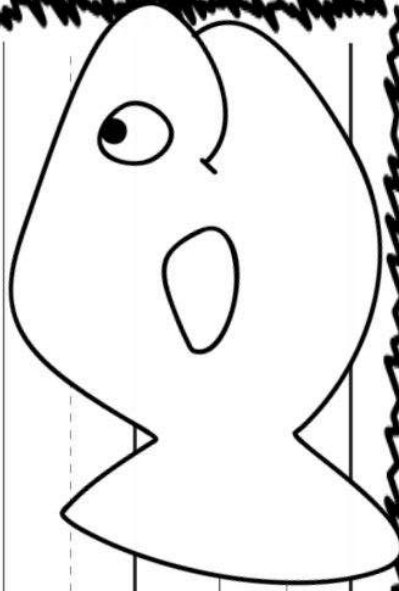
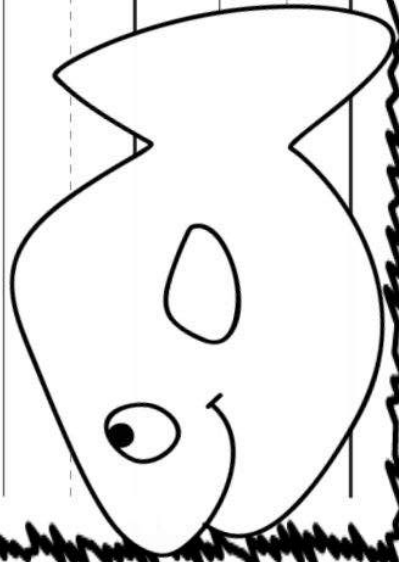


# 1 Fish, 2 Fish, Red Fish, Blue Fish

## Opinion Writing

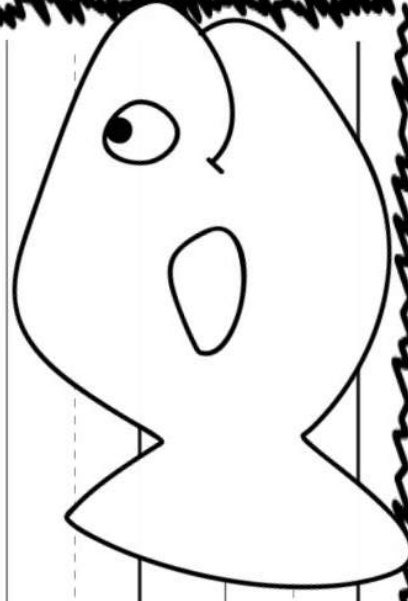
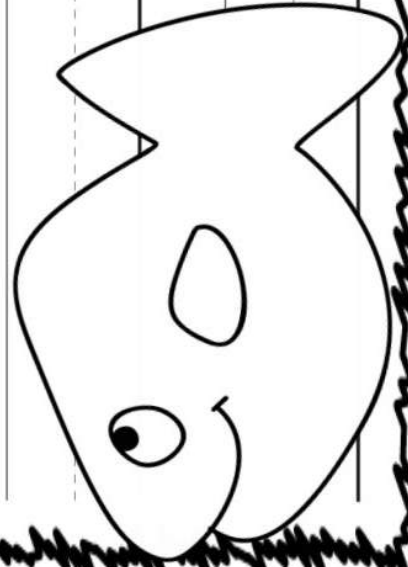
Do you like the book 1 Fish, 2 Fish, Red Fish, Blue Fish? Write 3-5 sentences explaining why you like or dislike the book.

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

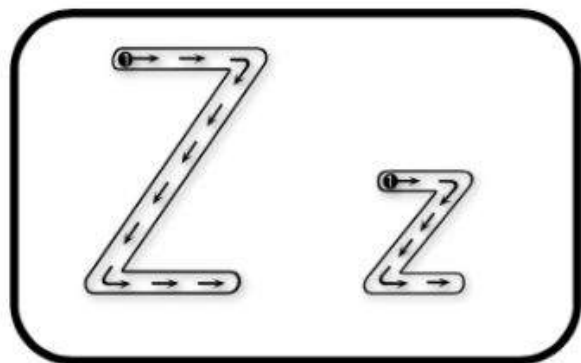


# 1 Fish, 2 Fish, Red Fish, Blue Fish

There are lots of different fish in the story 1 Fish, 2 Fish, Red Fish, Blue Fish that Dr. Seuss created. If you could create your own fish what would it look like? Write 4-6 sentences describing what your creation would look like. Where would it live? What would it do? What would it eat?

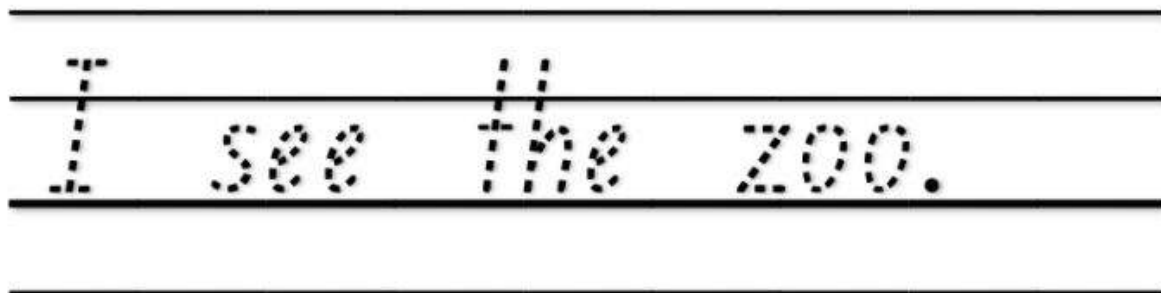
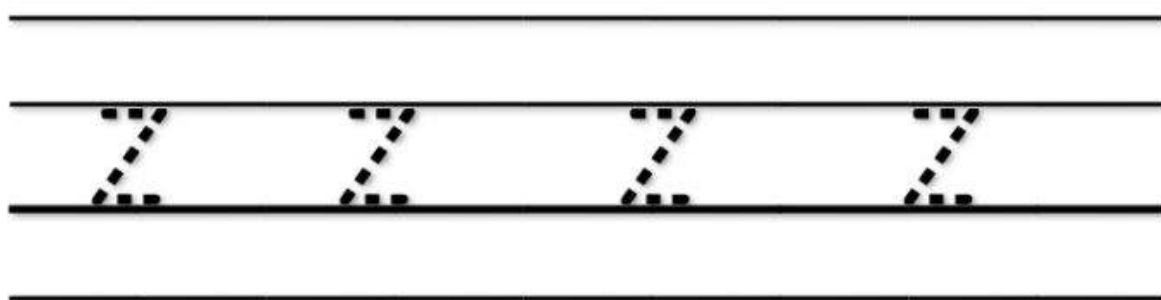
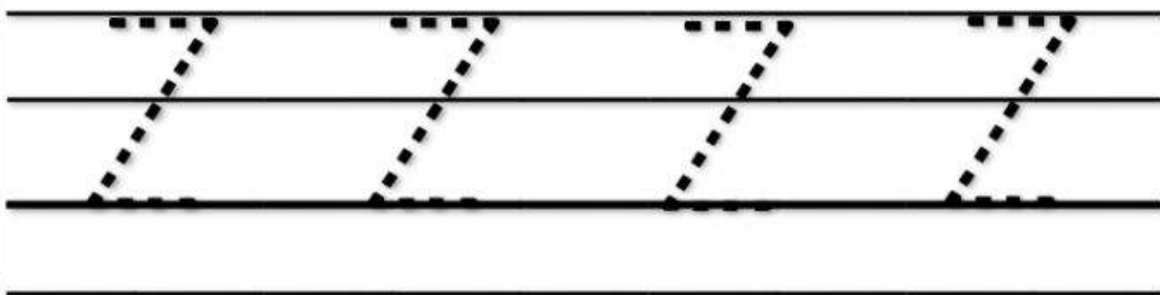
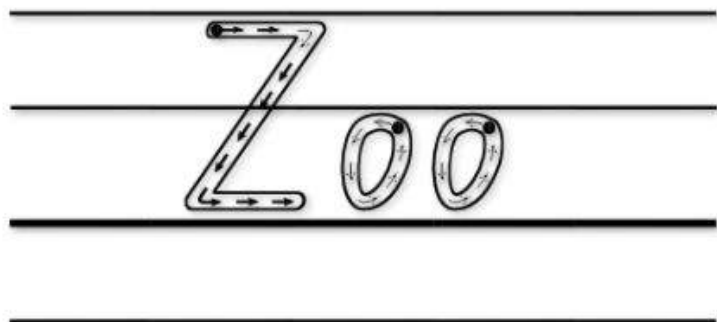




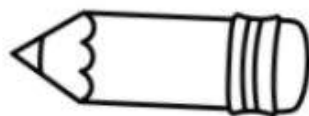


Name: \_\_\_\_\_

# Trace and Colour



Name: \_\_\_\_\_



# Word & Picture Match

Draw a line to match the words to the objects for the letter "z"

zoo



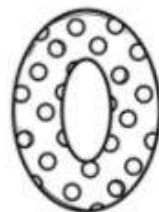
zipper



zebra



zigzag



zero



zucchini



Name: \_\_\_\_\_

# Read, Find and Colour CVC Words

Read the words in the box.

Find the matching pictures and colour them in.

Tick each word once you have found all the pictures.



☐ man

☐ hen

☐ tap

☐ peg

☐ dog

☐ bug

☐ fan

☐ jug

# READ & FIND

*Highlight the 'ch' sounds and then illustrate the story.*



Charlie the chick was munching  
and crunching on cherries, chocolate  
and chips for lunch.

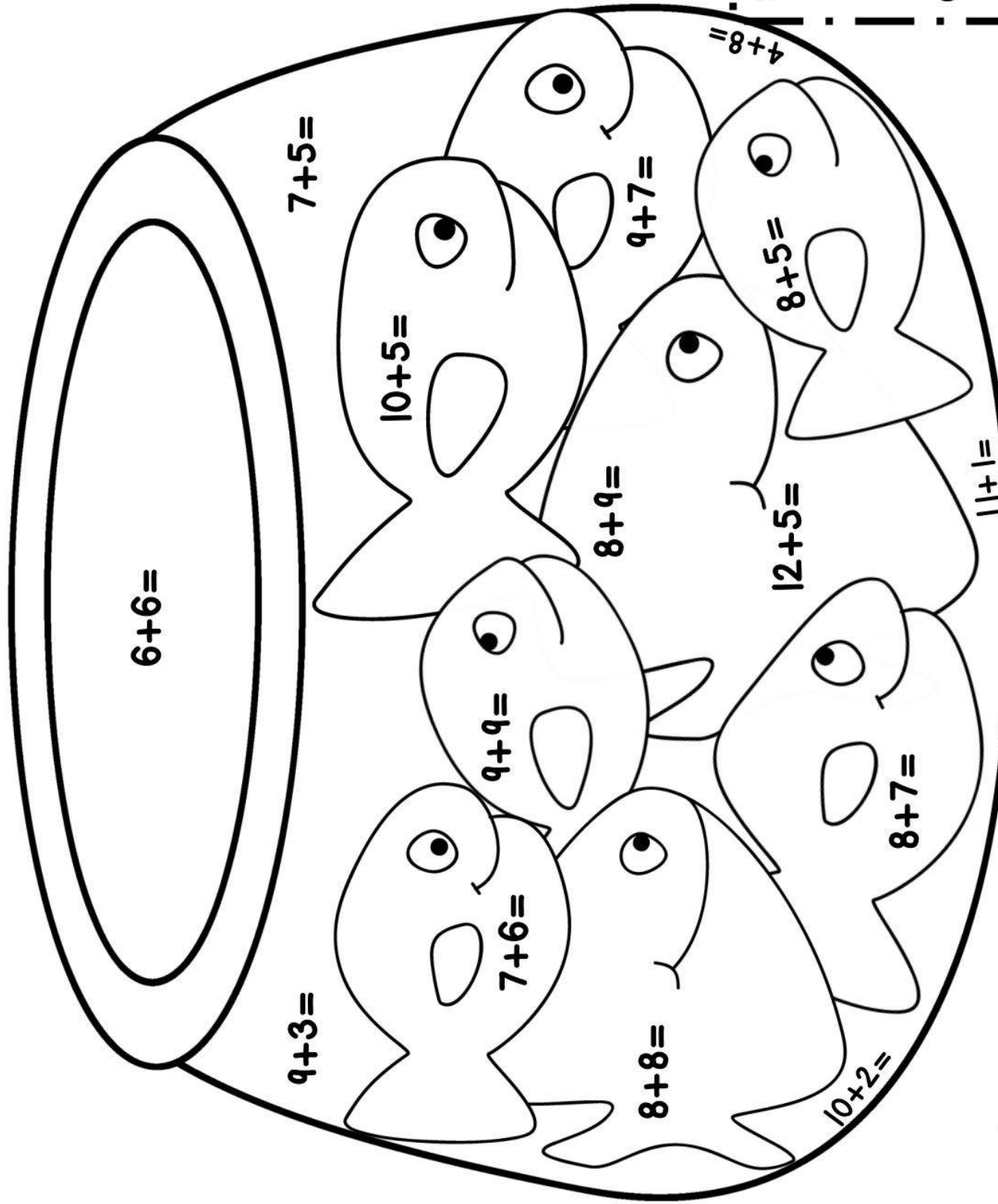
A large, empty rectangular box with a solid black border, intended for a child to draw a picture related to the story.

I found \_\_\_ 'ch' sounds.



Name: \_\_\_\_\_

# One Fish, Two Fish, I Can Add All The Fish!



Color Key

White- 12

Purple- 13

Green- 15

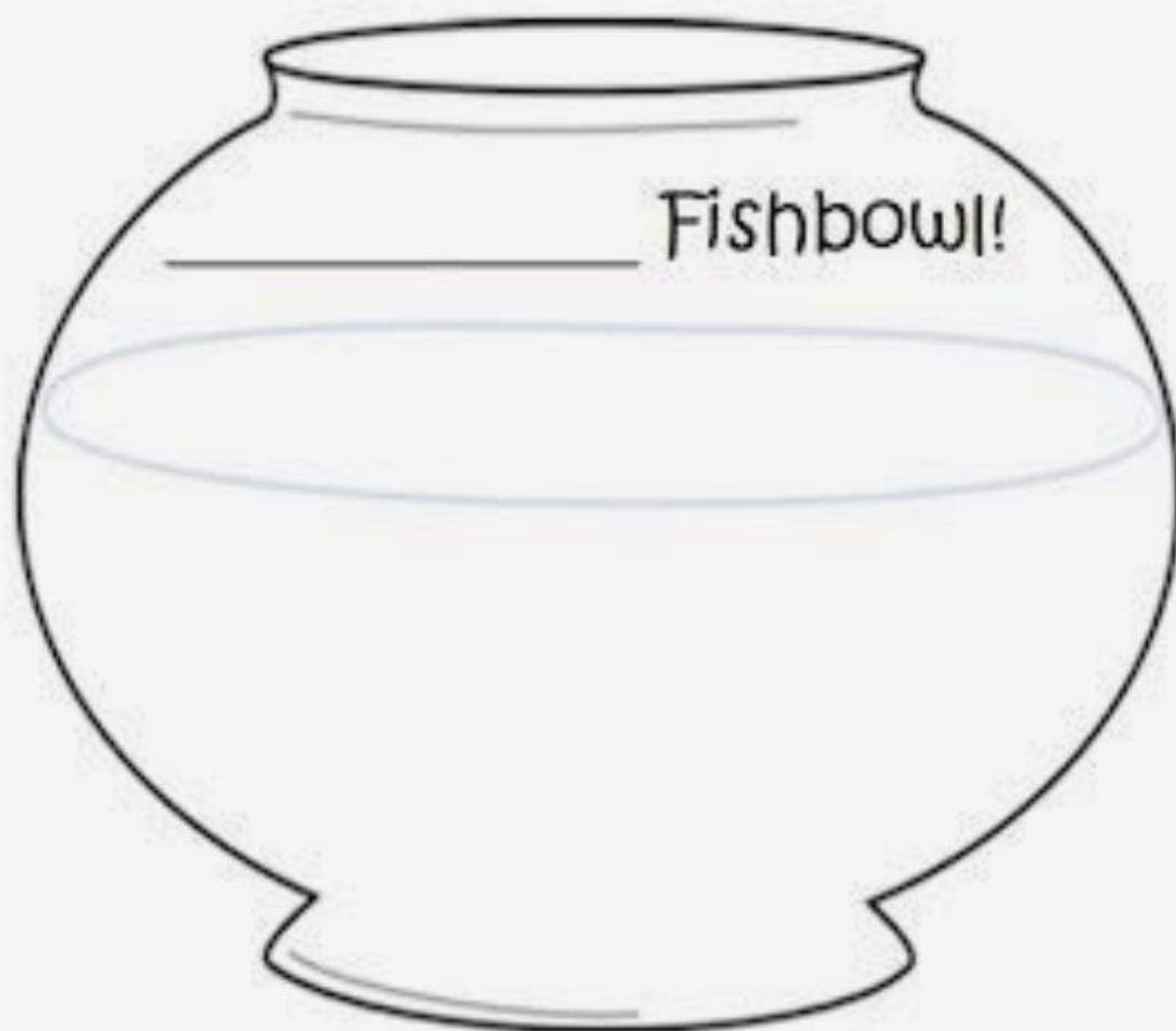
Red- 16

Orange- 17

Yellow- 18



How many fish do you see?

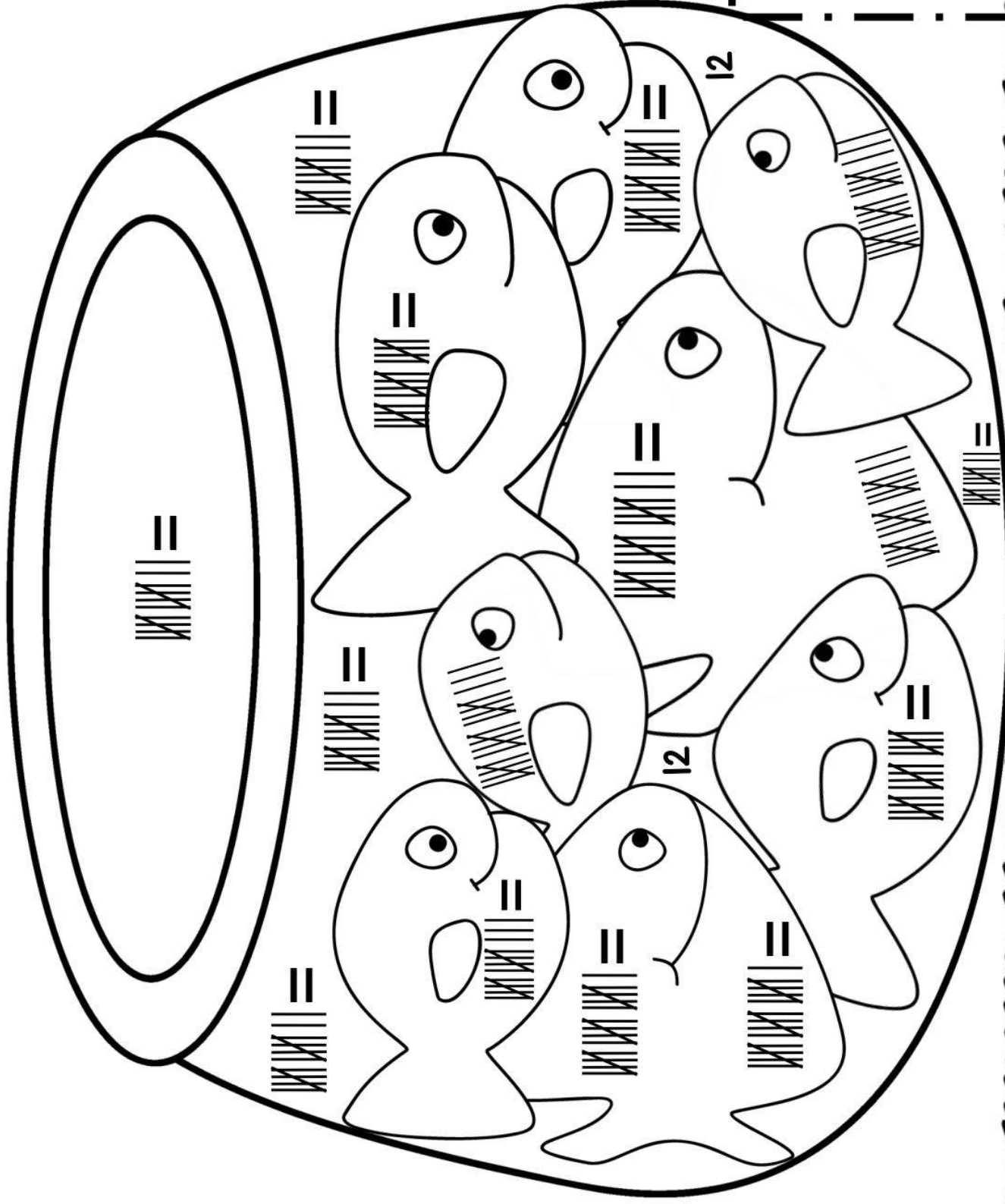


\_\_\_ red fish + \_\_\_ blue fish =  
\_\_\_ fish altogether



Name: \_\_\_\_\_

# One Fish, Two Fish, Tally Marks On All The Fish!



Color Key

White- 12

Purple- 13

Green- 15

Red- 16

Orange- 17

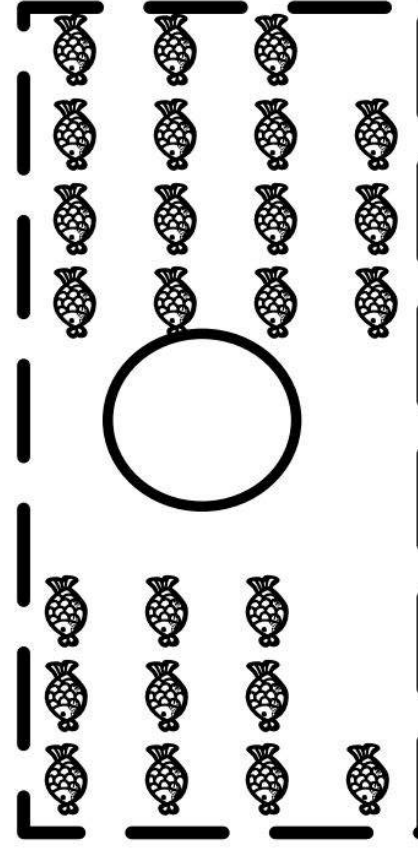
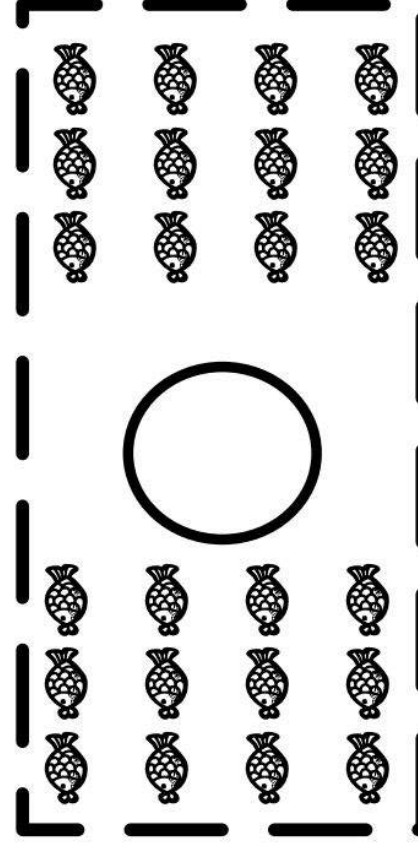
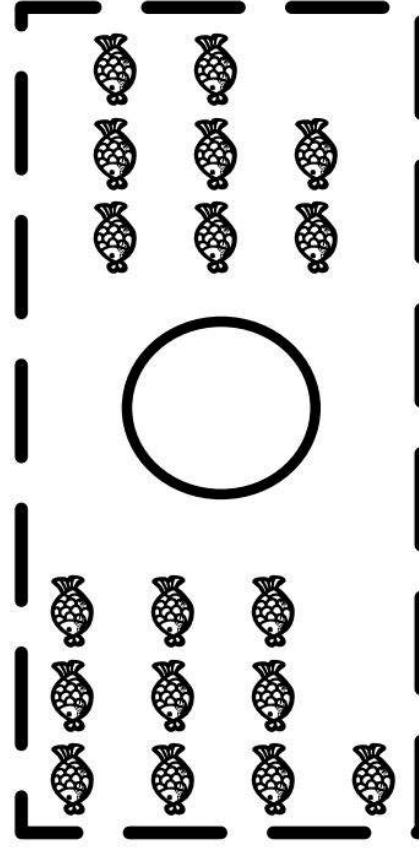
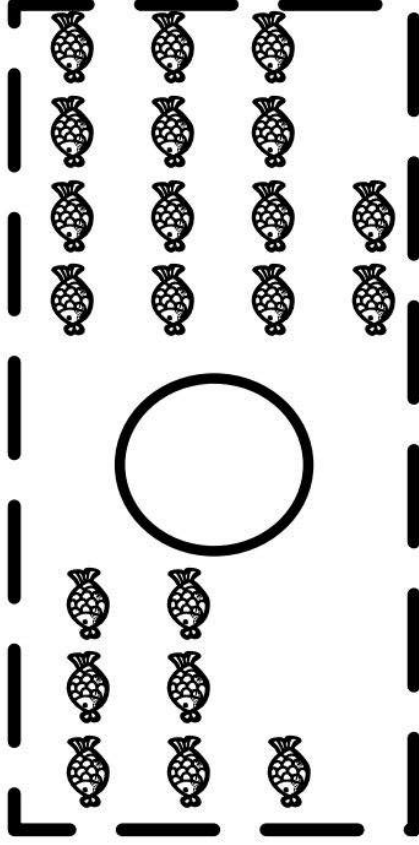
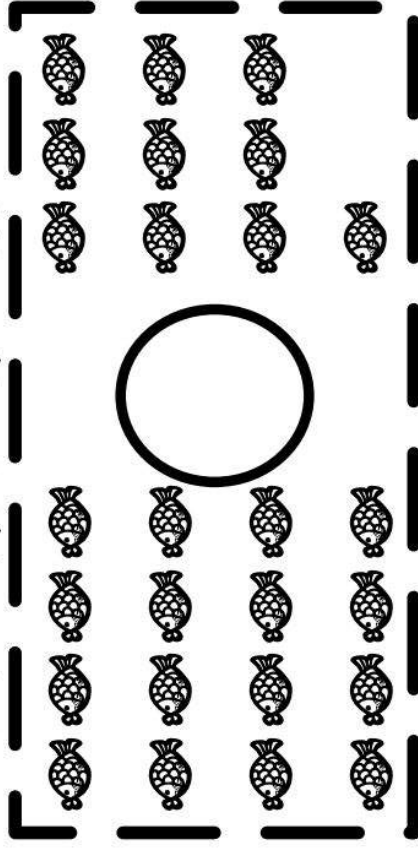
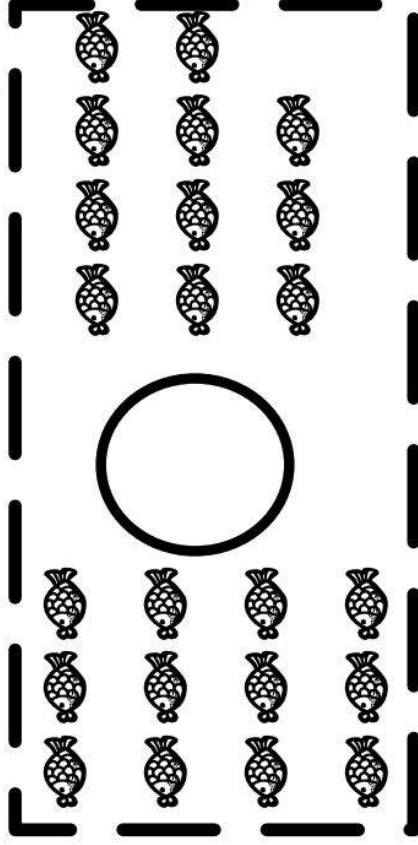
Yellow- 18

Name: \_\_\_\_\_

I can compare numbers!

one fish, two fish, let's compare all the fish!

Count & write how many fish on each side. Determine greater than, less than, or equal.











































































Name: \_\_\_\_\_

I can compare numbers!

# one fish, two fish, let's compare all the fish!

Count & write how many fish on each side. Circle the group that has the most. Cross out the group that has less!

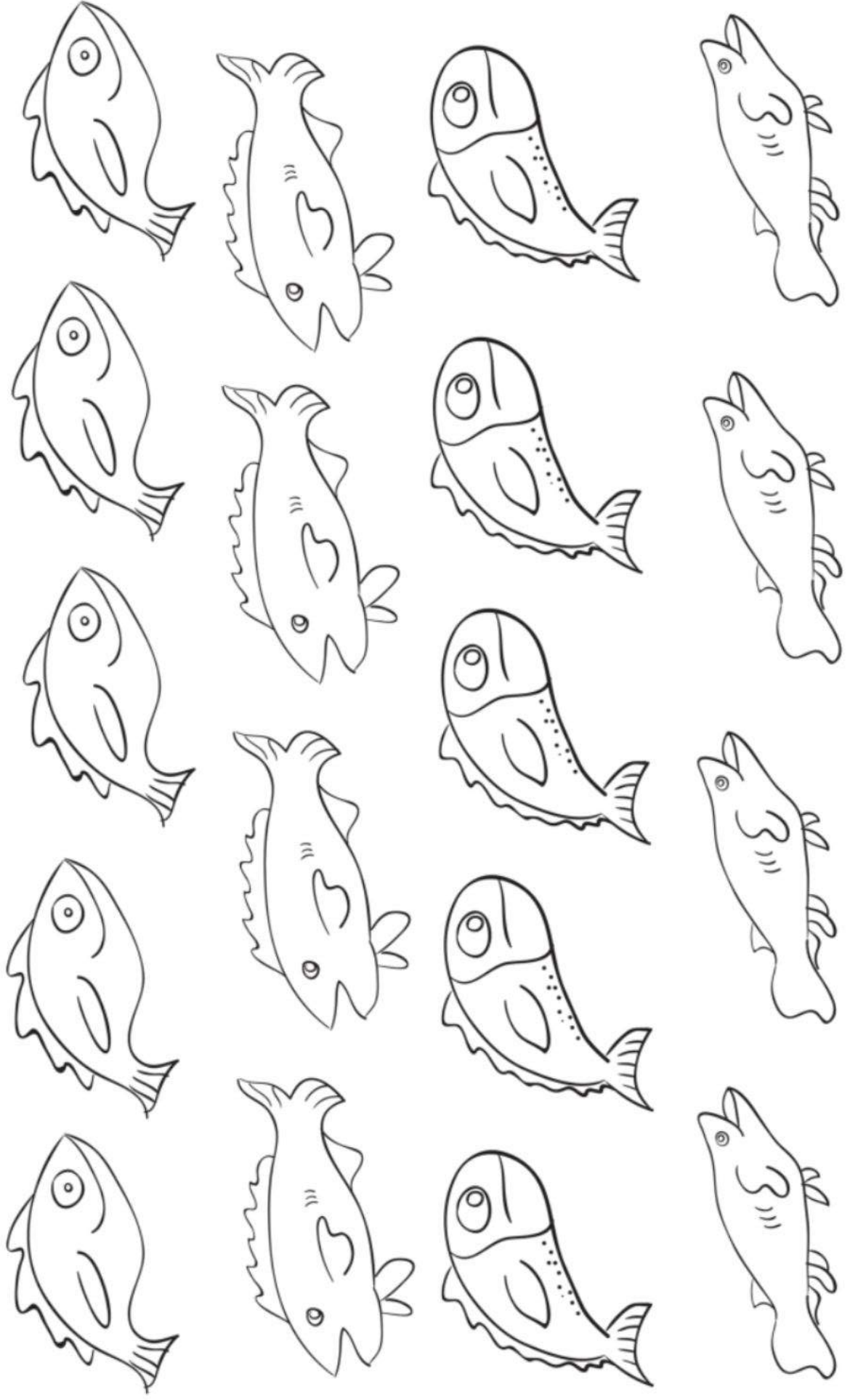
  	  	  	  
  	  	  	  
  	  	  	  



# One Fish, Two Fish Patterns

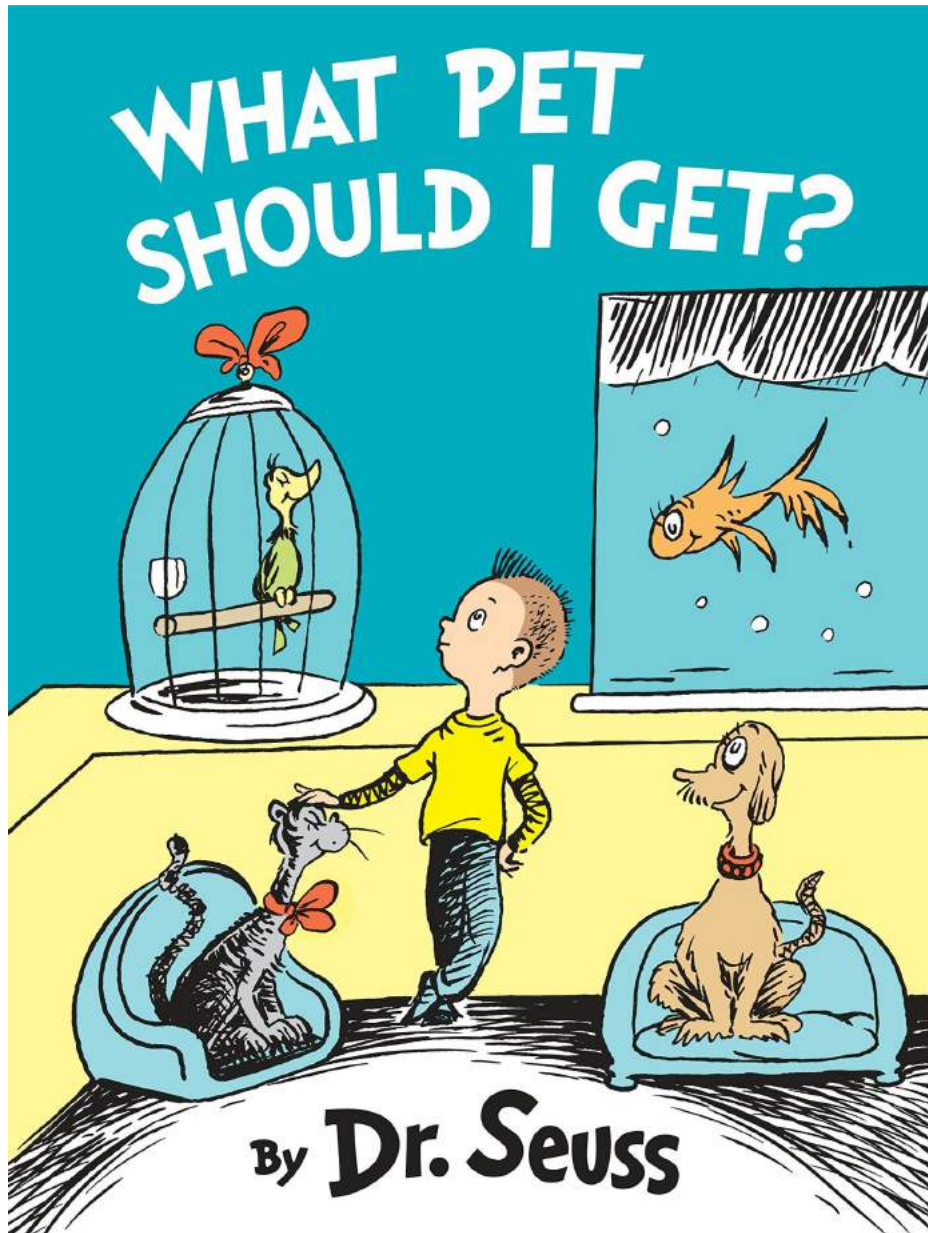
Color or paint the fish in a color pattern.





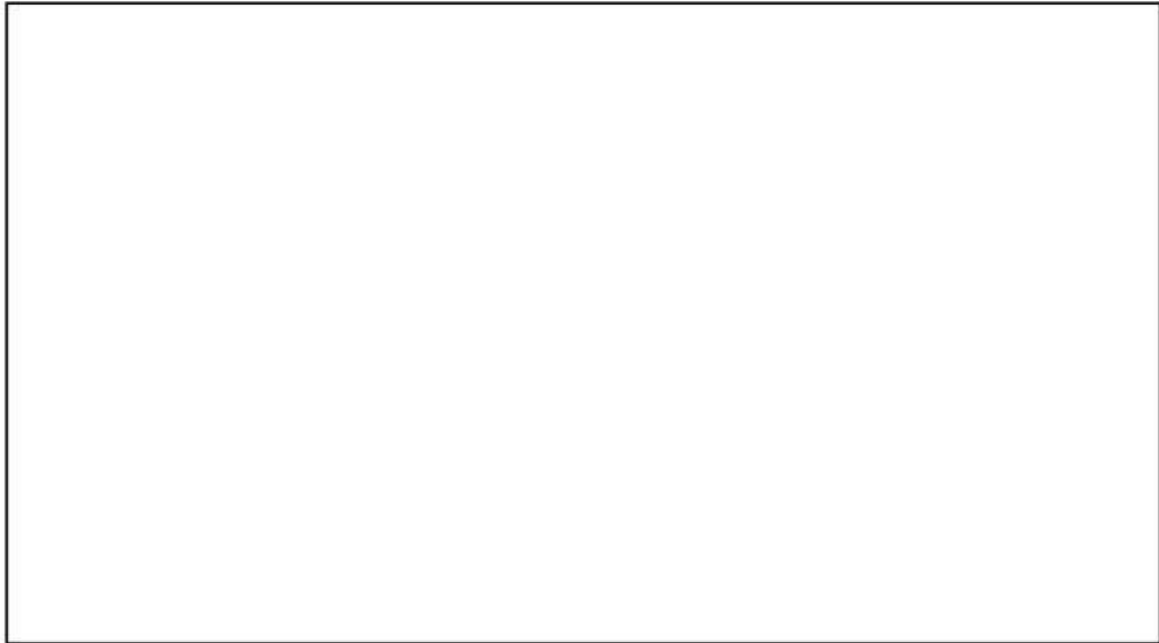
# Friday

## What Pet Should I Get?



Name \_\_\_\_\_

What Pet Should I Get?  
BY DR. SEUSS



**If I could have any pet I**

**would choose a \_\_\_\_\_**

**because \_\_\_\_\_**

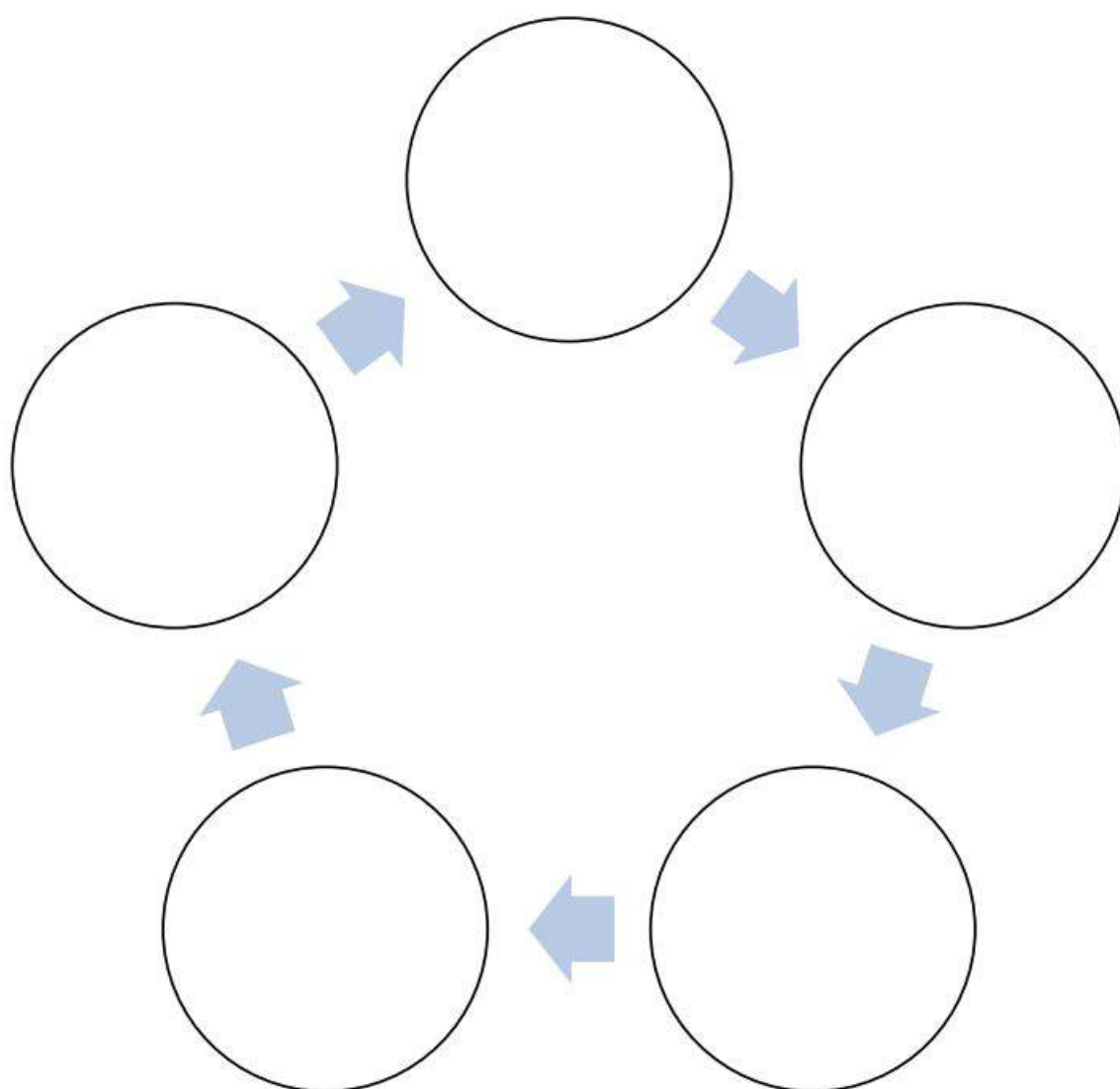
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

# Describe your Pet

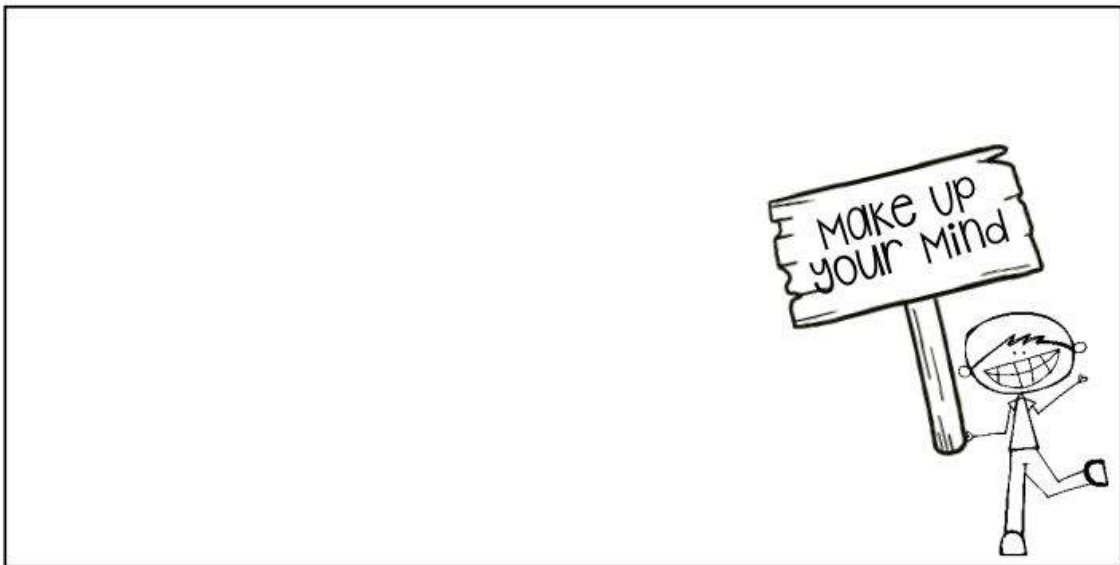


created by Brandy McCormack

Name \_\_\_\_\_

## Opinion Writing

What Pet Should I Get?  
BY DR. SEUSS



I think the pet the children  
chose was a \_\_\_\_\_  
because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

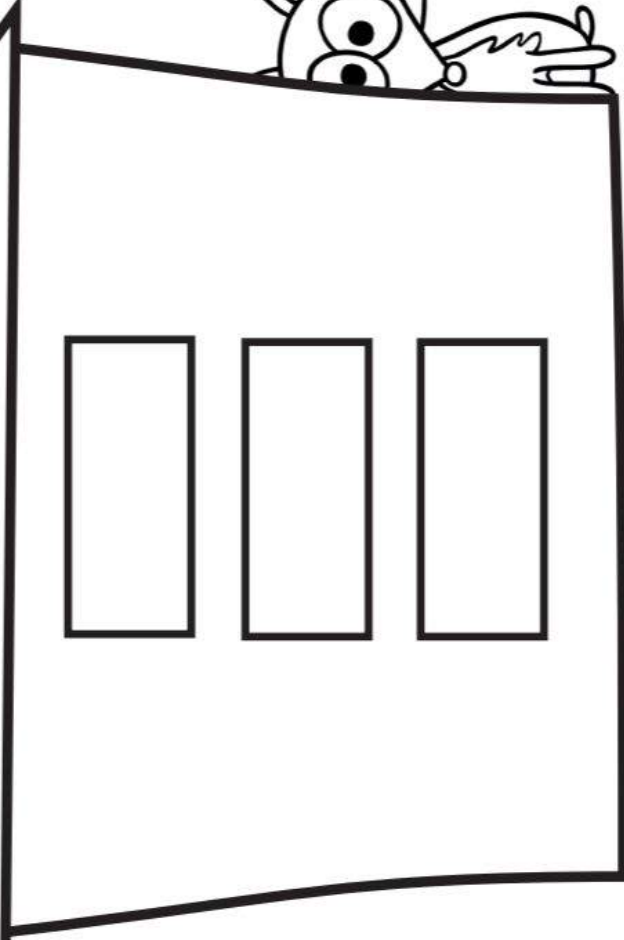
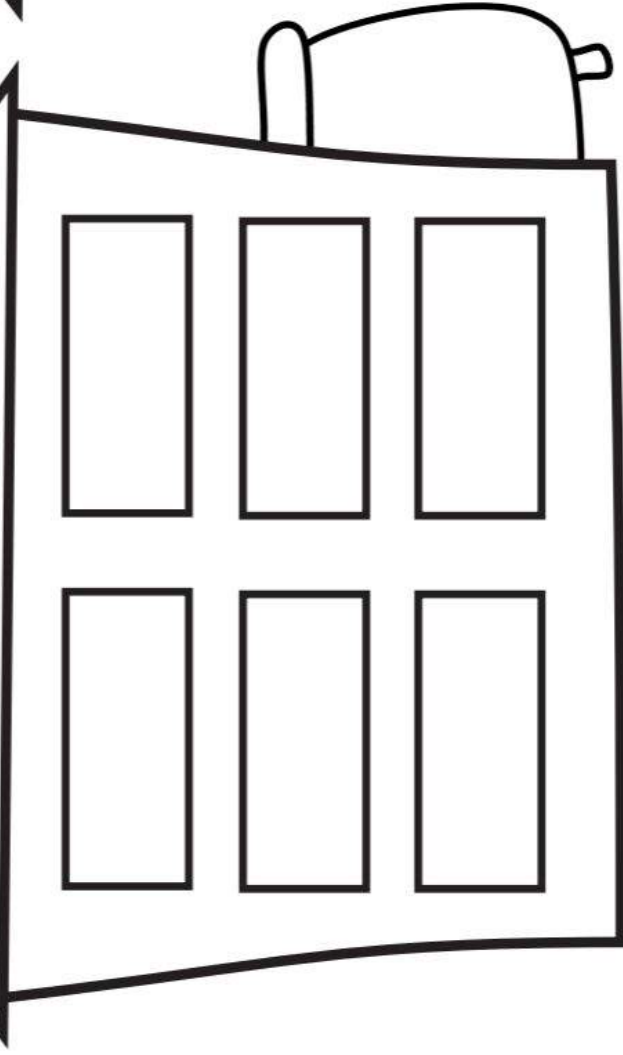
Name \_\_\_\_\_

# Word Family

## sort

ot

ox



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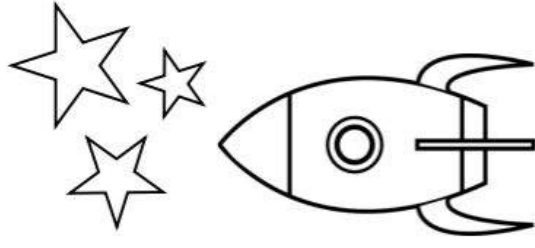
dot	fox	got	lot	pot
box	cot	pox	hot	



e o u a m i e o b t  
 t a b o u t y o m  
 r m n y g u r t g o  
 u a o b m e g h n  
 o e r t s m b e a d u  
 r d b s h o r u i m  
 b e a h e m h t m a  
 e t s y r a o s e o t a  
 r b o e a o s e o t a  
 u e r d m s e o t a

## LIST 3

☐ about  
☐ are  
☐ be  
☐ day  
☐ go  
☐ her  
☐ into  
☐ mum  
☐ our  
☐ some



My name is \_\_\_\_\_

Name \_\_\_\_\_

## ABC Order

Put these pets in ABC order.



1.

6.

2.

7.

3.

8.

4.

9.

5.

10.

cat

hamster

snake

fish

mouse

dog

rabbit

iguana

turtle

bird

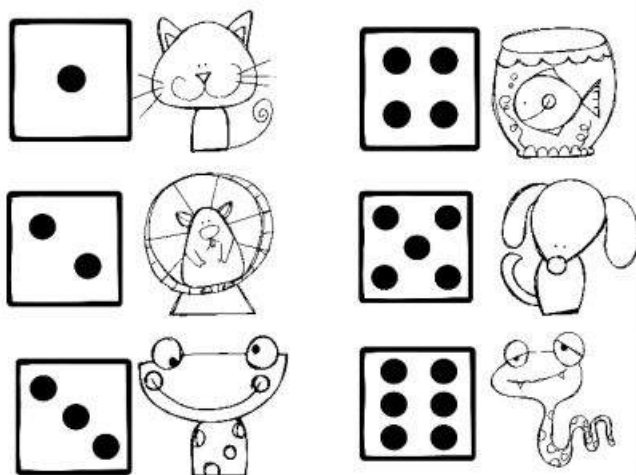
Name \_\_\_\_\_







# Math Connection: Graphing

What Pet Should I Get?

BY DR. SEUSS

Directions: Keep rolling until you roll the same pet 10 times. Color the graph as you roll. Then answer the questions.

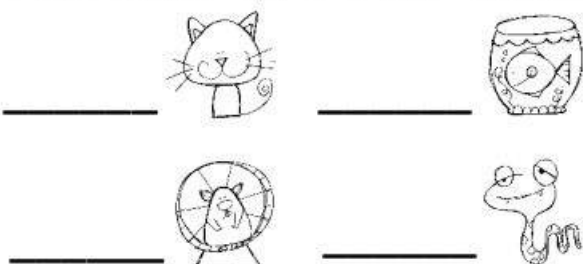


10						
9						
8						
7						
6						
5						
4						
3						
2						
1						
						
	cat	hamster	frog	fish	dog	snake

\_\_\_\_\_ made it to 10

\_\_\_\_\_ had the least rolls

How many: Write the number

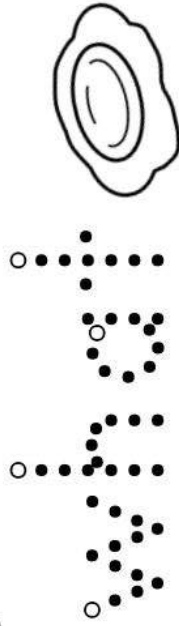


Name: \_\_\_\_\_

# WHAT

What do you like?

What do you like?



What do you like?

What do you like?



What do you like?

What do you like?

What do you like?

What do you like?

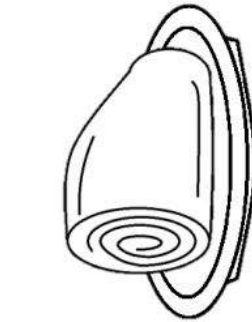
What do you like?



What do you like?



What do you like?



What do you like?

What do you like?





# Pets I Spy and Count to 10

## Pets I Spy and Count Checklist

Count the number of each type of pet and write the numeral in the box.

snake




tortoise




parrots




rabbits




mice




dogs




lizards



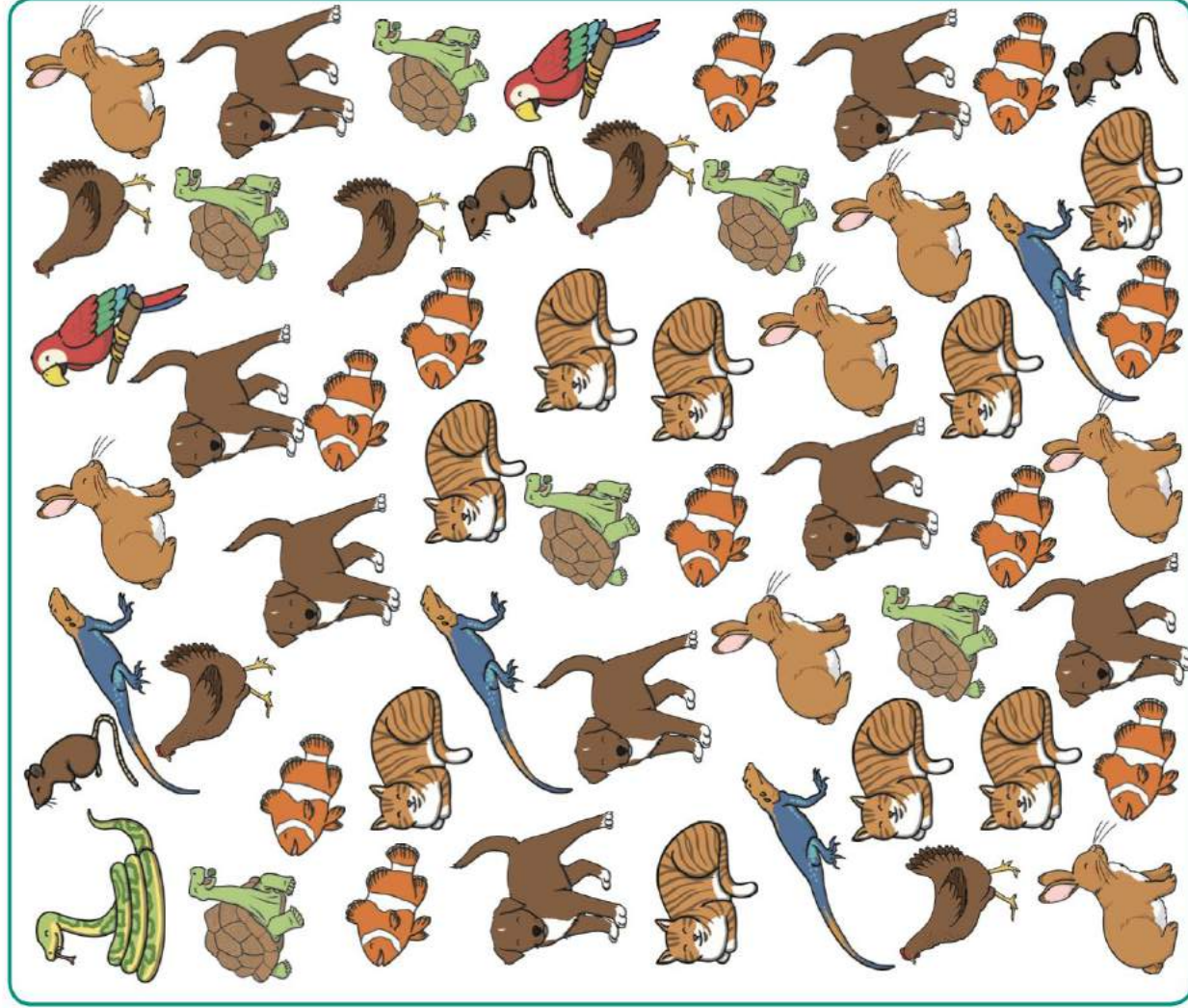

cats




chickens



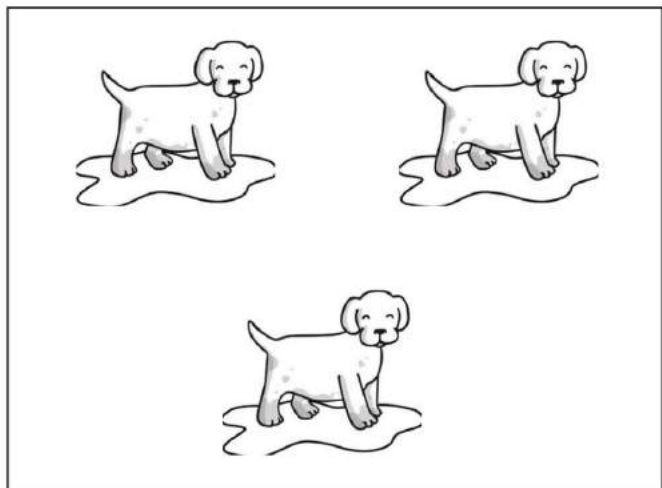

fish

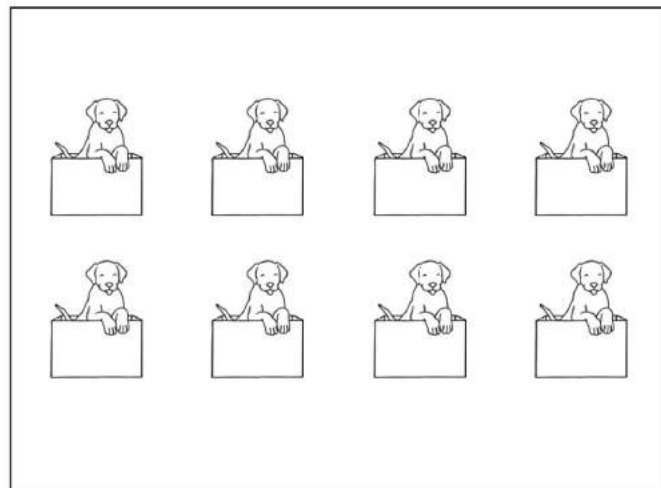


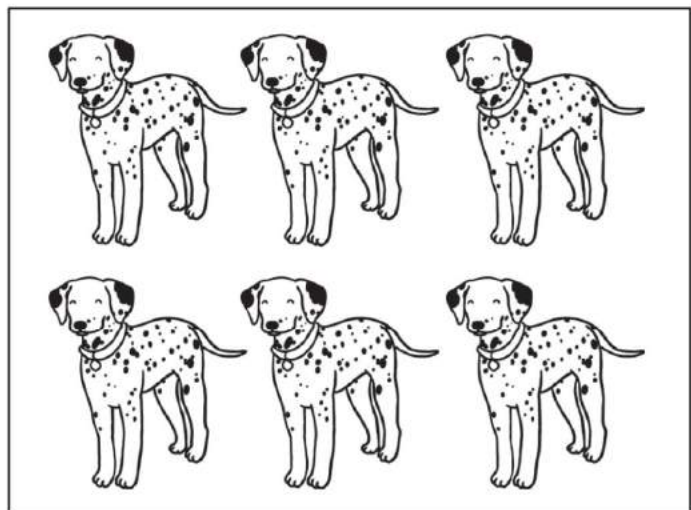


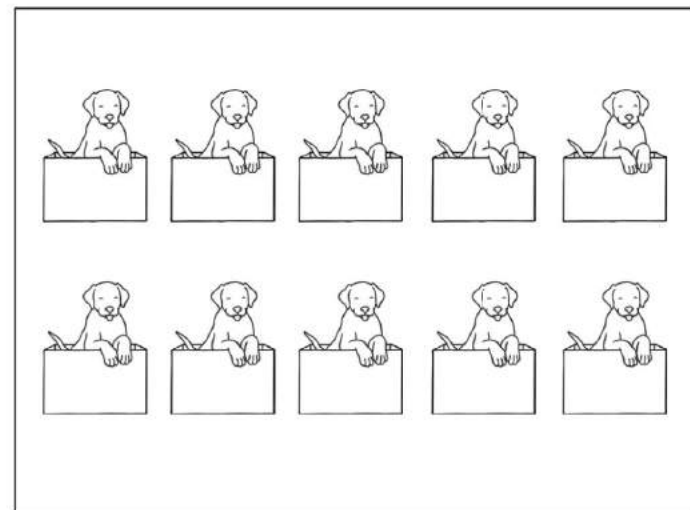
# Puppy Ten Frame Counting

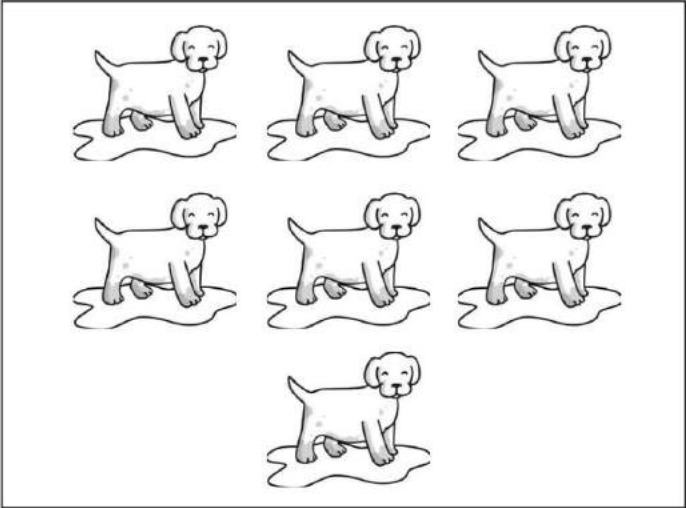
Directions: Count the number of puppies and color the squares in the ten frame.

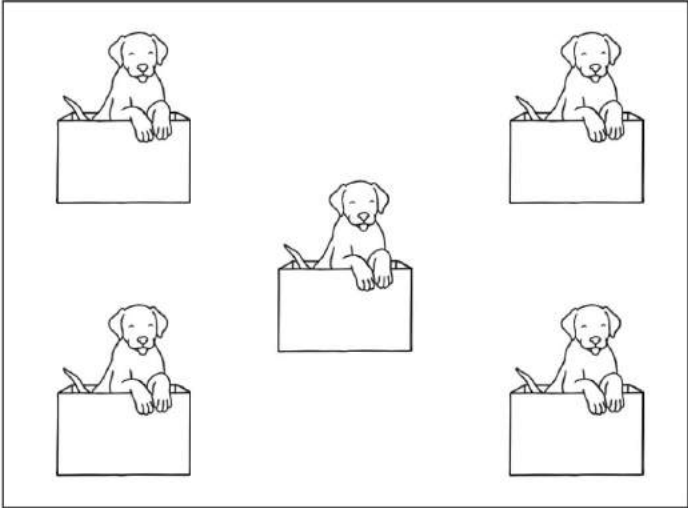


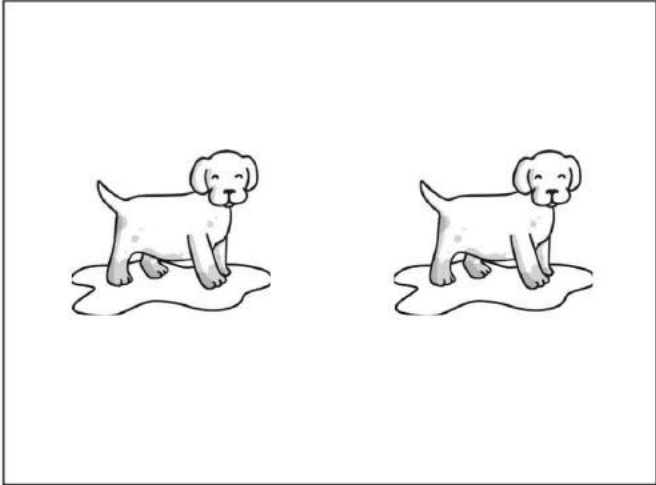



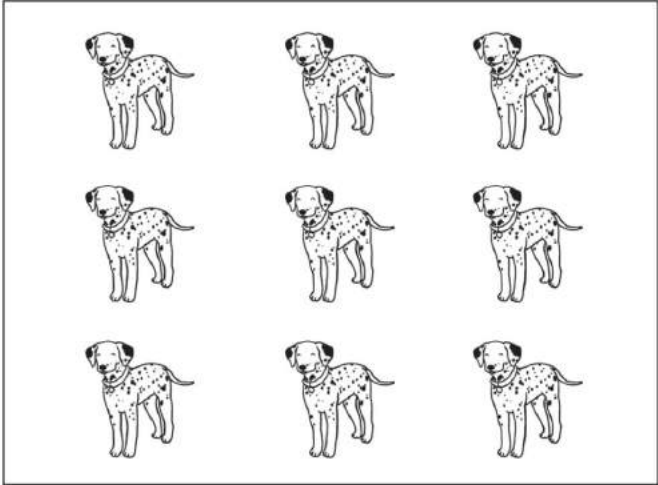




Use a paper plate and make a pet!  
What will you make?

