

Dr. Seuss
GRAPHIC
NOVEL

Green Eggs and Ham

Take a Hike



EDUCATORS' GUIDE

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Dr. Seuss
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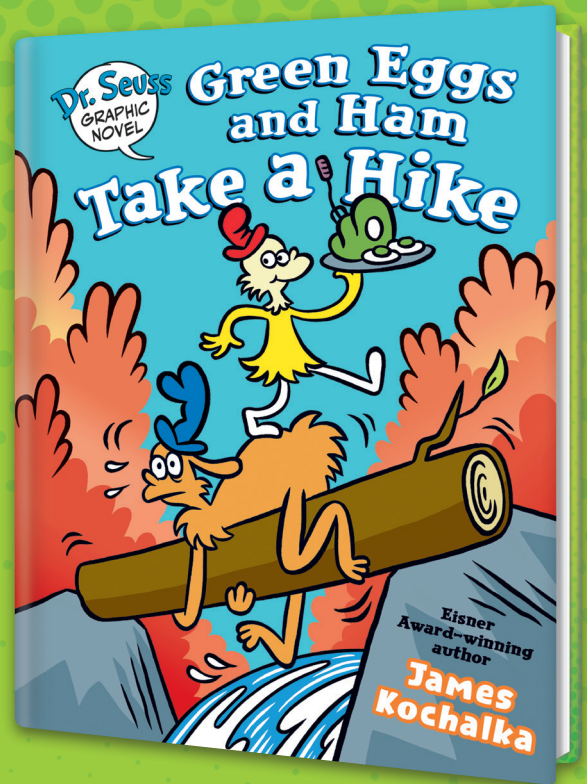
About the Book

Dr. Seuss's iconic original dynamic duo is back—and this time, Sam-I-Am is going to show his grumpy pal the world beyond green eggs and ham in their own chapter book graphic novel!

Sam-I-Am's grumpy best pal Walter is missing out on the great big world, but Sam-I-Am is determined to make sure he doesn't miss a thing! After all, that's what best friends are for.

Walter doesn't know what the big deal is—sure, it might be nice to have a green eggs and ham picnic on a hike, but doesn't Sam-I-Am know about all of the bugs? And the flowers that make you sneeze? Or the rivers that block your way? No, Walter is not a fan of the outdoors—he certainly is not. And nothing Sam-I-Am can do or say will change his mind. Too bad for Walter—Sam-I-Am is always up for a challenge!

With brand-new illustrations and easy-to-follow paneled storytelling, this graphic novel is an excellent bridge for kids transitioning to chapter books—a must-have for young readers and Dr. Seuss fans alike.



About the Author

JAMES KOCHALKA (kah-chall-kah) has been creating iconic indie comics and bizarrely catchy punk rock since the early '80s. Largely autobiographical, Kochalka's cartoon impression of the world around him includes such real-life characters as his wife, children, cat, friends, and colleagues, but always filtered through his own observations and flights of whimsy. He has previously served as the cartoonist laureate of Vermont. He is a two-time winner of the prestigious Eisner Award, a four-time winner of the Ignatz Award, and a Harvey Award winner.



Before Reading

1. Activate prior knowledge: Ask students if they have ever gone on a hike or outside adventure and have them share their experience with a partner or the class.
2. Activate prior knowledge: Ask students what they know about the original *Green Eggs and Ham* by Dr. Seuss.

Cover: Analysis, prediction, and discussion

1. What is your first reaction to the cover? What do you think you will be reading about?
2. What might happen?
3. How are the two characters on the cover feeling? Respond citing visual evidence.
4. What might the characters be thinking?
5. Discuss: Would students eat green eggs and ham ANYWHERE?



During Reading

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



COPYRIGHT PAGE: Ask students what they notice about the shape of the words on the copyright page. Why are they in this shape?

PAGE 1: How does this page make you feel? Answer using visual evidence.

PAGE 2: Would you eat green eggs and ham? What food makes you happy?

PAGE 3: *Hop* and *boing* are onomatopoeia used to describe Sam-I-Am's movements. Come up with another example of onomatopoeia.

PAGE 4: Why is the word *perfect* in all capital letters? How does this add meaning?

PAGE 5: Describe how Mr. Plot feels. Why do you think he feels this way? Have you ever felt this way?

PAGE 6: What do you notice about the way the word *not* is used in the last panel?

PAGE 8: What do you think will happen next? Using visual evidence, describe how Mr. Plot feels.

PAGE 9: Have you ever tried something you were nervous about or afraid of that you ended up liking?

PAGE 10: Put a thought bubble over Mr. Plot's head to describe what he is thinking or feeling.

PAGE 11: What is a favorite thing you like to see when on a hike or when outside? What else might you want to see? Look at Sam-I-Am in the last panel; what do you think is going to happen next?

PAGE 14: Did you correctly predict what would happen? If you were Sam-I-Am or Mr. Plot, what would you do next?

PAGE 15: Why is Mr. Plot so happy?

PAGE 16: Where is your favorite spot for a picnic? Draw it.

PAGE 18: What new things have you found that you are good at?

PAGE 20: Imagine a thought bubble over Mr. Plot's head. What is he thinking?

PAGE 23: Do you like bugs? Why or why not?

PAGE 25: Why do bugs like flowers?

PAGE 26: Do you like to smell flowers? Do you have a favorite?

PAGE 27: Imagine a thought bubble over Sam-I-Am's head on the second panel. What is he thinking or feeling?

PAGE 28: What do you think will happen next?

PAGE 29: Is this what you thought would happen?

PAGE 30: What else might ruin a perfect picnic? Draw it happening!

PAGE 37: What do you think will happen next? Despite all the problems, why do you think Sam-I-Am and Mr. Plot keep going up the mountain? Would you?

PAGE 38: Using visual evidence, describe how Mr. Plot is feeling. Why do you think he feels this way?

PAGE 40: Does *Walter* rhyme with *water*? What does your name rhyme with?

PAGE 42: What is Mr. Plot thinking in the second panel? Why?

PAGE 45: What will happen next? Use visual clues to make your prediction.

PAGE 50: What will happen next?

PAGE 53: Go back to pages 49 and 50. How did Mr. Plot help Sam-I-Am catch the green eggs and ham?

PAGE 56: What do you think Sam-I-Am hears or sees that might ruin this perfect picnic? What might happen next?

PAGE 59: Do you think Sam-I-Am's idea is a good one?

PAGE 61: Would you follow Sam-I-Am? Why or why not?

PAGE 62: What other onomatopoeia could be used to replace *pop*?

PAGE 64: Why is this not the perfect spot?

PAGE 66: Would you give up?

PAGE 67: What do you think the problem is?

PAGE 68: What are you afraid of?

PAGE 69: How are you brave?

PAGE 71: What is something difficult you did that you are proud of? Is this really a good picnic spot? Why or why not?

After Reading

- Have students draw or write about what would happen in part two of this story.
- The author, James Kochalka, shared his biography and illustration at the end of the book. Have students draw themselves, create a short autobiography (of either what they have done in life or what they would like to do), and include images from their life or plans. Students can add the drawing of themselves (or a photo) to the end of their story.
- Go back to students' answers from the front cover analysis: Did their predictions about the story come true?
- Have students draw a six-panel comic about a happy day in their life (page 3 can be used as an example). As an alternative to hand-drawing, students can upload pictures to PowerPoint and insert dialogue and thought balloons to make their comics (or use other technology as appropriate).
- Students can learn to draw their own green eggs and ham as shown on page 74. Have them color in the drawings in their own zany colors and hang the picture up in the room.

English/Language Arts Activities

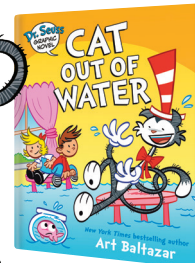
- Have students find as many examples (or assign a specific number) of onomatopoeia, alliteration, and rhyme as possible when reading the story. Choose a favorite example and explain how it helped tell the story.
- Have students choose a panel with onomatopoeia and replace it with a word of their own.
- Students can write the backstory: What was Sam-I-Am doing before page 1?
- Have students create a wordless comic about a day of picnicking/hiking/being outside and use onomatopoeia to get across the meaning of the story.
- What is the lesson we can learn from this story?
- Using rhyme, have students describe a day in their life.
- Have students create their own back cover for the book with their favorite image and a summary of the story.

Cross-Curricular Activities

- Have students research the relationship between insects and flowers. They could create an informational chart using Canva to inform other students about what they learned.



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](https://teachingwithcomics.com).



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