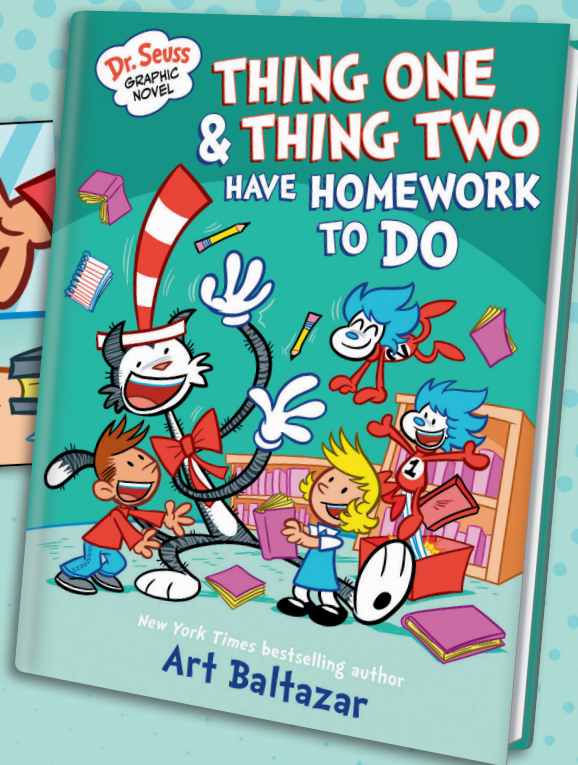
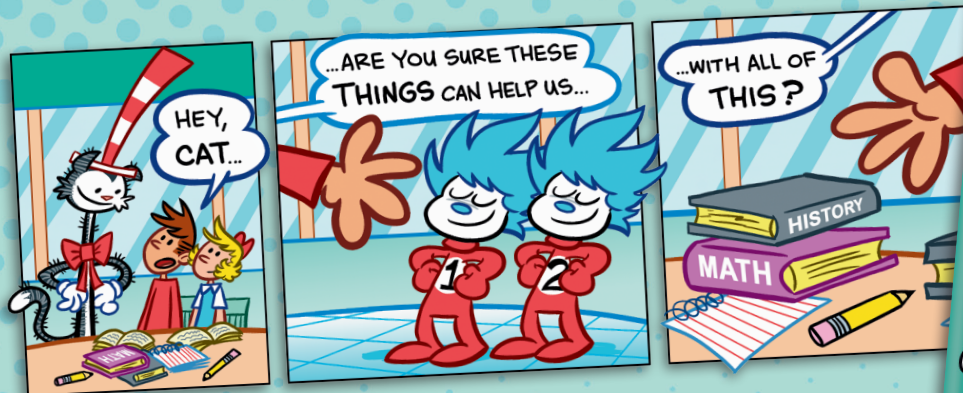


**THING ONE
& THING TWO
HAVE HOMEWORK
TO DO**



Dr. Seuss™ RHCBS



About the Book

The Cat in the Hat returns with Things One and Two in an all-new graphic novel—and Things will definitely get out of control!

The school day is over, but Sally and her brother have so much homework! Luckily, the Cat in the Hat knows who can help. On the case are Thing One and Thing Two . . . and Thing Three . . . and Thing Four . . . Sally and her brother suddenly have more to worry about than homework as the Things are let loose in their school!

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

ART BALTAZAR is a super-cartoonist machine from the heart of Chicago! He's all about peace, love, and joy. He defines cartoons and comics not only as an art style but as a way of life. Art is a creative force behind the Eisner Award-winning *Itty Bitty Hellboy* and the *New York Times* bestselling and Eisner and Harvey award-winning DC Comics' *Tiny Titans*, and artist of the DC Super-Pets children's book series.

Before Reading

COVER REVIEW: As a class, look closely at the book's cover.
Ask the questions below to have a guided discussion.

1. How do you feel about doing homework? Why? Using visual evidence, describe how these characters feel.
2. What do you think you will be reading about in this story?
3. On the back cover, read the story description: "Get ready to double the trouble with Thing 1 and Thing 2." Now what do you think you will be reading about? What might happen? How does this description differ from the front cover?
4. Read the author's dedication. To whom would you dedicate YOUR first book? What would you write to them?



During Reading

PAGE 1: What do you notice about the children in the library? How do they feel about the work they are doing? Which reaction best matches how you feel when doing homework?

PAGE 2: Using textual and visual evidence, describe how the two main characters feel. Have you ever been in this situation?

PAGE 3: Visual Literacy Skills: What do you see outside the window? In the last panel, why are there four white lines (action lines) coming off the hat? What does this mean? What is going to happen next?

PAGE 4: How would you react to seeing the Cat in the Hat? How do the main characters feel?

PAGE 5: Why do you think the Cat in the Hat is not allowed in the library? What did he do?

PAGE 6: Visual Literacy Skills: What do you notice about the character in the doorway? What does the yellow balloon around her head mean? What do you notice about the way the words in her dialogue balloon are lettered?

PAGES 7–8: Visual Literacy Skills: What do you notice about the dialogue balloons, lettering, and action lines? How does this add meaning to the story? How does all of this show the feelings of the characters?

PAGE 9: Visual Literacy Skills: Artists often include **ideograms** (symbols) in their drawings to quickly get across meaning. We see this in the first panel—what does the light bulb symbolize?

PAGES 12–14: What do you think is going to happen next?

PAGES 17–18: Visual Literacy Skills: What do you notice about the coloring and background drawing? How does this add to the story? How does it make you feel?

PAGE 20: What do you think the plan is?

PAGES 22–27: What do you think is going to happen? Is it a good idea to have so many Things helping out? Can too much help be a bad thing?

PAGE 27: What Thing would you most want to help you in school? How could they help you?

PAGE 28: Who do you think Thing 26 is? What happened to them?

PAGE 31: Why do you think the girl doesn't want the Things to do their homework? How would you feel?

PAGE 33: Visual Literacy Skills: Onomatopoeia is a word that has a sound that imitates an action—such as “pop” and “ping” in panels one and two. What word would you use? Make up your own zany sound word!

PAGE 40: Do you agree with the Cat? Is this a success?

PAGE 47: How do the boy and girl feel about the Cat's plan?

PAGE 54: If you had a Super Fantabulous Magnificent Marshmallow history life raft, where would you go in time? Why?

PAGE 63: Which place on the wheel would you most want to visit? Why? What would you add to the wheel?

PAGE 63: Do you think that the future is part of history? Why or why not? If you could go into the future, where/when would you want to go to? Why? What would you want to happen in the future?

After Reading

1. What do you think the boy and girl learned from this experience?
2. Do you think it is okay for someone else to do your homework?
3. Go back to your answers to numbers 1 and 2 from the Before Reading section. Would any of your answers change after reading the story? Why?
4. What other visual literacy skills do you notice that were not in the educators' guide? How many panels can you find with onomatopoeia, action lines, impactful lettering, or word balloons? What panels had the most impactful coloring?

Extensions/Activities

If you could create your own Thing, how would they help you? Draw them and write a short story about them.

PAGE 5: After reading, have students draw what they think the Cat in the Hat did to be banned from the library. It could be a comic or a single illustration. Students can be asked to include what they have learned in the Visual Literacy Skills parts of the educator guide.

PAGE 6: After reading, have students write a short story about what happened in the library the day that the Cat in the Hat brought dogs in.

PAGES 53–55: What else could the Super Fantabulous Magnificent Marshmallow be used for? Draw it. Create an advertisement to sell it and present to the class.

PAGE 60: Discuss the Boston Tea Party with students. Have students analyze images from the event, such as from <http://www.boston-tea-party.org/pictures/picture1.html> or the Library of Congress. How do these images add meaning to the historical event?

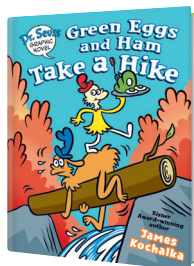
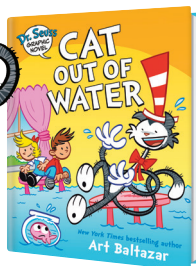
PAGE 54: Revisit student answers from the During Reading part of this guide. (If you had a Super Fantabulous Magnificent Marshmallow history life raft, where would you go in time? Why?) Students can research and present their chosen time period/event and why it was impactful. They can also make this into a comic and integrate the visual literacy skills they learned. The students' work can then be displayed in chronological order in the classroom, hallway, or library. If resources are available, students can create a model of their raft using marshmallows and toothpicks or tongue depressors.

PAGE 69: Have students draw their own history traveling vehicle.

Have students create their own bio sketch, as Art Baltazar did at the end of the book.

Students can draw their own comic about a funny experience in school. They should include what they have learned in the Visual Literacy Skills portions of this guide. Students can hand-draw, use an online tool, or take/use photos and upload into PowerPoint and create a comic.

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.