



# ABOUT Seuss Studios

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

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## EDUCATORS' GUIDE

[RHTeachersLibrarians.com](http://RHTeachersLibrarians.com)





## About the Author

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

## Praise for the Book

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

—*School Library Journal*, starred review

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

—*Kirkus Reviews*

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

—*Booklist*

## About the Book

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

*Hello, Sun!*

*Hello, Norbit!*

*Hello, friends!*

*It's time for fun with the sun!*

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

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

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

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





# Social-Emotional Learning (SEL)

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

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

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

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

**Materials:** crayons, markers, pencils

## Activity and Directions: My Friend and I

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





# My Friend and I



Blank space for drawing or writing.

My friend and I

like to

# Choral Reading

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

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

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

**Materials:** scripts for choral reading

## Activity and Directions: Let's Read Together

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



# Choral Reading *(continued)*

## *Hello, Sun! Script for Readers*

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

## *Hello, Sun! Script for Teachers and Parents*

Hello, Sun!	(Do you notice the mark after the word, hello? That's called a comma. It tells us we need to pause before reading the next word. Let's try it.)	I can jump!	
		Me too!	
		Me three!	
		Me four!	
		Whee! Whee!	(The ladybug seems to be having a lot of fun, too. How would we say "Whee! Whee!" to show we are having fun? Let's try it.)
		I can spin!	
		Me too!	
		Me three!	
		Me four!	
		Whoosh! Whoosh!	
Hello, friends!			
It's time for fun with the sun!			
Let's play!			



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



# Sight Words



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

What are sight words?

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

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

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

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

**Materials:** Cardstock, scissors



## Activity and Directions: Sight Word Concentration

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

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

I	can
us	the
we	with
for	me
the	play

too	three
four	found
what	do
eat	look
read	see

# Get Moving

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

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

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

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

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

**Materials:** dish soap, water, sugar, wands

## Activity and Directions: Bubble Fun!

1. Purchase premade bubbles or make a homemade bubble solution using  $\frac{1}{2}$  cup dish soap,  $1\frac{1}{2}$  cups water, and 2 teaspoons of sugar. There are numerous recipes for bubble solutions on the internet.
2. Either purchase wands or find some around the house. Here are a few ways to make your own wands and some household items that can be used as wands:

- **Pipe cleaners** can be shaped into different forms for wands. Make sure one part is a handle.
- **Paperclips or wire** can be bent into wands and various shapes.
- **A plastic cup** with a hole punched in the bottom to blow through after dipping the large open end into the solution.
- **A plastic bottle** with the bottom has been cut off can be dipped into the solution, and the drinking end used for blowing bubbles.
- **Household items** such as a slotted spatula, plastic funnel, cookie cutter, or any item with holes.

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





# Get Moving *(continued)*

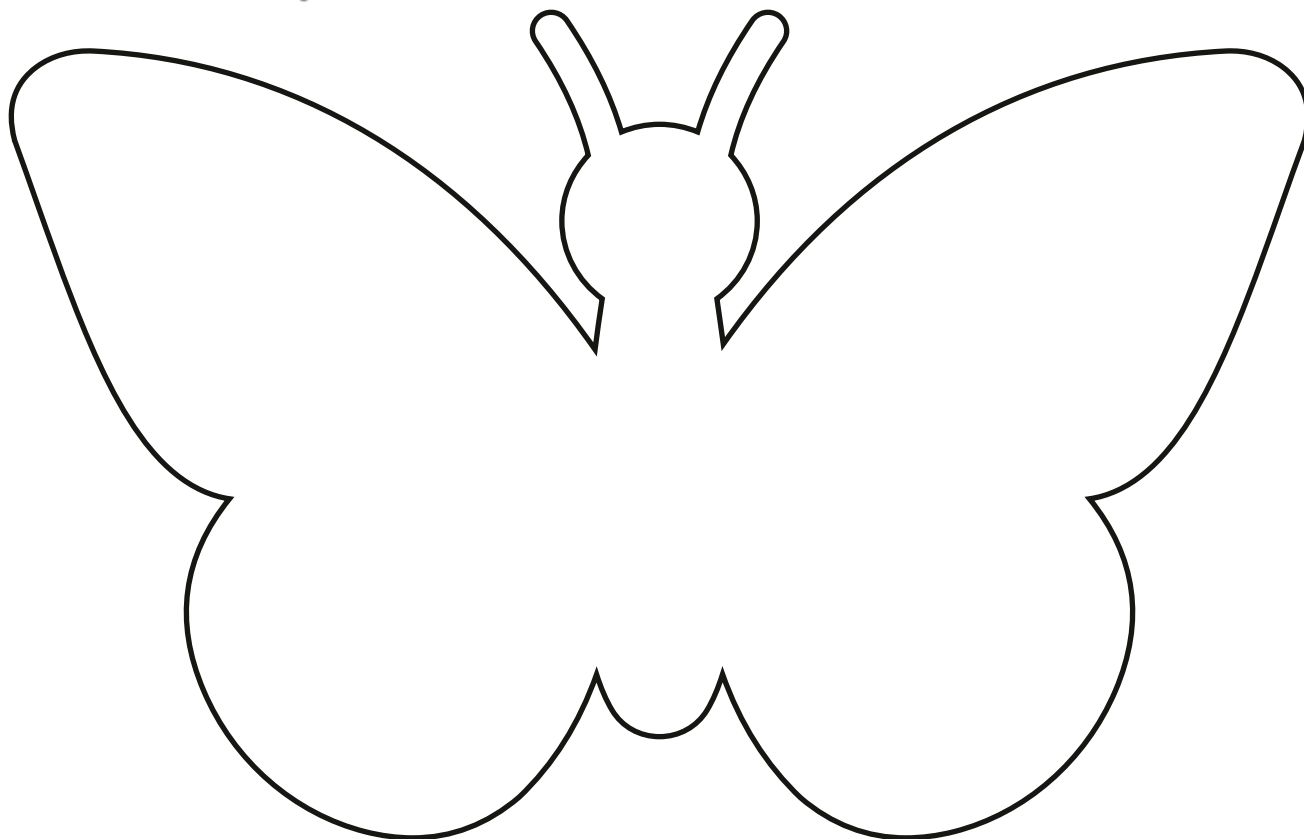
**Objective:** Newly independent readers will create bubble art.

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



## Activity and Directions: Bubble Art Butterflies

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



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

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



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