

**Dr. Seuss**  
GRAPHIC  
NOVEL

# The GRINCH

TAKES

a

VACATION



Dr. Seuss  
RHC B

**EDUCATORS' GUIDE**

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# ABOUT THE BOOK

He's a little mean, definitely green, and now Dr. Seuss's beloved and iconic character, the Grinch, is back, starring in his very own chapter book graphic novel! Everyone's favorite holiday grump is back in a brand-new adventure, and he already needs a vacation!

It's vacation time in *Who*-ville but the Grinch doesn't understand . . . what is a vacation?

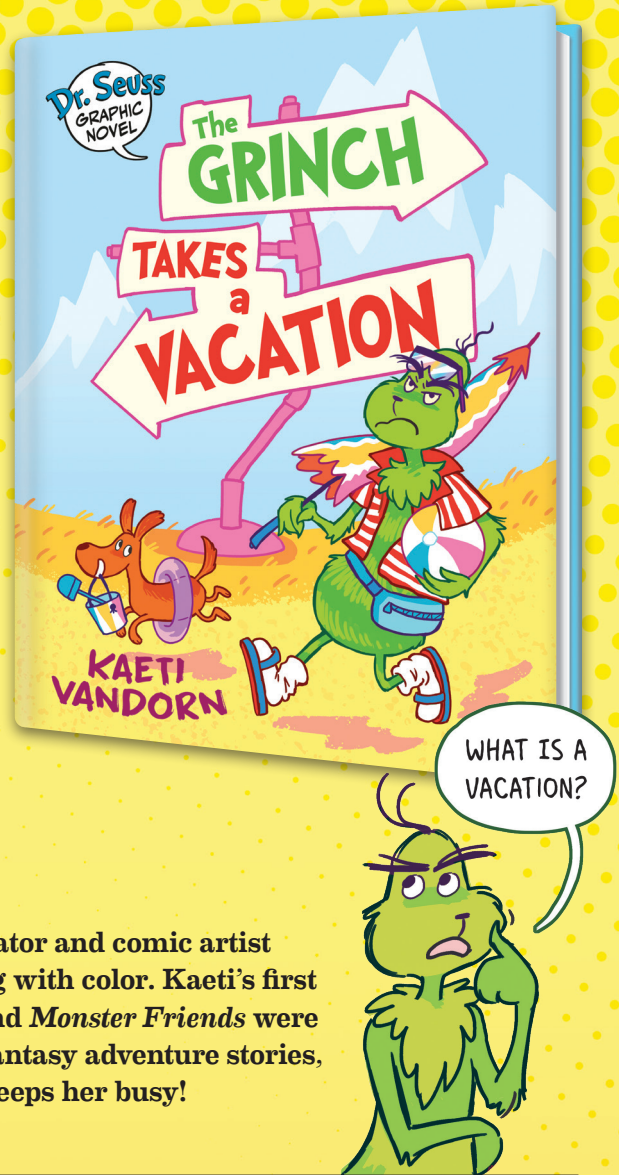
Determined to learn what the *Whos* seem so excited about, the Grinch decides to give a vacation a try! Unfortunately, the mountains are too snowy, the beach is too sandy, and the theme park is too loud . . . vacations just might not be something that Grinches do? Thankfully, his dog Max isn't letting the Grinch give up that quickly!

Will there be some fun in the sun for everyone's favorite Grinch, or is the *Whos'* favorite grumpy neighbor doomed to detest the merriment?



## ABOUT THE AUTHOR

**KAETI VANDORN** is a children's illustrator and comic artist who likes friendly monsters and playing with color. Kaeti's first two graphic novels *Crabapple Trouble* and *Monster Friends* were both indie bestsellers. She also enjoys fantasy adventure stories, and her weekly webcomic *Smol Frens* keeps her busy!



## BEFORE READING

1. **Activate prior knowledge:** Ask students what they already know about the Grinch and what they might like to see in a new story. Put together a character biography for the Grinch—what words best describe him? When reading the story, have students refer to this list and note the times when the Grinch acts accordingly.
2. **Have students think and discuss:** What makes a great vacation?

### Front Cover: Analysis, Prediction, and Discussion

1. What is your first reaction to the cover? What do you think you will be reading about?
2. Put a thought bubble over the Grinch's head—what might he be thinking or saying? How is he feeling? How about Max (the dog)?
3. Would you want to go on a vacation with the Grinch? Why or why not?

### Back Cover: Analysis and Prediction

Is it true that “everyone loves a vacation”? Why or why not? Think about times you have gone on vacation; what were some things that you did or did not enjoy?

Revisit your cover analysis. With the new information you have, what do you think you will be reading about?



# DURING READING

Discuss with students the importance of using specific visual and textual information in their answers.

What do you notice about the way the words are arranged on the copyright page? Why do you think they are arranged in this way?

**PAGE 1:** What is the main difference between the Grinch and everyone else on this page? What might he be thinking or feeling? How do you know?

**PAGE 2:** What do you think has “gotten into everyone”?

**PAGE 4:** How would you explain the word *vacation*?

**PAGE 5:** What do you think the *Whos* will be doing on their vacation? How do you know?

**PAGE 6:** Was your previous answer correct?

**PAGE 7:** Why are the words *fine* and *fun* bolded and in green? Turn to a partner and, in your best Grinchy voice, say the Grinch’s dialogue. Is he being sincere or sarcastic? (Alternatively, the teacher can act it out both ways and ask the students to vote.)

**PAGE 8:** Why are there question marks around the Grinch’s head? What is he thinking?

**PAGE 9:** Why do people go on vacation?

**PAGES 11 AND 12:** What do you think the Grinch is going to do?

**PAGE 13:** How do you think a day at the beach will go for the Grinch?

**PAGES 15-17:** What problem does the Grinch encounter? Has this ever happened to you on vacation?

**PAGES 21-22:** Why do you think the Grinch is walking on the bottom of the ocean?

**PAGES 23-25:** How would you react if you were in the ocean with all those fish?

**PAGES 26-28:** Have you ever built a sandcastle? What did it look like? If not, what *would* your sandcastle look like? Can you draw it?

**PAGE 28:** What happened to the Grinch’s sandcastle?

**PAGE 29:** What might Max be suggesting to the

Grinch?

**PAGE 33:** How do you think the beach vacation went for the Grinch?

**PAGE 34:** How do you think a day at the theme park will go for the Grinch?

**PAGE 35:** How is the Grinch feeling about going into a theme park? Have you been to a theme park? How did you feel?

**PAGES 36-40:** What is your favorite thing about theme parks? Is it the roller coasters? Have you had an experience like the Grinch? What do you think was the biggest problem the Grinch had in the theme park? Why? Have you ever had a similar experience?

**PAGE 50:** How do you think a day at a mountain resort will go for the Grinch?

**PAGE 55:** What are Max and the Grinch thinking at the end of this page?

**PAGE 56:** If Max could talk, what would he say to the Grinch?

**PAGE 64:** Did the Grinch win the ski jump contest? Why?

**PAGE 65:** If you could sit down with the Grinch, what advice would you give him?

**PAGE 73:** What understanding has the Grinch reached? Do you agree with him?

**PAGE 74:** How did the ski vacation go for the Grinch? Compare the feelings of the Grinch on page 1 and page 76. What has happened?

**PAGES 80-84:** What has the Grinch realized about vacation and staying at home? Do you agree with him?







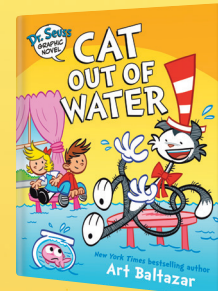
## AFTER READING

- Have students draw a comic about one of their vacations or add to one of the Grinch's experiences. Students can upload pictures from a personal vacation to PowerPoint and insert dialogue balloons to make their comics (or use other technology as appropriate).
- Students can draw a poster like the one on page 33 and review one of their vacations.
- Assign students one of the Grinch's vacations and have them discuss how the Grinch could have made it more enjoyable. Then get into jigsaw puzzle groups and discuss: Did the students' initial character biography of the Grinch match how he acted in the story? Which one of the Grinch's vacations would students have most wanted to go on? Why? Students can take the character sketches at the end of the book, upload them to PowerPoint and create a story.

## ENGLISH/LANGUAGE ARTS ACTIVITIES

- Have students find as many examples of onomatopoeia, alliteration, and repetition as possible when reading the story. Each should choose a favorite example and explain how it helped tell the story.
- Have students choose a panel with onomatopoeia and replace it with a word of their own.
- Turn one of the vacations into a prose story.
- Have students create a wordless comic about a day of vacation using onomatopoeia to tell their story.

## DISCOVER MORE DR. SEUSS GRAPHIC NOVELS



This guide was created by TIM SMYTH, a high school social studies educator and the author of *Teaching with Comics and Graphic Novels: Fun and Engaging Strategies to Improve Close Reading and Critical Thinking in Every Classroom*. Find more resources and information at [TeachingWithComics.com](http://TeachingWithComics.com).



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