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**Popularity of Dr. Seuss and the Use of His Books
in Language Classes**

Final thesis

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Prohlášení

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V Brně dne 5. června 2020

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Annotation

Learning English language might be challenging whether it is someone's first or second (third and so on) language. Theodor Geisel, better known as Dr. Seuss, wrote many books for children using a limited vocabulary mostly consisting of monosyllabic words that rhyme. This fact allows the reader to learn this vocabulary in a very playful way. Using Dr. Seuss's books in language classes might be a great way to teach vocabulary to children. Children not only enjoy the rhymes and stories, but there are also "hidden" moral messages in each book that might be discussed in the classroom.

The key aim for this thesis is to raise awareness of Dr. Seuss's books as a very useful source of enjoyment during the teaching and learning process in schools. This thesis contains lesson plans based on Dr. Seuss's books that I carried out in different classrooms.

Keywords: children's literature, Dr. Seuss, Theodor Geisel, children's books, English literature

Content

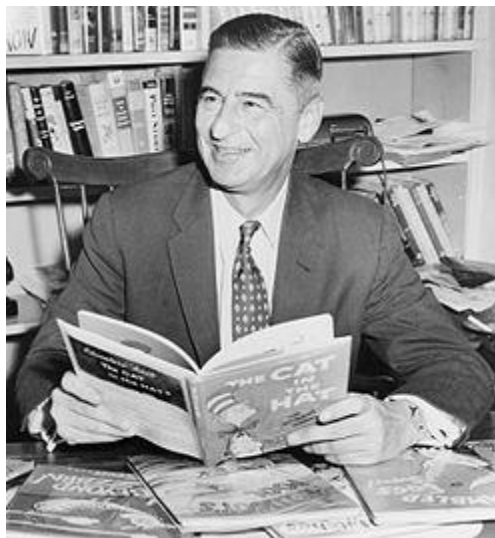
Annotation.....	4
Content.....	5
Who is Dr. Seuss.....	8
Dr. Seuss as an artist	10
Dr. Seuss's thoughts on children's literature	11
The reasons why Dr. Seuss is so popular.....	12
Dr. Seuss's impact on children's literature	14
Dr. Seuss's books in schools.....	16
The moral messages in Dr. Seuss's books	19
The appreciation of Dr. Seuss in England	21
The benefits of using literature in a classroom	22
Application of Dr. Seuss's books in classroom	23
Empirical part – lesson plans.....	26
Methodology	26
Description of the classrooms	27
The eighth grade	27
The sixth grade.....	27

The Cat in the Hat	27
Lesson plan	29
Step 1 – Warming-up crossword.....	29
Step 2 – Reading and answering questions.....	30
Step 3 – Wh-questions	31
Step 4 – Brainstorming vocabulary.....	32
Step 5 – Move around the class	32
Step 6 – Everybody lies	33
Step 7 – Creative part.....	34
Comments on the lesson plan	34
Green eggs and ham.....	36
Lesson plan	38
Step 1 – Warming-up:.....	38
The class of beginners.....	38
Step 2 – Picture time	38
Step 3 – Matching the rhymes	41
Step 4 – Pronouns	42
Step 5 – Talking about food.....	42
The class of lower-intermediate.....	42

Step 2 – Read and answer	42
Step 3 – Prepositions.....	43
Step 4 – Even more prepositions	44
Step 5 – Persuading.....	44
Step 6 – Storytelling.....	46
Comments on the lesson	46
The first group.....	46
The second group.....	47
One fish, Two fish, Red fish, Blue fish.....	49
Lesson plan	50
Step 1 – Warming-up:.....	50
Step 2 – Rhyming words and creative makeup text with hidden text.....	51
Step 3 – Fish idioms.....	52
Comments on the lesson	52
Conclusion	54
List of Pictures	57
Bibliography	59
Appendices.....	63
Appendix 1: List of Dr. Seuss’s books	63

Who is Dr. Seuss

Theodor Seuss Geisel, better known worldwide as Dr. Seuss, was born on March 2, 1904 in Springfield, Massachusetts and died on September 24, 1991 in La Jolla, California (*The Cat in the Hat*, *How the Grinch Stole Christmas!*, and other classics, 2020). He is largely appreciated as a poet, writer and also, a cartoonist. He wrote 46 children's books. One of the characteristic traits of his work is also the wide usage of rhymes (FamousAuthors.org, 2020).



Picture 1. Dr. Seuss. Downloaded from https://upload.wikimedia.org/wikipedia/commons/thumb/5/55/Ted_Geisel_NYWTS_2_crop.jpg/250px-Ted_Geisel_NYWTS_2_crop.jpg.

In 1925, Geisel graduated from Dartmouth College where he first used his pseudonym “Seuss” (About Dr. Seuss, 2020). After Dartmouth College, Geisel went on to study at Oxford. Theodor Geisel, as a young man, was an excellent student at the Oxford University, majoring in classical literature, planning his PhD studies, because he wanted to become a college professor in literature, as was his father's wish (FamousAuthors.org, 2020).

One day, however, he decided to take a trip to Europe, because he realized that he was bored by the whole study plan. He needed to find some new challenges, take a breath. At that time, he discovered his love for imaginative stories and pictures, so his brilliant career could begin (DR. SEUSS-LOGICAL INSANITY, 2010).

He never obtained his doctoral degree, however, his pen-name is 'Dr. Seuss'. He used the "Dr." part as a reference to the unfinished doctoral degree (Dr. Seuss, 2020).

After his return from Europe, Geisel started contributing to magazines, such as *The Judge*, *Liberty*, and *Vanity Fair* as a writer of humorous stories. He became nationally known due to his advertisement for a common insecticide company called *Flit*. Seuss's very first publication as a cartoonist came out on July 16, 1927, in *The Saturday Evening Post* (FamousAuthors.org, 2020).

Dr. Seuss drew more than 400 cartoons for *New York's Daily News* during the World War II, within the years 1941 and 1942. Not only was he a writer, but he also got enrolled in the US Army and was deployed to the Fox studios (When Dr. Seuss Went to War, 2016). He took part in a series of adult army training films which led him to the art of animation (FamousAuthors.org, 2020).



Picture 2. Time to swap the old book for a set of brass knuckles, published by PM Magazine on December 30, 1941, Dr. Seuss Collection, MSS 230. Mandeville Special Collections Library, UC San Diego. Downloaded from <https://library.ucsd.edu/dc/object/bb2321657b/ 3.jpg>.

After the war ended, Geisel moved to California and went on with writing children's books. He wrote many famous books in that time. In 1954, William Ellsworth Spaulding, a textbook editor at Houghton Mifflin, was inspired by a report on illiteracy among school children (in May 1954, *Life Magazine*) that led him to ask Geisel to write a book using only 250 out of preselected 348 words (A Dr Seuss Biography. All About Children's Author Dr Seuss, 2020). The report said that children were unable to learn to read because their books were too boring. In Dr. Seuss wrote *The Cat in the Hat*, a book with flawless verse rhythms, drawing skills and imaginative power. This book was a huge success, both at national and international level (FamousAuthors.org, 2020).

In 1960, Bennett Cerf, the founder of the publishing firm, Random House, proposed a bet to Giesel. The bet consisted of making a book using only 50 words. Giesel accepted. They bet only 50 dollars and Geisler won. The result was a little book called *Green Eggs and Ham* (Pease, 2016, p. 78). By the time of his death, *Green Eggs and Ham* had sold more than 200 million copies translated into 15 different languages (Yang, 2012, p. 180).

On 24 September 1991, Dr. Seuss died in his sleep in San Diego, California (Pease, 2016, p. 152). His honors included two Academy awards, two Emmy awards, a Peabody award and the Pulitzer Prize (Martin, 2016, p. 173).

Dr. Seuss as an artist

Dr. Seuss did not see himself as an artistically gifted person. He said he just knew a little about Modern Art. He told a story about how he put his painting upside down during an art lesson, not realizing what he was doing. Afterwards he said that he was checking the balance. Nevertheless, his teacher did not appreciate it and said, "Theodor, the real artists do not turn their paintings

upside down” (Cott, 1983, p. 18). He then left the class, because he knew he would not learn much from this teacher (Jones, 2019).

What he put emphasis on was the balance between the pictures and the words. He had a great sense of perspective, contrast and colors. The contrast creates tension and puts emphasis on the objects, makes each color more visible (Seuss, Dr. 1904-1991, 2020).



Picture 3. An example of Dr. Seuss's art. Downloaded from <https://images.ctfassets.net/9l3tjzgvn9gr/photo-95021/ef0d75bad2c3dc71e5a7a82ec39f4a9f/95021-cat-in-hat.jpg?fm=jpg&fl=progressive&q=50&w=1200>.

Dr. Seuss's thoughts on children's literature

Donald E. Pease, Professor of English and Comparative Literature at Dartmouth College, wrote in his book *Theodor SEUSS Geisel: A Portrait of the Man Who Became Dr. Seuss* that Geisel characterized the best stories for children as those that encompass all seven of the basic children's needs: love, security, belonging, achievement, knowledge, change, aesthetics. He continues:

“They want *fun*. They want *play*. They want *nonsense*. If you write with these needs in mind, you'll have a chance of having children accept you. To respect the child's autonomy and intelligence, children's books should be understated rather than overly preachy. Children analyze fantasy. They know you're kidding them. There's got to be logic in the way you kid them. Their fun is pretending—making believe they believe it.” (2016, p. 77)

Geisel elaborated on the concept of plausible nonsense in an interview with Mary Lyden:

“Children will grant you any premise, but after that—you’ve got to stay on the same key. You can’t switch from A major to B-flat minor in the middle of the story. What I have tried to do is use implausible facts to create a plausible world—plausible—that is, from a child’s point of view.” (1957, p. 28)

He called the method whereby he manipulated his universe to appear reasonable to an ever skeptical audience “logical insanity” (Pease, 2016, p. 78). For understanding this term, we can compare it with Einstein’s thought, which, in my opinion, expresses the exact same idea: “Imagination is more important than knowledge. For knowledge is limited, whereas imagination embraces the entire world, stimulating progress, giving birth to evolution” (Einstein on Cosmic Religion and Other Opinions and Aphorisms, 2009, p. 97).

Nel (2004, p. 61) describes that Dr. Seuss later pointed out this philosophy in his essay “Writing for Children: A Mission¹”:

“In these days of tension and confusion, writers are beginning to realize that Books for Children have a greater potential for good, or evil, than any other form of literature on earth. They realize that the new generations must grow up to be more intelligent than ours”.

The reasons why Dr. Seuss is so popular

When children are learning to read, they need to be able to associate the sounds to the written form. It is very helpful for them to repeat these sounds often, so they can master the reading skill. Dr. Seuss is the guru of repetitive sounds and engaging stories, even though he only uses a limited vocabulary which actually makes his books an ideal way for young learners (5 Reasons to Love Dr. Seuss, 2009).

¹ Also accessible on Nel’s blog: <http://www.philnel.com/2012/03/01/seussmission/>



Picture 4. Another example of Dr. Seuss's art. Downloaded from https://www.teachermagazine.com.au/files/ce-image/cache/1c03ffc10fd4ef6a/Seuss_Part_1_855_513_60.jpg.

Cartoon characters are very funny and they invite us to explore the story structure, dialogues, onomatopoeia, alliteration and much more. Dr. Seuss's Beginners books not only teach us to read and enjoy reading, but they also teach us to enjoy poetry which is often considered difficult, boring and not accessible. He makes the poetry accessible and enjoyable even for young learners without even noticing it. As Nel (2004) recognizes:

“His success at exploiting the limitations of poetic form demonstrates the fun of taking poetry seriously. The Cat in the Hat not only uses rhythms to maintain the pace of the story but varies its meter to reflect the differences in characters and mood. For the first several pages of the book, the narrator tends to speak in anapests, albeit, sometimes punctuated by iambs” (p. 30).



Picture 5. A poem from the book *The Cat in the Hat*. Downloaded from <https://i.pinimg.com/originals/af/90/76/af9076e8c95396b4f8b51a043e5571c0.png>.

Dr. Seuss's impact on children's literature

Dr. Seuss was, without any doubt, one of the most important person in raising awareness to the value of children's literature in general public. By portraying reading as a fun, positive, engaging, and enjoyable activity, he helped to boost children's desire to read. I think that the word “enjoy” captures his very true approach towards the writing. As his wife² said: “Ted doesn't sit down and write for children, he writes to amuse himself. Luckily what amuses him, amuses them.” Giesel agreed and added: “Ninety percent of failures in children books come from writing for preconceptions of what kids like.” (Bunzel, 1959, pp. 107-108).

² Helen Marion Palmer Geisel was Theodor's editor, chief critic and business manager apart from being his wife



Picture 6. Theodor Geisel while working. Downloaded from <https://www.lajolla.com/wp-content/uploads/2018/02/seuss-590.jpg>.

The point is that it is necessary to love what we do to perform well. It matters for everything, in my case for example, teaching without enjoying it, is good for nothing. I believe that children can sense when the author wants to force morals on them the same way they sense when their teacher doesn't like his or her job. Dr. Seuss is also known for having created his own words, and the fact that he was very fond of nonsense (Wright & Kupietzky, 2014). Celia Catlett Anderson & Marilyn Fain Apseloff talk about nonsense in their book *Nonsense Literature for Children*:

“Its benefit is that it can help children gain linguistic control by allowing them to play with sound and meaning. Nonsense jokes, rhymes, and riddles provide a release from the stress of trying to make sense of complex, often puzzling, language and surroundings, and also provide practice in the oral acquisition of language. Rhymes and phonetically simple nonsense words serve the child over many years” (1989, p. 7).

This statement is very true for the young beginners of language acquisition. Dr. Seuss's books are perfect to be read aloud. There is an example from the book *One Fish, Two Fish, Red Fish, Blue Fish*. Nothing is funnier than repeating with children:

“Black fish, blue fish, old fish, new fish.

This one has a little star.

This one has a little car.

Say! what a lot of fish there are.”

I have experienced it with my own children. During our stay in the United States, my children enjoyed reading Dr. Seuss, they were eager to read his books and through reading Dr. Seuss's books learned a lot at the beginning of the stay. My youngest child's teacher (Jennifer Russell, Glendover elementary, Lexington, KY) used Geisel's books frequently during her lessons and when I asked her to tell me more about Dr. Seuss' popularity, she answered:

"Dr. Seuss is a very important author in the US. We celebrate the author during Read Across America during the month of March³. He is best known for his rhymes and silly characters. He has a wide variety of books. This allows students to read as beginning readers or many of his books are advanced. The Lorax allows us to study the environment. We can study character education with a book like Horton Hears A Who. During Read Across America, we celebrate a different book and complete activities across the curriculum. Our cafeteria will make Green Eggs and Ham for the students to eat. We wear green on that day. We have Crazy Sock Day for Fox in Socks. We make Cat in the Hat hats to wear. We complete writing activities about whether we would want The Cat in the Hat to visit our house. At my previous school, the middle school students would visit our elementary school, and we would have a partner reading time to read Dr. Seuss books."

Dr. Seuss's books in schools

Generations and generations of readers have been raised with his stories, every American child knows him and will continue to read these books to their children.

As mentioned above, Dr. Seuss's books are also used to introduce various topics in class and help teachers engage children in a discussion. Dr. Seuss believed that children could understand and

³ The 2nd of March is the day celebrated as Read Across America Day. This day volunteers read works – often by Seuss – to schoolchildren and celebrities encourage children to take up a book. The first Read Across America day was held in 1998 and was created by the National Education Association.

deal with even serious topics, if communicated in a simple and frank way. Let me mention some of them, going from the easiest ones to the most serious ones.

Young pupils can learn about positive personal settings and behaviour such as being themselves which is a theme you can find throughout his books, but nowhere is it more obvious than in *Happy Birthday to You!*

“Today you are You, that is truer than true.

There is no one alive who is Youer than You.”

We can find this message in many of his characters and books. He really tried to show young people that they are original and that it is okay to be – it is who we are, and the world needs us exactly as we are.

In *One Fish, Two Fish, Red Fish, Blue Fish* Dr. Seuss shows how it is important to look on the bright side of life:

“From there to here,

From here to there,

Funny things are everywhere.

Today is gone.

Today was fun.

Tomorrow is another one.”

It is about enjoying the present moment and really learn to see the positive aspects of life. It is really easy to get caught up in the negative feelings, and think tomorrow will be darker than today. Dr. Seuss really tries to teach us to think differently about today, tomorrow and every other day.

A similar theme appears in *Did I Ever Tell You How Lucky You Are?* It is especially difficult to get children to understand that not everything revolves around them. It is a lesson about gratitude, about being thankful for everything they have.

“You ought to be shouting how lucky am I.

Some people are much more,

Oh, ever so much more,

Oh, muchly much-much more unlucky than you!”

It expresses how important it is to look outside of ourselves and see that a lot of people are struggling with something, understand what we have and be thankful for it.

Another theme is trying new things which isn’t always easy, but it is important that we don’t reject them before trying them. We can explore this theme in *Green Eggs and Ham*. Dr. Seuss pushes us to not have fear of trying new things.

“Say! I like green eggs and ham!

I do!! I like them, Sam-I-am!”

In *The Lorax* we can see the abuse of the environment, Dr. Seuss teaches us that we can make a difference if we show that we care. He wants to demonstrate that if people – people like you – don’t care, nothing will ever change. Once the trees are cut down, we can’t go back. In *The Lorax*, the Once-ler must live with the consequences of his actions. He is not the only one hit, however; many animals are displaced, and even the humans in the nearby town suffer from a degraded environment. This is the great moral lesson of *The Lorax*: our actions have consequences, and our choices matter.

The moral messages in Dr. Seuss's books

The book *The Cat in the Hat* narrates about safety and stranger awareness. Pupils can learn how not to become a victim to the attractive promise of fun doing forbidden acts that adults are likely to discover sooner or later. Second and most important lesson is that even the worst sorts of mess can be cleaned up. They can discuss and try to answer the Dr. Seuss's question at the end of the book: "What would you do if your mother asked you?".

Another very common theme is creativity. He wanted children to use their imagination and know that they are capable of almost anything they can dream of.

*"Think left and think right
and think low and think high.
Oh, the things you can think up
if only you try!"*

The example above is from the book *Oh, the Things You Can Think* and it really gets to the heart of the matter, even though you can find this mentality in almost any book that Dr. Seuss wrote.

As far as more serious themes are concerned, we can mention the book *Horton Hears a Who!* that deals with racism and prejudice themes that were very difficult to speak about in the 50s. The book is famous for the quote:

*"Don't give up!
I believe in you all.
A person's a person,
no matter how small!"*

Probably one of the most powerful lessons we could find in his book is that everyone is equal. No person is better than the other. This meant that his work at the time was more important and more difficult than ever.

Throughout the book, Horton stands out among the rest of the jungle animals, because he is very different from them and fights against the rules. Dr. Seuss pointed out the struggles he had against fascism, where it was crucial to conform with the rules and go with the flow.

Yertle the Turtle was published in 1958. We can find many links between the story in the book and the rise and fall of Hitler. The book's moral message is that all living creatures should be free, no matter how they look.

The main theme of *The Sneetches*, written in 1953, is antisemitism and resistance to racial and religious bigotry. The story is about human-like birds who, in their society, consider other birds with stars on their bellies as superior to those without a star; a lot like segregation. In the story, the Sneetches with stars would bother those Sneetches without stars and wouldn't allow them to take part in their events. However, when the Sneetches without stars had stars placed on them to fit in with everybody else, the original group of starred Sneetches removed their stars so that they could still act superior. Eventually, after the Sneetches continuously put on and removed their stars, they couldn't figure out who was who, and so they found out that they couldn't tell each other apart. In the end, they realized that they were all equal and had always been that way. At this moment, Seuss was referring to the end of the era of segregation, and how everyone is worth the same and nobody is more important than someone else.

All in all, many of his books end up by asking a question or invite to contemplate the book's message. The way he does it is appreciated for something which is very difficult to achieve: being a moralist, but very natural, not a lot of authors of children literature can do. His morals are not

awkward nor showy, but intelligent, simple and told in a funny way. He always brings a positive and enthusiastic view of life.

Dr. Seuss was even mentioned during one speech by the president George W. Bush. Bush (2002) was concerned by the education of every child in America:

“As we tried harder to serve our children better, we ought to keep in mind the wise word of Theodore Geisel—he, better—known as Dr. Seuss, the guy who wrote “Hop on Pop” that children want the same things we want, to laugh, to be challenged, to be entertained, and delighted. We want our children, even the youngest children in America to be challenged, to be entertained, and delighted by learning. This is a responsibility of every parent, and it is a great calling for our great country.”

The appreciation of Dr. Seuss in England

At the beginning, in 1963 when Dr. Seuss’s books became very popular in the United States, the situation was not the same in the United Kingdom. When the first books were published there, critics did not like them. A few years later, Myra Barrs, a British admirer of his books, speculated on why Dr. Seuss took so long to gain the United Kingdom. Barrs mentioned that Dr. Seuss’s books “are brash and noisy, nothing could be more unlike beautifully tasteful, colour-washed picture books that are universally admired. The characters too, are, indefinably vulgar, and the style, for some people, overpoweringly American” (Nel, 2004, p. 10).

Nel writes in his book *Dr. Seuss: American Icon* that Myra Barrs took the point. He continues:

“Seuss’s characters do not speak English. They speak American and they speak it with great gusto, often announcing their enthusiasm with a generous helping of exclamation marks. Titles like *Scrambled Eggs super! I can lick 30 Tigers today!* And *Oh, the Thinks you can think!* Are brash, American, and slangy. And that’s why we like them.” (2004, p. 10).

He adds: “Seuss’s willingness to experiment with words—even if that means breaking the rules—is one reason that his books are so fun to read” (p. 11).

Gradually, Dr. Seuss gained also The United Kingdom. And what's more, on 2 March 2015, *The Telegraph* announced that "Dr. Seuss is more widely read than JK Rowlings among children" (Dr Seuss is more widely read than JK Rowling among children, 2015).

The benefits of using literature in a classroom

I have mentioned some of the main reasons why Dr. Seuss is considered one of the most beloved children's author, not only in the United States. Let me consider now what are the benefits of using literature in a language classroom.

Atmaca & Gudnay talk about one of the benefits of using literature in the language classroom:

"Literary texts are authentic works that can be used at every level in the classroom. For example, fairy tales and stories can be used in a foreign language class as a very effective course material for children. Likewise, the classical novels and poems known all over the world can be used also by teacher in the class as teaching material that will make the lesson more fun and enjoyable for adults" (2016, p. 127).

The text must not be boring and that is exactly a trait that Dr. Seuss's texts do have. The active approach in learning language through literature is essential. Acquiring language skills cannot occur if students are only passive recipients of the teacher's input. Literary texts enrich the language learning and excite language acquisition by using "meaningful and memorable contexts for processing and interpreting new language" (Lazar, 1993, p. 17).

Learning from literature texts allows students to ask questions, predict, form hypotheses, use personal experience and background knowledge for explaining and use imagination. Using literature texts involves students emotionally, raises their imagination and creativity and also demand personal response and reaction. All in all it makes learning of the language more enjoyable (Chin & Osborne, 2006).

One of the contributions of communicative language teaching is the insistence on authentic materials as a valuable source for learning the language because they show the reality of the language. “If the ultimate goal in language teaching is to enable students to deal with the authentic language of the real world, they should learn how to cope with it in the classroom (Hedge, 2000, p. 67).

Language is the source of communication and literature is believed to be cultural transmission from generation to generation. Literature is the heritage of any culture that can be explored using a language. As in Tanya Anderson’s book *Dr. Seuss (Theodor Geisel)*:

“Humanity is powered by stories. From our earliest days as thinking beings, we employed every available tool to tell each other stories. We danced, drew pictures on the walls of our caves, spoke, and sang. All of this extraordinary effort was designed to entertain, recount the news of the day, explain natural occurrences—and then gradually to build religious and cultural traditions and establish the common bonds and continuity that eventually formed civilizations. Stories are the most powerful force in the universe; they are the primary element that has distinguished our evolutionary path.” (2011, p. 7).

Reading and studying a story, a play or a poem in the target language serves as an introduction for the learners to the culture through which that language passed. Kyle Zimmer wrote:

“Great stories are magic. They can introduce us to new cultures, or remind us of the nobility and failures of our own, inspire us to greatness or scare us to death; but above all, stories provide a human insight on a level that is unavailable through any other source. In fact, stories connect each of us to the rest of humanity not just in our own time, but also throughout history.” (Dr. Seuss (Theodor Geisel), 2011, p. 7)

Application of Dr. Seuss’s books in classroom

In my opinion, low proficient students of English do not appreciate literary texts in their studies because they find going through those texts very difficult. Dr. Seuss is the greatest option for these

learners. His books are authentic, not shortened and at the same time easy to understand and especially both, very funny and meaningful.

In addition, the same results of teaching a language, such as acquiring correct grammar, could be obtained through such literary texts. As students follow the logic of a story and read what is between the lines they learn subconsciously the rules of grammar and obviously a lot of new vocabulary (Al-Mahrooqi, 2012).

Why is it better to learn words in full sentences instead of memorizing a vocabulary list of isolated words? When we are not able to memorize words, we think that it is our fault, that we are unable to remember them because of bad memory (Sedita, 2005).

I remember me learning separated words in language classes and I thought that the system had changed. Unfortunately, my children learn in the same way, separated words. In conversation, words are never used separately. In my opinion, learning words in short sentences or adequate stories is always better. Furthermore, if the words repeat in the sentences, students can easily memorize them.

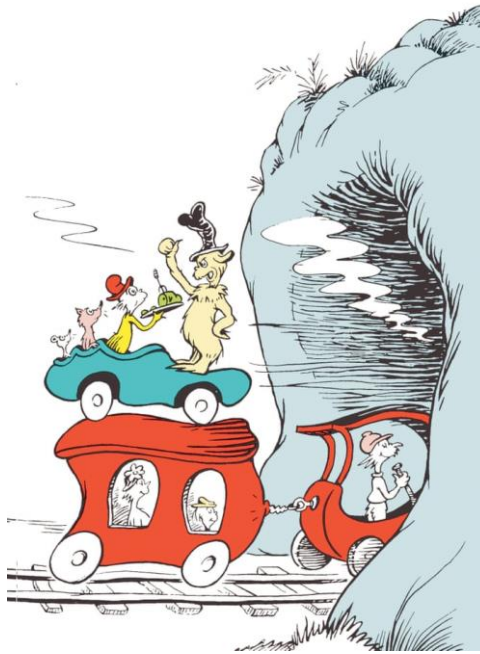
In the following lessons plans, I worked with stories, sentences kept repeating the same structure, for example, I think students will never forget the famous:

“Could you, would in the train?

Could you, would you in the dark?

Could you, would you in the boat ⁴”

⁴ From *Green Eggs and Ham* by Theodor Geisel



Picture 7. Could you, would you. Downloaded from https://i.guim.co.uk/img/media/9b294c56fdacedc705fe22f08bbd5caa12879a27/0_0_2998_4077/master/2998..jpg?width=700&quality=85&auto=format&fit=max&s=30b9d56107f99497c5ed83da3d60b7a6.

In the book *The Cat in the Hat*, the word “hold” shows up several times which helps to memorize it:

*“I will hold you up high,
I can hold up two books,
I can hold up the fish,
I can hold up the cup,
I can hold up these books,
I can hold the toy ship,
I can hold a red fun.”*

I assume that teachers who use literature in their lessons believe that children learn best through active participation. This idea is valid for all kinds of learning, here we will focus on the literature.

Empirical part – lesson plans

Methodology

The lesson plans are designed to develop all four main skills – reading, listening, speaking and writing. The beauty of the books I based the plans on lies in the brilliant use of language, limited vocabulary, spectacular stories with hidden moral messages and beautiful, original illustrations Geisel himself draw.

Geisel is widely known in the United States of America; therefore, a part of this thesis is also finding out how the reaction to his books would be in the Czech Republic.

I wanted the lessons to be enjoyable for all the students without it being a huge change of the teaching style, so I kept some of the ways to teach, like crosswords, filling gaps in and others.

Nevertheless, I created most of the tasks using a very different approach to what the children are used to in Czech schools. In my opinion, it is not very common to let children move around the class looking for hidden clues written on papers, make different groups to let them talk, focus on really letting everybody.

For practical reasons, I kept all the materials in the thesis body. This allows the reader to get a great overview of what the lesson looked like without the necessity of going back and forth to the appendices.

During the lessons, I tried to avoid correcting the grammar while the students were speaking. I find it very demotivating for them to hear where they made a mistake rather than embracing them to express what they want to say despite the mistakes. I wanted them to gain the self-confidence to talk in front of their classmates.

I took notes during every lesson on a piece of paper, mostly while there was discussion going on in the class. After each lesson I evaluated every task and wrote them into my notebook using the notes from the lessons. I tried to recall what the students' reactions were to each task and how was the students' behaviour.

Description of the classrooms

All the lessons were carried out in the school called Gymnázium Hodonín within the first semester in the school year of 2019/2020. Both classrooms are rather small, the usual number of pupils in a class in Czech schools is around 25, sometimes even over thirty.

The eighth grade

The eighth grade consists of seven boys and ten girls, 17 students in total. Their approximate level of English is A2. Generally, the students are very lively and energetic.

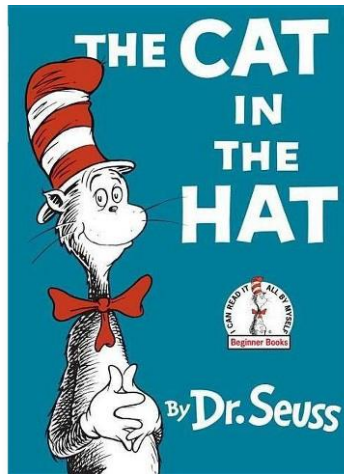
The sixth grade

There are 15 kids in the sixth grade, five boys, ten girls. Usually, this class is very quiet and bashful. Their level of English is approximately A1/A2.

The Cat in the Hat

How did Dr. Seuss create his famous book *The Cat in the Hat*?

As mentioned before, William Spaulding wanted to publish a book that the children would enjoy reading by themselves. Seuss brilliantly came up with an idea of having imaginative drawings that would help children with understanding the words (Menand, 2002).



Picture 8. *The Cat in the Hat's* book cover. Downloaded from https://target.scene7.com/is/image/Target/GUEST_0a53bc0b-ac19-4cf3-bbf5-24a8f46e755a?wid=488&hei=488&fmt=jpeg.

The book was meant to serve for six- and seven- year-old readers. This book was a major success which led Dr. Seuss to be elected president of Beginner Books, a newly formed division of Random House (Morgan & Morgan, 1995).

All in all, did the book *The Cat in the Hat* boost children's English literacy? The answer is firmly positive in America. Dr. Seuss said "It's the book I'm proudest of because it had something to do with the death of the Dick and Jane primers (Nel, 2004, p. 3)". The *Dick and Jane series* were used to teach children to read from the 1930s to the 1970s in the United States (Koch, 2020).

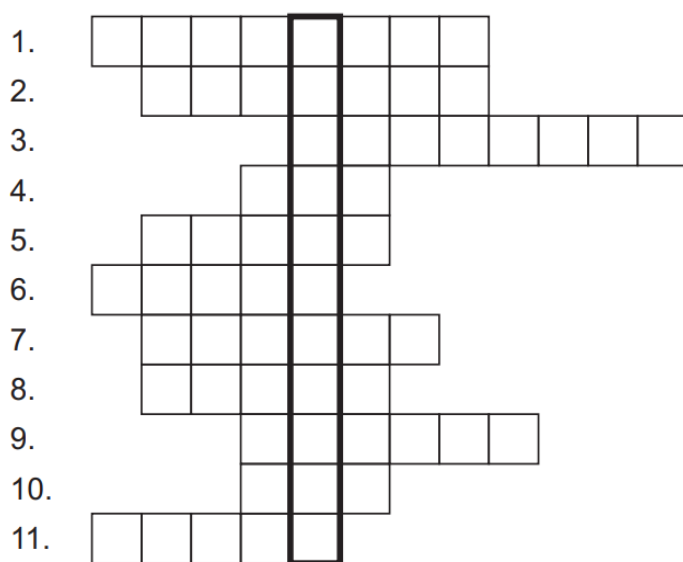
The story of this book is about two kids, Sally and Sam, whose mother was out. It was raining so they felt bored at home. With a big surprise, a gentle stranger, the Cat, came into and started to do tricky things using imagination, it was funny until things went out of hand and the Cat had to go away before their mother returned.

Lesson plan

Target group: eighth grade, elementary school

Time: 3x45 minutes

Step 1 – Warming-up crossword



1. We wear it when it's raining
2. We put it on over the head, it is warmer than a T-shirt
3. It covers the body from waist to ankles
4. Men wear it around the neck
5. Trousers made of thick blue cotton fabric
6. Women wear it
7. It covers women's legs
8. A covering for feet
9. Short trousers that reach only to the knees
10. Kind of a hat, baseball players wear it
11. It has a collar, sleeves and buttons down the front

Step 2 – Reading and answering questions

We are going to read aloud the text. I am going to ask questions:

Have you ever been alone at home? When and why?

How did you feel?

If a stranger rings your doorbell, what do you do?

What activities are not allowed while alone at home?

Was it difficult to confess something you did to your parents?

Are you messy or do you hate it when your home is messy?

Who does usually do the cleaning in your home?

Do you have some rules at home that you have to follow?

Discuss with your partner and find out if you have the same rules or if they differ from each other.

Write some of them on the board.

The students are going to work in small groups. I am going to give each group seven sentence stripes and they will write simple sentences to sequence the story. For example: Children are alone at home. They have nothing to do. The Cat comes to their house. The Fish tells them not to let him enter. The Cat makes mess.

In this way they have to describe what happened in the story, talk about it, debate, write simple sentences. They are going to stick the stripes around the classroom, so there will be seven posts with similar sentences, they will go around and see the differences that other groups wrote. After that, they will unstuck the last two sentences and make up different ending of the story. It may be longer than two sentences, it will be written with another colour, and they will stick them to the end of the story. Again, they will go around to see different endings of the other groups.

Step 3 – Wh-questions

We are going to practice wh-questions. Students will have to find an appropriate beginning of the sentences.

The Cat:are your names?

Answer: Peter and Sally

The Cat:is the weather like?

Answer: It is raining.

The Cat:are you doing?

Answer: Nothing, we are bored.

The Cat:is your mother?

Answer: She is out.

The Cat:is she coming back:

Answer: We don't know.

The Cat:is the fish?

Answer. It is in the fishbowl.

The Cat:am I holding in my hands?

Answer: Too many things.

The Cat:is it on my head?

Answer: A cake and a cup.

The Cat:are you worried?

Answer: Because there is too much mess.

Step 4 – Brainstorming vocabulary

Write down 10 things to do on a rainy day:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Step 5 – Move around the class

Students will be divided in groups of five at maximum. All around the class, there will be hidden sentence stripes, students will have to find them and put them in order.

The Cat in the hat wants to have fun, but the fish tells him to go away.

The mother is coming down the street.

The Cat in the hat comes to the house.

It is raining, the kids have nothing to do.

The Cat in the hat cleans the house and leaves.

The mother comes to the house and ask the kids to tell her about their day.

The Cat in the hat does not listen to the fish and starts to mess up the house

The kids do not know what to say to their mother.

The Cat in the hat holds several things to have fun.

The kids fly kites.

They play with Things One and Things Two.

Step 6 – Everybody lies

Discussion on lying

Do you know what WHITE LIE means?

Students will discuss it and come up with some example:

I would say a white lie is when_____

Students will be working in pairs. Both will have a set of questions and will rotate in asking. They will not see the questions of the partner.

Student's A questions:

Why do people lie?

Is it good to lie in some particular situations?

In what situations is it ok to lie?

Did you use to lie when you were younger?

Have you ever lied to your parents?

Have you ever told a lie to your best friend?

Have you told any lies today?

Who lies more, men or women?

Student's B questions:

Do you think white lies are ok?

What would you do if someone told lies about you?

Do you feel guilty if you lie?

Do you turn red while lying?

Do you find out when someone is lying? How?

If you tell only a part of the truth, is it lying?

Would you tell your mother what happened if you were Sally or Sam?

Step 7 – Creative part

Students will form different small groups and will be the authors of their own part of this story.

They can make up some other part of the story or choose from these hints:

The Cat in the Hat comes back when the mother is home and tries to make her laugh.

Retell the story from the fish's point of view.

Explain what are Things and where do they come from?

Retell the story from the Cat in the Hat's point of view.

Make up another creature coming to the house and tell us what it is doing.

Comments on the lesson plan

Choosing a different approach caught all the students' attention. As expected, students were curious because they had never heard about Dr. Seuss. I was keen on telling them something about him and observe their reactions when seeing his illustrated characters. They enjoyed and laughed during reading.

Keeping some tasks similar to what they were used to made them feel secure about their abilities to perform. Then I started with a task that everybody knew how to do, the crossword, just to make them feel comfortable from the beginning. They revised some already known vocabulary.

It is a general issue for children to speak in front of their peers in Czech schools because they are not used to do so. It was great to see that also the shy kids spoke even though they still were not very comfortable with it. I hope I will make them gradually feel more comfortable to take the risk to express themselves despite the mistakes.

Moving around the class was the one exercise they probably enjoyed the most. It is unusual for teachers to let the kids move. I will employ more of such activities in the future.

Some issues occurred when I underestimated or overestimated their abilities. The wh-questions were too easy and probably boring for them. On the other hand, the discussion on lies was way too advanced for them. Next time I will omit the wh-questions and I will make the talking about lying easier and, also not that personal. I noticed that some children wanted to add something but were maybe scared or shy to do so. I found it a bit demotivating for them to have to talk about lying on such level, so I went on to the next task quickly.

The very last step turned out exactly as I wanted it – very creative – and the students took pleasure in making up stories which were funny and we all enjoyed the last task. This assignment made the students use their imagination and speak without fear of making a mistake. It allowed them to spread their vocabulary and improve their speaking skills.

Green eggs and ham

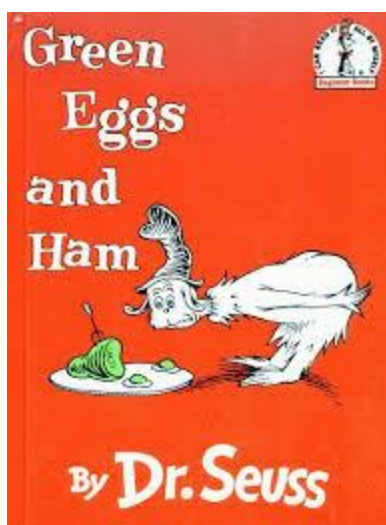
This book is written using only 50 words:

a, am, and, anywhere, are, be, boat, box, car, could, dark, do, eat, eggs, fox, goat, good, green, ham, here, house, I, if, in, let, like, may, me, mouse, not, on, or, rain, Sam, say, see, so, thank, that, the, them, there, they, train, tree, try, will, with, would, you (Rossiter, 2017).

They are mostly monosyllabic words except the word “anywhere”, which is a compound word. Why did Dr. Seuss choose only monosyllabic words? They are easy to read and recognize and most children would much rather recite: “I do not like green eggs and ham” than memorize a list of monosyllabic words. This matters also for the language learners (Fotos & Ellis, 1999).

In 1999, the NEA (National Endowment for the Arts) created an online survey to list the 100 most popular children’s books by kids and teachers. The results showed that America’s kids love to read. Remarkably, the kids ranked Dr. Seuss’s *Green Eggs and Ham* the third; the teachers ranked it the fourth. And among the kids’ top five books, Dr. Seuss is the only author who had two books, *Green Eggs and Ham* and *The Cat in the Hat* ranked the third and the fourth, respectively (Teachers First - Thinking Teachers Teaching Thinkers, n.d.).

According to the Morgan’s, “The quirky *Green Eggs and Ham* sold tens of millions of copies, becoming the most popular of all Dr. Seuss books in 1960” (1995, p. 170).



Picture 9. The Green Eggs and Ham book cover. Downloaded from https://upload.wikimedia.org/wikipedia/en/thumb/1/11/Green_Eggs_and_Ham.jpg/220px-Green_Eggs_and_Ham.jpg.

The story talks about a human like character, Sam-I-Am, who bothers his friend to taste the green eggs and ham. But his friend does not like the green eggs and ham. However, the persistent Sam-I-Am stands firm that his friend must try the green eggs and ham. Then, Sam puts the dish in various locations for example boat, rain, train, dark, tree, car, box, house, here or there, anywhere, and he invites different dining partners such as goat, fox, mouse to taste the green eggs and ham. Finally, Sam's friend gives up to taste the green eggs and ham. In the end, Sam's friend happily says:

"I do so like green eggs and ham.

Thank you. Thank you, Sam-I-Am."

This book is ideal either for the very beginners, or the lower-intermediate. I tried it with both classes. My warming-up remained the same as previously, the tasks differed from the step 2.

Lesson plan

Target group: 1st group: sixth grade, elementary school

Time: 2x45 minutes

2nd group: eighth grade, elementary school

Time: 3x45 minutes

Step 1 – Warming-up:

I am going to show the picture of the cover of the book and ask:

Are eggs normally green?

Do you like eggs?

What color are eggs?

When and where do you usually eat eggs?

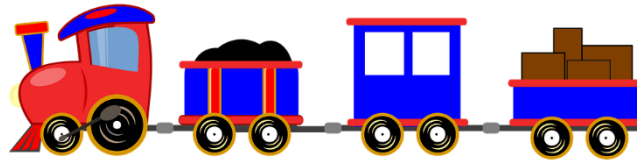
The class of beginners

Step 2 – Picture time

I am going to show the pictures. The students will say aloud the word in English.



Picture 10. A house. Downloaded from a free picture database <https://pixabay.com/>.



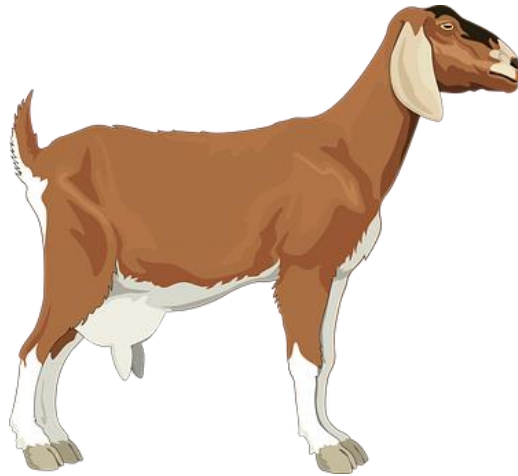
Picture 11. A train. Downloaded from a free picture database <https://pixabay.com/>.



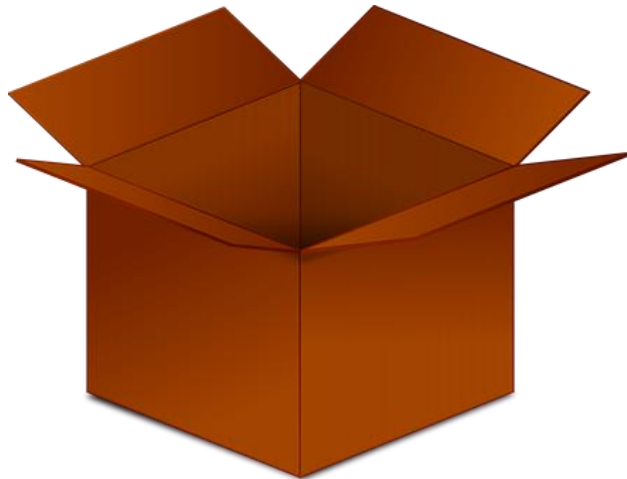
Picture 12. A ham. Downloaded from a free picture database <https://pixabay.com/>.



Picture 13. A fox. Downloaded from a free picture database <https://pixabay.com/>.



Picture 14. A goat. Downloaded from a free picture database <https://pixabay.com/>.



Picture 15. A box. Downloaded from a free picture database <https://pixabay.com/>.

We are going to read the story aloud and explain in case the students don't understand something.

Step 3 – Matching the rhymes

Students are going to match the rhyming words:

*Sam**Could**House**Fox**Goat**New**Would**Tree**See**Am**Train**Mouse**Box**Rain**You**Boat*

Students will make up some sentences containing the words above.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Step 4 – Pronouns

Students will fill the gaps with the interrogative pronouns and answer the following questions:

1. _____ asks me to eat green eggs and ham?

Answer: _____

2. _____ do you want me to eat green eggs and ham?

Answer: _____

3. _____ do you want me to eat?

Answer: _____

Step 5 – Talking about food

Students will ask each other what they like to eat, what they do not like, what they absolutely hate.

The class of lower-intermediate

Step 2 – Read and answer

We are going to read aloud the text. I am going to ask questions:

What is Sam trying to do?

How do the two characters feel? (Students may use adjectives as confident, worried, annoyed, happy, angry...)

How can we describe someone who tries to convince us to do something?

Some other questions are going to be written on sentence stripes around the classroom. Students will go around in pairs and answer them.

Is it important for you to have your own experience or do you like to try new things as, for example, new meals, new activities?

Why do people say they dislike something without even trying? Does it happen to you?

Do your parents try to convince you to eat or do something new?

What do you want to try but are afraid of?

What was the weirdest thing you have ever eaten?

Do you know some green foods? Give some examples.

What is your favorite food?

Step 3 – Prepositions

Which are the places where Sam proposes to try green eggs and ham? Are the prepositions always the same? Suggest some other places to eat green eggs and ham:

I like_____eggs and ham.

I would eat them in the_____.

I would eat them with the_____.

I will eat them in the_____.

And on the_____.

They are so_____so_____, you see!

I will eat them here or there.

I will eat them anywhere.

Step 4 – Even more prepositions

If the students do not run out of time, they can do an additional exercise revising the prepositions.

Choose one of the preposition: on, in, at:

_____ *winter*

_____ *6 o'clock*

_____ *29 July*

_____ *the weekend*

_____ *1996*

_____ *Christmas*

_____ *the New year*

_____ *Wednesday*

_____ *6:30 p.m.*

_____ *night*

_____ *Monday afternoon*

_____ *the night*

_____ *Saturday night*

_____ *the daytime*

_____ *midnight*

_____ *2020*

_____ *Easter*

_____ *December 2020*

_____ *Easter Sunday*

_____ *24 December 2020*

_____ *the afternoon*

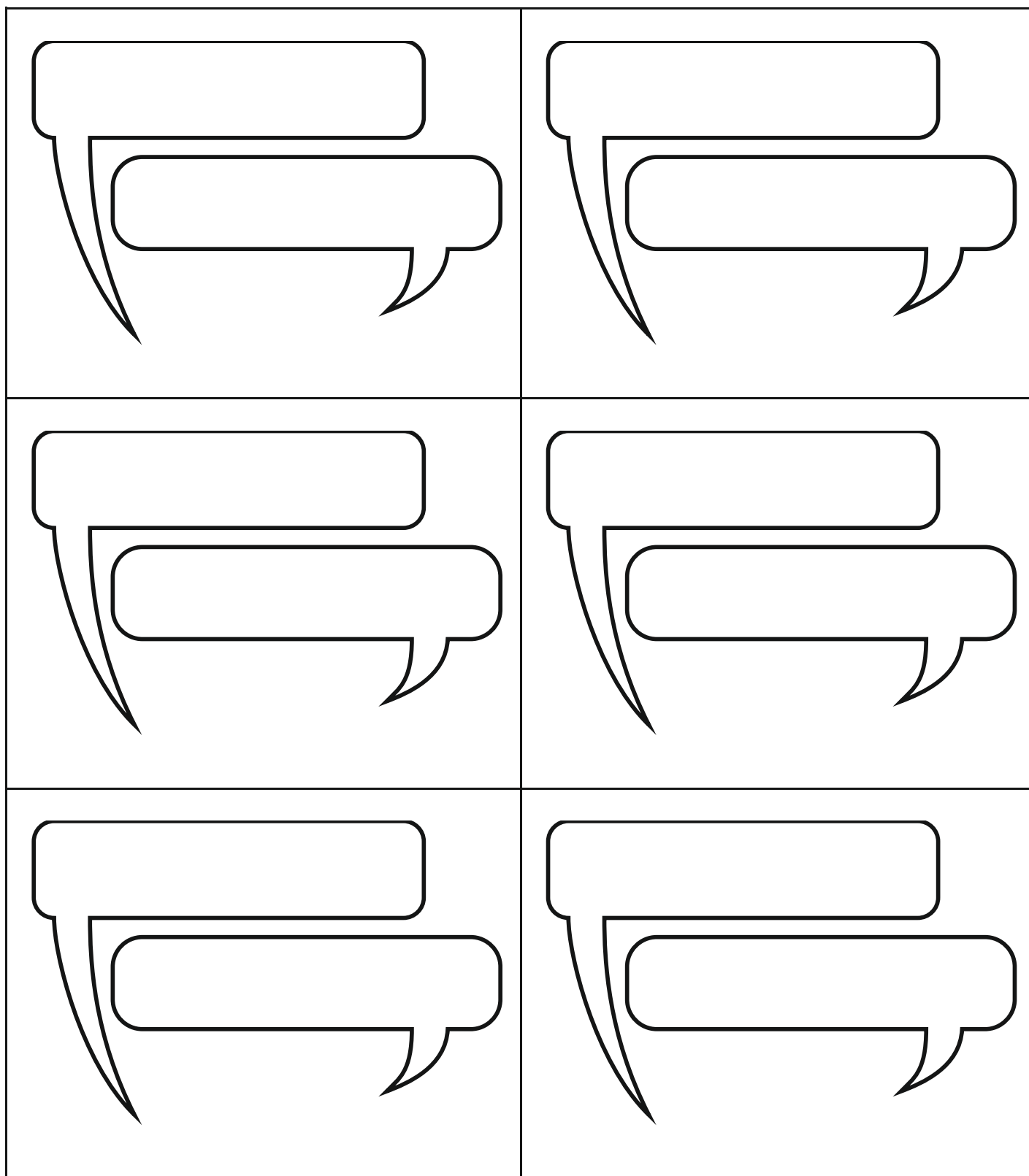
_____ *half past six*

_____ *Christmas Day*

_____ *Saturday*

Step 5 – Persuading

Students are going to create their own story about convincing somebody to do something. It can be a true story from their life as a child dealing with parents' wishes, or they can make up their own story. They will use the thought bubbles.



Picture 16. Thought bubbles.

Step 6 – Storytelling

As Dr. Seuss said: “I like nonsense, it wakes up the brain cells. Fantasy is a necessary ingredient in living, it is a way of looking at life through the wrong end of a telescope. Which is what I do, and that enables you to laugh at life’s realities⁵.”

Students will be divided into small groups. I am going to distribute small cards with monosyllabic words to the students and they will try to make up a story which will contain these words.

1st group: words given: dog, frog, hop, top, fat, let, work, boy, toy

2nd group: words given: horse, choice, meat, cry, why, sheet, go, so

3rd group: words given: my, sky, kite, fight, see, be, blue, clue

4th group: words given: belt, help, shark, scarf, eat, man, can, sing, think

Comments on the lesson

The warming-up made the children in both classes laugh, they were happy to imagine eating green eggs and ham. I used some already know vocabulary, so they would feel comfortable with this task.

The first group

Speaking of the first group, they were successful in all the tasks. The book made them laugh and they continued to repeat the famous sentence which shows up during the whole book: “*Could you, would you in the train?*” even after the lesson.

⁵ One of Dr. Seuss’s quotes, date unknown.

It was too easy for the kids to name the objects or animals in the pictures, but they seemed to be enjoying this part. I decided to start with something really easy to make them feel like they have succeeded in something which would motivate them to complete with the other tasks. In my opinion, it worked.

The rhyming part made everybody read aloud for themselves. Some children pointed out the difference between the spelling and the same sounds (you-new). This allowed them to spot the similarities and differences between the spoken and the written form of a word. It made them eager to think of some sentences using their creativity to make them rhyme, too. This was more than I was hoping for, I will definitely use similar tasks in the future. It enriched their vocabulary and the sense for spelling rules.

Usually, students find filling in gaps boring, but they were happy to complete the pronouns task. I think they find these tasks boring not because of the structure of it, but because of the usually not very enjoyable content.

All the previous tasks made the kids to be relaxed, enjoying themselves and talkative. The last task made them even more anxious to express themselves. They practiced their speaking skills.

The second group

The second group, as well as the first group, enjoyed very much the story. Again, they were more than happy to have the opportunity to move a little during the class. They also learnt a new vocabulary during this section while speaking about what they would like to try but for some reason can't. I tried to let everybody speak, not only those who are usually more talkative. I found this a bit challenging, since they had to express their own opinions and beliefs. It is generally

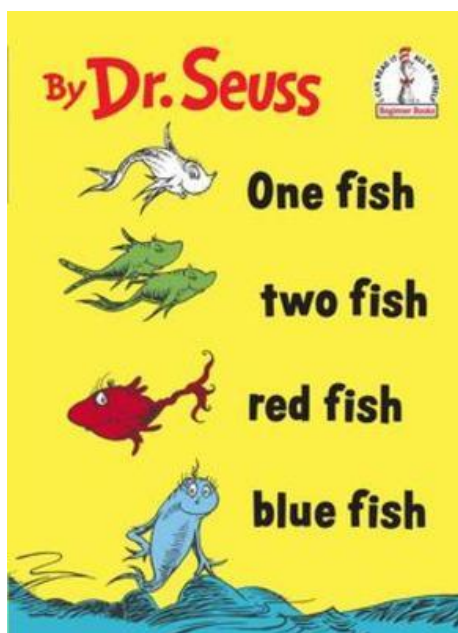
harder for a person to speak about his or her own points of view rather than general facts. This task seemed to be challenging for the shy students.

The students were not happy about having to make up a story on persuading, but when I presented them with the thought bubbles, they took pleasure in filling them up. Using thought bubbles was a great way to make them want to create something. It raises their natural curiosity, creativity, fantasy and some of them also drew a little something in them. In this task, I corrected their grammar a little bit more, because it was a written form, they were happy about it, because they felt proud of having every bubble written in the correct way.

I thought the storytelling assignment would be difficult for them, but they performed really well. I realised that dealing with a lack of vocabulary is their everyday struggle and usually teachers push students to implement a rich vocabulary using a lot of different synonyms, expressions, phrases. This task was an opposite to what they were used to, it helped them embrace the few words they knew and they were very thrilled about the stories they had come up with. This task embraced them to learn how to use the limited knowledge combined with creativity and fantasy to create something to be proud of.

One fish, Two fish, Red fish, Blue fish

One of the most popular children's story, *One Fish, Two Fish, Red Fish, Blue Fish* is the story of differences. Dr. Seuss uses his imaginary creatures to teach us about accepting differences. He begins by describing various fish of different colors and types, multiple footed creatures, many-fingered men, Wumps, Nooks, and more!



Picture 17. *One Fish Two Fish Red Fish Blue Fish* book cover. Downloaded from https://cdn.knihcentrum.cz/98568393_one-fish-two-fish-red-fish-blue-fish-1_400.jpg.

Dr. Seuss uses again a poetic rhyming technique to improve the quality of this curious story. There is no clear narrator, or recurring characters, each page has a new story of odd creatures, and things. Using multitude of odd creatures leads to understand that accepting everyone is a necessary aspect of life. This leads to Seuss' theme of acceptance. At the end of the book, Seuss describes weird pets and each pet is very different from one another. Readers can learn how it is important not to judge other people. This book is ideal for teaching opposites (Rulíková, 2012).

“Some are high and some are low.

Not one of them is like another.

Don’t us ask why.

Go ask your mother⁶.”

Lesson plan

Target group: eighth grade, elementary school

Time: 3x45 minutes

Step 1 – Warming-up:

I will ask the following questions:

Do you like fish?

What is the difference between them and other animals? (for example: they have fins, they need water to survive...)

Where do fish live? Try to name some environments (sea, river, pond...)

Do you know any kinds of fish?

If you have to describe a fish using adjectives, what will they be? (mute, cold, delicious)

We will read the whole text and I will ask the following questions:

Do you understand every word?

Which part (of the story) did you like best?

Which was the funniest for you? (the creatures’ feet, Wump, Ned, Mike, Nook or sheep?)

⁶ An extract from the book *One Fish, Two Fish, Red Fish, Blue Fish*

Step 2 – Rhyming words and creative makeup text with hidden text

Pages 1-17: I will hide the text and students will see only the pictures. They have to describe with their own words the pictures and try to rhyme the text. They will be working in pairs.

Pages 12-13: How many feet do the creatures have? Try to answer the question: “Where do they come from? Make up a short story.

Pages 20-21: Try to describe what is Ned’s problem.

Pages 26-27: What is happening? Describe the problem.

Pages 30-31: For what do we use a hook? What is funny in this story? Try to retell the story.

Pages 32-33: What do you see in the picture? Did you count sheep when you were little to fall asleep? Did it help? What do you do when you can’t fall asleep?

Pages 38-39: What are they doing? What are they wearing? Do you like this sport? Say why. What is your favorite sport?

Pages 40-41: What is Ying doing? Do you like to do this? What do you do when taking a shower?

Page 49: What do you see? Make up a story about this creature. What is his name? How does he feel? Why?

Pages 50-51: What is happening? Try to describe these three situations.

Pages 54-55: Make up a story about what is happening? What is the small boy doing?

Step 3 – Fish idioms

The students will try to match the following fish idioms with their meanings:

<i>Big fish</i>	<i>Something which is very easy</i>
<i>Like shooting the fish in the bowl</i>	<i>Something that is not comparable</i>
<i>A fish story</i>	<i>An important person</i>
<i>A different kettle of fish</i>	<i>A big lie</i>
<i>You can't make fish of one and fowl of the other</i>	<i>People should be treated equally</i>
<i>Drink like a fish</i>	<i>Something that is difficult to identify</i>
<i>Neither fish nor fowl</i>	<i>Drink a lot of alcohol</i>
<i>Fish out of water</i>	<i>A person who is unfamiliar in some milieu</i>
<i>A big fish in a small pond</i>	<i>There are other options</i>
<i>There are plenty of fish in the sea</i>	<i>One important person in the small group</i>
<i>Have a bigger fish to fry</i>	<i>Have other things to do</i>

Comments on the lesson

As I had experienced with the previous books, students enjoyed reading, funny creatures and stories, and were surprised that Dr. Seuss is not known in the Czech Republic, asking why is it possible when his books are so inspiring and perfect to use them while learning English. I am convinced that Dr. Seuss would have been pleased because his goal was to write books that children wouldn't put down. And he has achieved that.

At the beginning, I had a lit a bit of difficulties to push the pupils to talk, without putting emphasis on the grammar, write with more easiness, take it easy and let their imagination run riot. After a

while, they started to talk more, but still the amount of discussion was not as I expected it to be. I could have shortened the second task, use fewer pages and let them describe some of them on a deeper level. It would have been better to formulate the questions in such way they would have to use their imagination and fantasy more than just the memory.

What they were excited about were the fish idioms. They were curious to find out some of them are the same as we use in the Czech Republic, but they also laughed at some that did not make sense for them. It has enriched their vocabulary, but also showed them new ways to see the world.

Conclusion

In this thesis I tried to show the reasons of Dr. Seuss's popularity. We can see why his books are ones of the most beloved in the United States among readers and why children, and not only children, enjoy his stories. I wanted to demonstrate how it is very easy and productive to use his books during language classes. I used them for simple themes due to the age of my students, but they could be perfectly used for discussions on more serious topics with more advanced students, as it is done in the United States.

The students absolutely loved the stories, they laughed and were curious about them. Some students were too shy to express their fantasy and imaginations, some were afraid to speak out loud using incorrect grammar, but overall they enjoyed the new approach of teaching and learning, which was my (and probably even Dr. Seuss's) goal.

What I like the most about the adventures is the simplicity, yet complexity, of the whole story. Using only a limited vocabulary and creating an entertaining piece of art requires much talent and enthusiasm in the process of creation. In addition to a complex story, there are moral matters hidden in each story. It is quite interesting to initiate a discussion on some of them in the class.

Not only language teachers, but teachers in general, should be more aware of the fact that they have a very important, lifelong impact on their students. They can motivate them, but they might also discourage them, they can enthuse them and push them to take the risk to try new things, be creative and use imagination, or they might oppress their creativity and fantasy. Students are just like diamonds, very precious; to shape them carefully and properly is the basic ability for a teacher to gain. Teachers, through their students, can manage to make the world a better place to live.

While implementing the lesson plans, I put emphasis on using creativity, different approach and letting the students express themselves without fear or shame. I avoided correcting their mistakes while they were speaking, I only did it when I noticed they themselves realized they made one. It seemed to have embraced them to speak more because there was no one judging them or correcting them.

Letting the kids to move around the class while looking for hidden clues on papers is something I would like to implement more often in my classes. They appreciated the feeling that they are free to go anywhere within the class, which is usually not the case in Czech schools.

I found it very supporting to embrace them to use their fantasy and imagination without being judged. They enjoyed coming up with new stories or imagining the ones that had been already written by Dr. Seuss.

However, some of the things did not go as I wished them to. The wh-questions and discussion about lies was not a good choice because of either underestimating or overestimating the students' level of English and overall expressing abilities. While talking about the story of the fish from the book *One fish, Two Fish, Blue Fish, Red Fish*, it took too long and I should have chosen questions that would make the students use their imagination more.

Overall, the lessons let the students implement their fantasy, imagination and creativity to improve all four basic skills: speaking spelling, writing and reading. It has brought them a different perception of the world, has enriched their vocabulary and has given them a new opportunity to explore English literature.

Since the students enjoyed the classes based on Dr. Seuss's books, I highly recommend implementing his books into English classes not only in the Czech Republic, but anywhere in the world.

Last of all, let me finish with one of Dr. Seuss's poem, so simple, yet so true:

*“From here to earth,
From my small place
I ask of You
Way out in space:
Please tell all men
In every land
What You and I
Both understand...
Please tell all men
That Peace is Good.

That's all
That need be understood.

In every world
In Your great sky.
(We understand,
Both You and I)⁷”*

⁷ *A Prayer for a Child*, Dr. Seuss's painting with its accompanying poem were printed in *Collier's* on December 23, 1955

List of Pictures

Picture 1. Dr. Seuss. Downloaded from

https://upload.wikimedia.org/wikipedia/commons/thumb/5/55/Ted_Geisel_NYWTS_2_crop.jpg/250px-Ted_Geisel_NYWTS_2_crop.jpg. _____ 8

Picture 2. Time to swap the old book for a set of brass knuckles, published by PM Magazine on December 30, 1941,

Dr. Seuss Collection, MSS 230. Mandeville Special Collections Library, UC San Diego. Downloaded from

<https://library.ucsd.edu/dc/object/bb2321657b/3.jpg>. _____ 9

Picture 4. An example of Dr. Seuss's art. Downloaded from <https://images.ctfassets.net/9l3tjzgyn9qr/photo-95021/ef0d75bad2c3dc71e5a7a82ec39f4a9f/95021-cat-in-hat.jpg?fm=jpg&fl=progressive&q=50&w=1200>. _____ 11

Picture 5. Another example of Dr. Seuss's art. Downloaded from https://www.teachermagazine.com.au/files/cache/1c03ffc10fd4ef6a/Seuss_Part_1_855_513_60.jpg. _____ 13

Picture 6. A poem from the book The Cat in the Hat. Downloaded from

<https://i.pinimg.com/originals/af/90/76/af9076e8c95396b4f8b51a043e5571c0.png>. _____ 14

Picture 7. Theodor Geisel while working. Downloaded from <https://www.lajolla.com/wp-content/uploads/2018/02/seuss-590.jpg>. _____ 15

Picture 10. Could you, would you. Downloaded from

https://i.quim.co.uk/img/media/9b294c56fdacedc705fe22f08bbd5caa12879a27/0_0_2998_4077/master/2998..jpg?width=700&quality=85&auto=format&fit=max&s=30b9d56107f99497c5ed83da3d60b7a6. _____ 25

Picture 11. The Cat in the Hat's book cover. Downloaded from

https://target.scene7.com/is/image/Target/GUEST_0a53bc0b-ac19-4cf3-bbf5-24a8f46e755a?wid=488&hei=488&fmt=jpeg. _____ 28

Picture 12. The Green Eggs and Ham book cover. Downloaded from

https://upload.wikimedia.org/wikipedia/en/thumb/1/11/Green_Eggs_and_Ham.jpg/220px-Green_Eggs_and_Ham.jpg. _____ 37

Picture 13. A house. Downloaded from a free picture database <https://pixabay.com/>. _____ 38

Picture 14. A train. Downloaded from a free picture database https://pixabay.com/ .	39
Picture 15. A ham. Downloaded from a free picture database https://pixabay.com/ .	39
Picture 16. A fox. Downloaded from a free picture database https://pixabay.com/ .	39
Picture 17. A goat. Downloaded from a free picture database https://pixabay.com/ .	40
Picture 18. A box. Downloaded from a free picture database https://pixabay.com/ .	40
Picture 19. Thought bubbles.	45
Picture 20. One Fish Two Fish Red Fish Blue Fish book cover. Downloaded from https://cdn.knihcentrum.cz/98568393_one-fish-two-fish-red-fish-blue-fish-1_400.jpg .	49

Bibliography

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Appendices

Appendix 1: List of Dr. Seuss's books

Book's title	Year
<i>And to Think That I Saw It on Mulberry Street</i>	1937
<i>The 500 Hats of Bartholomew Cubbins</i>	1938
<i>The King's Stilts</i>	1939
<i>Horton Hatches the Egg</i>	1940
<i>McElligot's Pool</i>	1947
<i>Thidwick The Big-Hearted Moose</i>	1948
<i>Bartholomew And the Oobleck</i>	1949
<i>If I Ran the Zoo</i>	1950
<i>Scrambled Eggs Super!</i>	1953
<i>Horton Hears A Who!</i>	1954
<i>On Beyond Zebra</i>	1955
<i>If I Ran the Circus</i>	1956
<i>The Cat in the Hat</i>	1957
<i>How The Grinch Stole Christmas</i>	1957
<i>Yertle The Turtle and Other Stories</i>	1958
<i>The Cat in The Hat Comes Back!</i>	1958
<i>Happy Birthday to You!</i>	1959
<i>Green Eggs and Ham</i>	1960
<i>One Fish Two Fish Red Fish Blue Fish</i>	1960
<i>The Sneetches and Other Stories</i>	1961
<i>Dr Seuss's Sleep Book</i>	1962
<i>Dr Seuss's ABC</i>	1963
<i>Hop on Pop</i>	1963
<i>Fox in Socks</i>	1965
<i>I Had Trouble in Getting to Solla Sollew</i>	1965
<i>The Cat in the Hat Song Book</i>	1967
<i>The Foot Book</i>	1968
<i>I Can Lick 30 Tigers Today! And Other Stories</i>	1969

<i>My Book About Me</i>	1969
<i>I Can Draw it Myself</i>	1970
<i>Mr Brown Can Moo! Can You?</i>	1970
<i>The Lorax</i>	1971
<i>Marvin K. Mooney Will You Please Go Now!</i>	1972
<i>Did I Ever Tell You How Lucky You Are?</i>	1973
<i>The Shape of Me and Other Stuff</i>	1973
<i>Great Day for Up</i>	1974
<i>There's a Wocket in my Pocket!</i>	1974
<i>Oh, The Thinks You Can Think!</i>	1975
<i>I Can Read with My Eyes Shut!</i>	1978
<i>Oh, Say Can You Say?</i>	1979
<i>Hunches in Bunches</i>	1982
<i>The Butter Battle Book</i>	1984
<i>You're Only Old Once!</i>	1986
<i>I am Not Going to Get Up Today</i>	1987
<i>Oh, The Places You'll Go!</i>	1990