



The Cat in the Hat Is Hungry!

Let's Feed Him:

-at Family Words

Letters

Colors

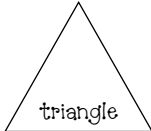



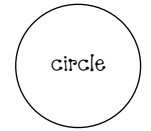
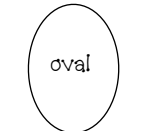
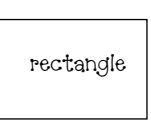
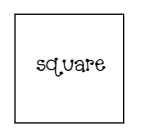

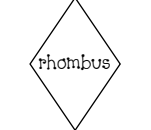


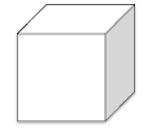
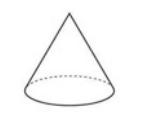
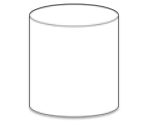




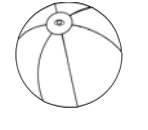
Contractions

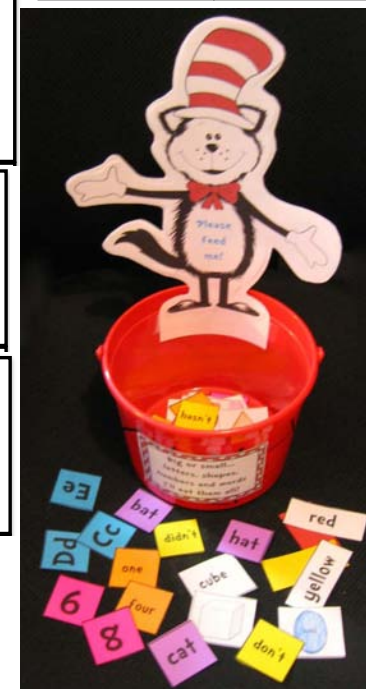
Numbers 0-120



Number words
& Shapes!

at	bat	brat	cat	chat
Aa	Bb	Cc	Dd	Ee
A	B	C	D	E
a	b	c	d	e
red	orange	yellow		
aren't	can't	didn't	don't	hasn't
0	1	2	3	4
zero	one	two	three	four
+	-	=	<	>

Make extra tiles
for more games.

 triangle	 hexagon	 octagon	 pentagon
 circle	 oval	 rectangle	 square
 trapezoid	 rhombus	 star	 heart
 cube	 cone	 cylinder	 sphere
sphere	cube	cone	cylinder
			



Kaboom!
 Kaboom!

1-2-3
Please feed me!
Can't you see
I'm hungry?

Big or small...
letters, shapes,
numbers and words
I'll eat them all!



I used a bucket that I bought from The Dollar Store for my container.

Print the cat on card stock.

It was nice & sturdy so I just taped it to the back of the bucket.

Pass out whatever "food" cards you want to practice. Call out a shape, color, number, letter or word.

The child holding that card shows it, identifies it, everyone repeats it, then they "feed" the cat by tossing it in the bucket.

Make extra sets of cards to play other games.

You can also use the other cat pattern, cut out his tummy and attach to the front of half of a paper plate, so that the hole is at the top. Tack to a bulletin board or foam board, so that it becomes a "pocket". Students can then feed the cat.





1-2-3

**Please feed me!
Can't you see
I'm hungry?**

**Please
feed the
Cat in the Hat!**

**Big or small...
letters, shapes,
numbers and words
I'll eat them all!**

**Practice makes
“purrr-fect!”**

Use these labels to decorate your Cat in the Hat container.



Frame graphic by Krista Wallden Creative Clips
<https://www.teacherspayteachers.com/Store/Krista-Wallden>

1-2-3

**Please feed me!
Can't you see
I'm hungry?**

Big or small...

**letters, shapes,
numbers and words
I'll eat them all!**

**Please
feed the
Cat in the Hat!**

**Practice makes
“purr-fect!”**

1-2-3

**Please feed me!
Can't you see
I'm hungry?**

Big or small...

**letters, shapes,
numbers and words
I'll eat them all!**

**Please
feed the
Cat in the Hat!**

**Practice makes
“purr-fect!”**

Use these signs to decorate your container or sprinkle on a bulletin board.
TeachWithMe.com



Frame graphic by Krista Wallden Creative Clips
<https://www.teacherspayteachers.com/Store/Krista-Wallden>

Aa	Bb	Cc	Dd	Ee
Ff	Gg	Hh	Ii	Jj
Kk	Ll	Mm	Nn	Oo
Pp	Qq	Rr	Ss	Tt
Uu	Vv	Ww	Xx	Yy

Zz

Print on construction paper' laminate & trim.

Pass the cards out to your students.

Call out a letter or a Seuss-themed word that starts with that letter. The child holding that card "feeds" it to the Cat in the Hat.

cTeachWithMe.com

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
Z	<p>Print on construction paper' laminate & trim. Pass the cards out to your students. Call out a letter or a Seuss-themed word that starts with that letter. The child holding that card "feeds" it to the Cat in the Hat.</p>			

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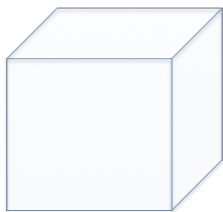

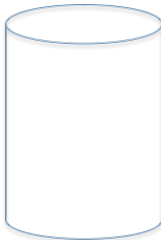
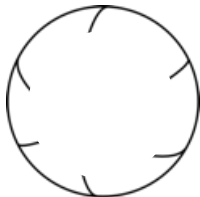
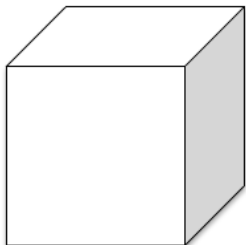
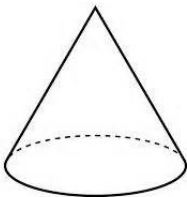
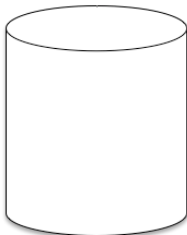
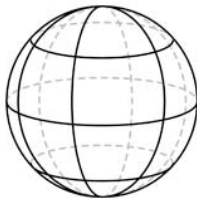
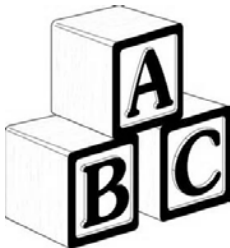


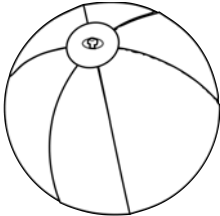
a	b	c	d	e
f	g	h	i	j
k	l	m	n	o
p	q	r	s	t
u	v	w	x	y
z	<p>Print on construction paper, laminate & trim. Pass the cards out to your students. Call out a letter or a Seuss-themed word that starts with that letter. The child holding that card "feeds" it to the Cat in the Hat.</p>			

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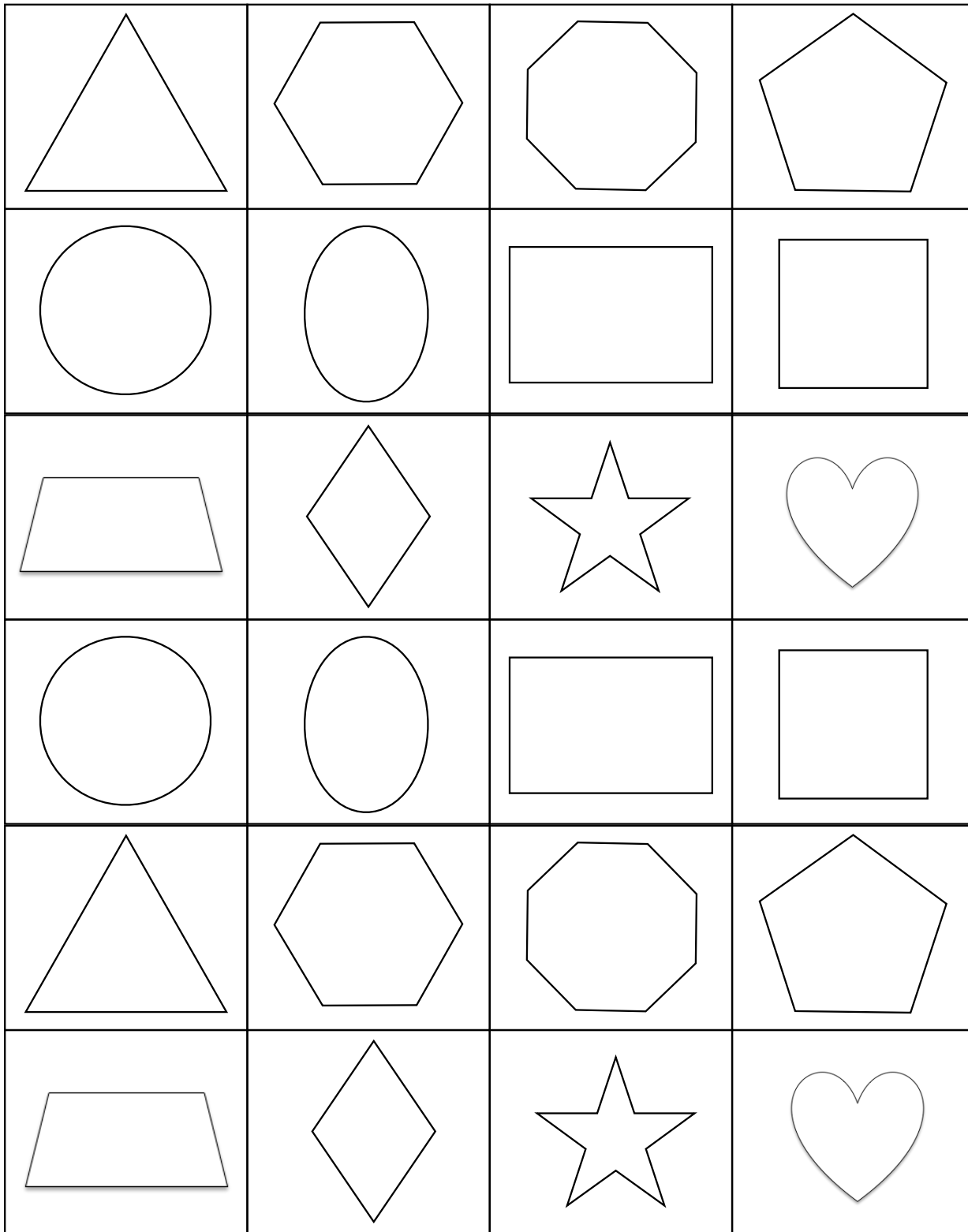
aren't	can't	didn't	don't	hasn't
he'd	he'll	he's	how's	I'd
I'll	I'm	It's	I've	isn't
let's	she'd	she'll	she's	that's
they're	wasn't	we'd	we're	what's
where's	who's	who'll	won't	you're
you've	haven't	shouldn't	should've	couldn't

Print, laminate & trim. Pass the contraction cards out to your students. Call out the two words that make up the contraction. The child holding that card "feeds" it to the Cat in the Hat.

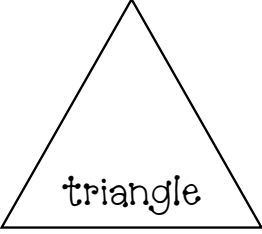
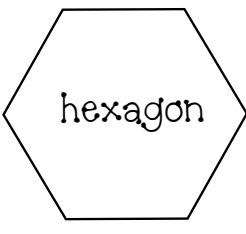

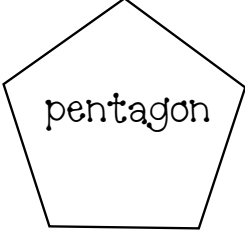
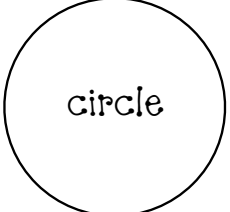
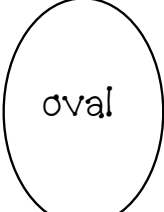
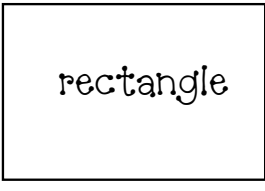

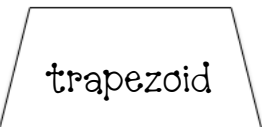
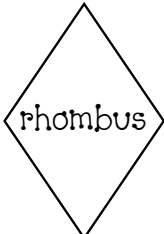


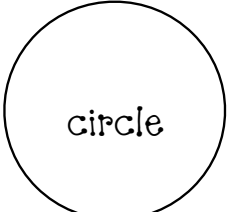
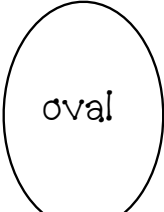
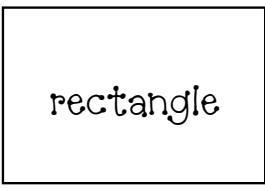

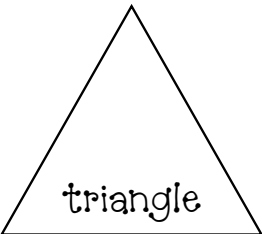
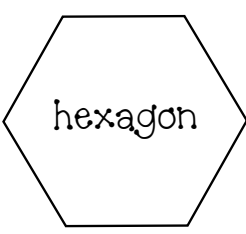



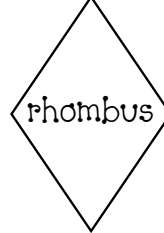


Run off on card stock or construction paper; color, laminate & trim. Pass them out to students. Call out a shape. The child holding that shape card "feeds" it to the Cat in the Hat.

sphere	cube	cone	cylinder
sphere	cube	cone	cylinder
			
			
			

Run off on card stock or construction paper; color, laminate & trim. Pass them out to students. Call out a shape. The child holding that shape card "feeds" it to the Cat in the Hat. cTeachWithMe.com



Run off on card stock or construction paper; color, laminate & trim. Pass them out to students. Call out a shape. The child holding that shape card "feeds" it to the Cat in the Hat. cTeachWithMe.com

 triangle	 hexagon	 octagon	 pentagon
 circle	 oval	 rectangle	 square
 trapezoid	 rhombus	 star	 heart
 circle	 oval	 rectangle	 square
 triangle	 hexagon	 octagon	 pentagon
 trapezoid	 rhombus	 star	 heart

red	orange	yellow
green	blue	purple
pink	black	white
brown	gray	

red	orange	yellow
green	blue	purple
pink	black	white
brown	gray	

Print, laminate & trim. Pass out the cards to your students.

Call out a color. The child holding that card “feeds” it to the Cat in the Hat.

Use the blank rectangle as a template to cut color cards out of construction paper that matches the color words.

zero	one	two	three	four
five	six	seven	eight	nine
ten				
zero	one	two	three	four
five	six	seven	eight	nine
ten				

Print on construction paper; laminate & trim.

Pass the cards out to your students.

Call out a number. The child holding that number word card “feeds” it to the Cat in the Hat.

cTeachWithMe.com

0	1	2	3	4
5	6	7	8	9
10	11	12	13	14
15	16	17	18	19
20	21	22	23	24
25	26	27	28	29
30	31	32	33	34

Print on construction paper; laminate & trim.

Pass the cards out to your students.

Call out a number. The child holding that number card “feeds” it to the Cat in the Hat.

cTeachWithMe.com

35	36	37	38	39
40	41	42	43	44
45	46	47	48	49
50	51	52	53	54
55	56	57	58	59
60	61	62	63	64
65	66	67	68	69

Print on construction paper; laminate & trim.

Pass the cards out to your students.

Call out a number. The child holding that number card “feeds” it to the Cat in the Hat.

cTeachWithMe.com

70	71	72	73	74
75	76	77	78	79
80	81	82	83	84
85	86	87	88	89
90	91	92	93	94
95	96	97	98	99
100	101	102	103	104

Print on construction paper; laminate & trim.

Pass the cards out to your students.

Call out a number. The child holding that number card “feeds” it to the Cat in the Hat.

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105	106	107	108	109
110	111	112	113	114
115	116	117	118	119
120				

Print on construction paper; laminate & trim.

Pass the cards out to your students.

Call out a number. The child holding that number card “feeds” it to the Cat in the Hat.

cTeachWithMe.com

+	-	=	>	<
+	-	=	>	<
+	-	=	>	<
+	-	=	>	<
+	-	=	>	<
+	-	=	>	<
+	-	=	>	<

Use these math symbols with the number cards to make equations & solve them. [cTeachWithMe.com](https://www.teachwithme.com)

at	bat	brat	cat	chat
drat	fat	flat	gnat	hat
mat	pat	scat	slat	spat
splat	stat	tat	that	vat

Hats off to me!

I can read these words.



Name: _____

Trace and then write the words.

at _____

bat _____

cat _____

drat _____

fat _____

hat _____

mat _____

pat _____

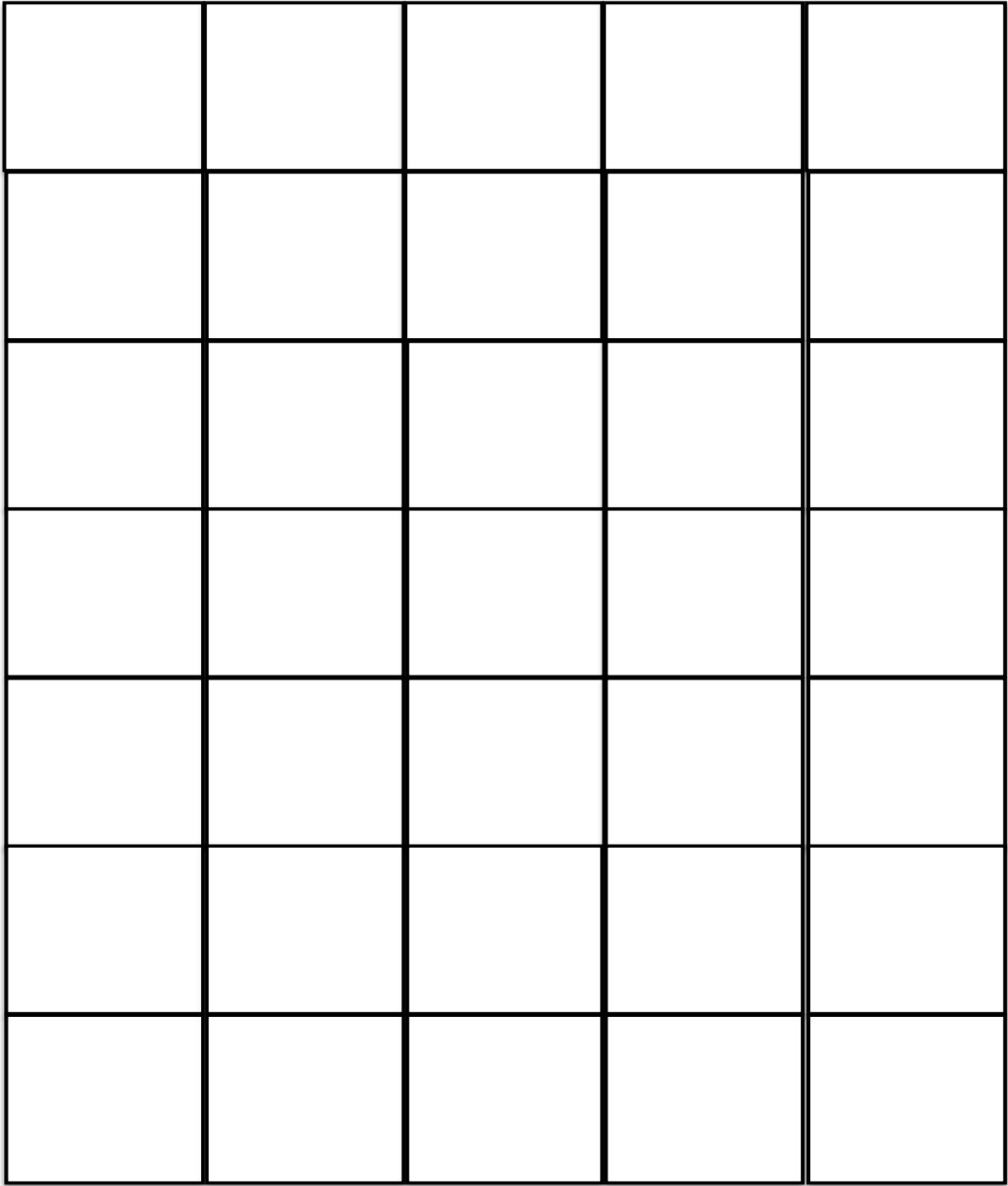
rat _____

sat _____

splat _____

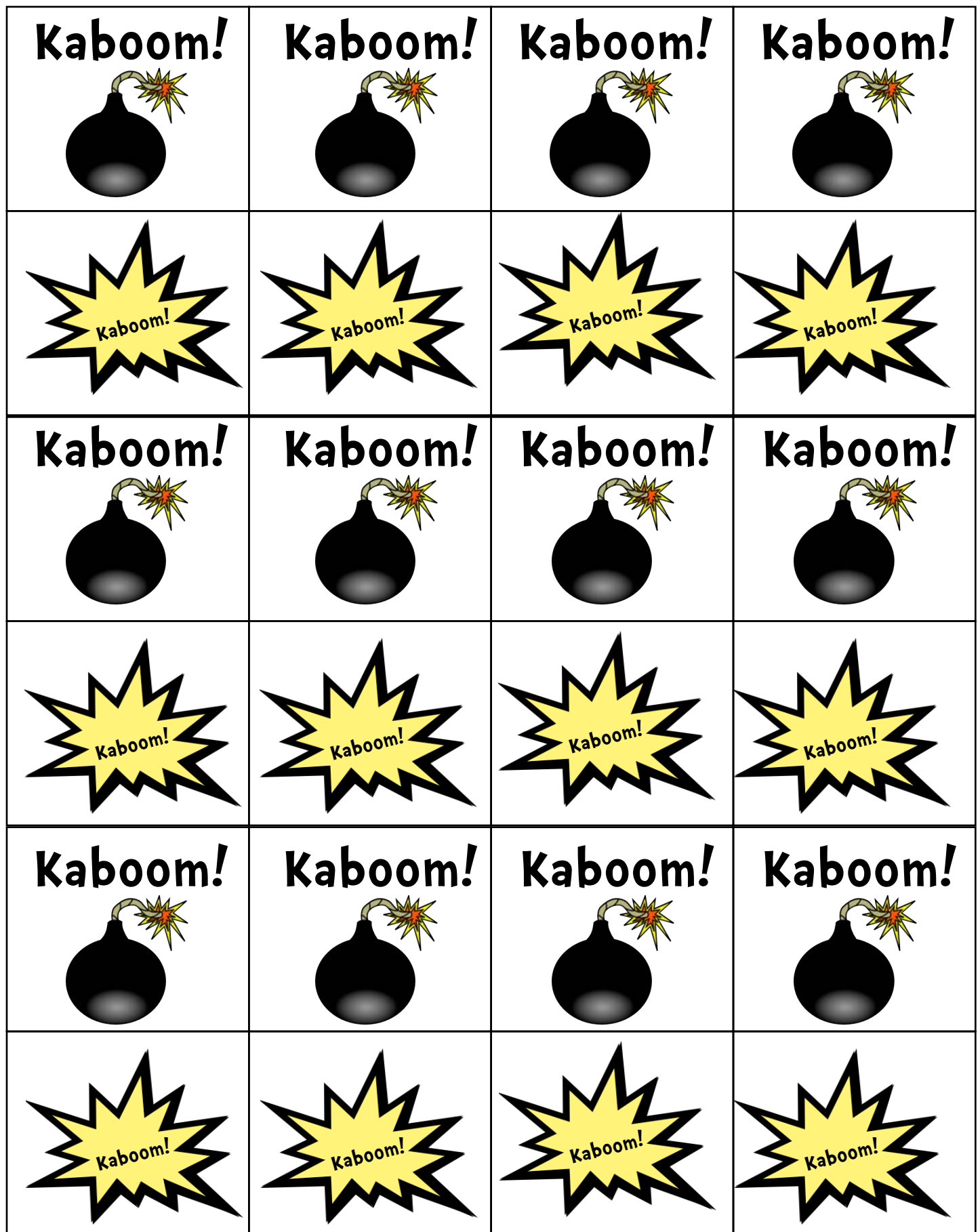
tat _____

vat _____



Use these tiles to program with whatever.
cTeachWithMe.com

Run off on card stock or construction paper; laminate & trim. Toss them in a container with the other cards. Add these to your games to make them more fun. Read the tip sheets for how to use them.





Alphabet Cards

What else can you do with alphabet cards?

- Cut them up and use them as puzzles.
- Print and laminate and put on a split ring and use as flashcards for your students.
- Print and laminate and sprinkle them on the floor. Have students collect the cards before the timer rings. After the timer rings, have students gather on the carpet and sequence the cards. You can put upper and lowercase letters together, or sequence 2 separate lines. To reinforce recognition, call on children to share a letter that they found.
- Run off sets on two different colors of paper so that you can make **Memory Match** games. This will make the game easier to play and expedite time.
- Students can either match lowercase letters to uppercase letters or upper to upper and lower-to-lower.
- Put a set in a bag, basket or box and have students pull out a card and read the letter. If they can't, they are out of the game.
- You can also have them start saying the ABC's from that letter.
- They can pick a card and tell if it is a consonant or vowel.
- They can pick a card and give a word that starts with that letter.
- They can pick a card and give a student's name that starts with that letter. If there are none, they say zero.

- They can pick a card and give the sound(s) the letter makes.
- Put some Kaboom bomb cards in the container along with a set of upper and lowercase letter cards.
- Children take 2 cards out of the basket. Teacher calls on the student who has the uppercase letter A to start the game, that child reads their letter card and asks for the lowercase matching card.
- That child with that card reads it and gives their card to that child. They then read their other card and ask for their match.
- Play continues 'til all of the cards are gone.
- When the bomb cards are added, a child must use the bomb Kaboom card when they are called on for a match.
- They show the bomb card, everyone yells "Kaboom" and both children are out of the game.
- Run off copies of the cards. Students cut out the cards, put them in order, and staple on a construction paper cover, to make an Itty Bitty flip booklet, that they can share them with their families to reinforce lessons learned at school.
- Collating their books is a great way to sequence the letters.
- Play *"I Have, Who Has?"*
- Make sure you have only enough pairs of cards so that things come out equal to the number of students present that day.
- One student starts and says: *"I have 'uppercase A' who has lowercase a?"* The child with the lowercase letter card gives that child their card.
- Play continues 'til all of the cards are gone.

- You can spice this game up by adding the "Kaboom" cards to this game as well.
- Have students choose a partner and play "Speed" against them.
- Each student mixes up their cards. Together they say, *"Ready-Set-Go!"*
- Each student puts their cards in ABC order. The 1st one to do so is the winner.
- Another version of "Speed" is the following: Each child has a set of cards that is in the same order as their partner's. They place them face down. They say 1-2 flip and then flip a card over. The first one to read the card takes the cards. The student with the most cards wins.
- Students mix up their pack of cards, and reinforce vowels and consonants.
- Students take turns flipping over cards. The first one to say whether it is a vowel or consonant gets the card.
- You could also play that they have to give a word that begins with that letter. i.e. A student flips over the B card, one of the children exclaims: "Boy!" they get the card.
- Display the cards on the wall in ABC order. Each day take a "mystery" letter away. Choose a different child each day to guess which letter is missing.
- As students become familiar with the letters, jumble them up instead of keeping them in ABC order.
- Use them as flashcards.
- Use them as pocket cards.
- Place a card behind a seasonal shape on your white board and choose a child to guess what letter the mouse has stolen today.
- Sort vowels and consonants.

- Sort upper and lowercase letters.
- Use them in **Daily 5** for "Word Work" & have students make CVC words, word wall words, spelling words, spell their name etc.
- Pass them out and have students "feed" them to a container of some sort.
- I've given you a blank template so that you can program it with whatever else you may think of: numbers, shapes, equations etc.
- Label a set of clothespins (You can buy them at The Dollar Store) with upper and lowercase letters. For great fine motor fun, have students clip the matching letter clothespin to the corresponding alphabet card.
- Students can clip uppercase letter clothespins to uppercase letter alphabet cards, or have them clip the lowercase clothespins to the uppercase alphabet cards, and the uppercase clothespins to the lowercase alphabet cards.
- Make a double set of cards. Cut one set in half vertically, and another set in half horizontally. Students put the puzzles together and decide if that letter is symmetrical.
- Use the above cards and have students draw in the missing half.
- If you think of more ideas, I'd enjoy hearing from you: diane@teachwithme.com





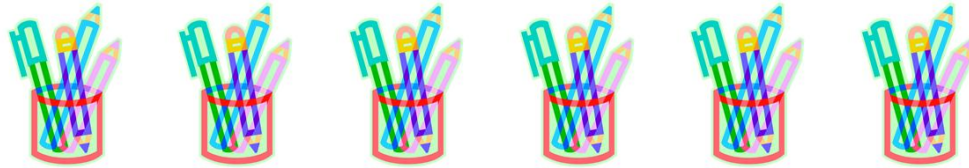
Word Cards

What else can you do with the word cards?

- Print and laminate and cut into puzzles.
- Print and laminate and put on a split ring and use as flashcards for your students.
- When you flash a word, ask them to say real or made up.
- Print and laminate and sprinkle them on the floor. Have students collect the cards before the timer rings.
- Run off sets on two different colors of paper so that you can make **Memory Match** games. This will make the game easier to play and expedite time.
- Put a set in a bag, basket or box and have students pull out a card and read the word. If they can't, they are out of the game. You can also ask them if it is real or made up.
- Put some Kaboom bomb cards in the container along with a set of cards.
- Children take 2 cards out of the basket. Teacher calls on a student to start the game, that child reads their word and asks for another.
- That child with that card reads it and gives their card to that child. They then read their other card and ask for their match.
- Play continues 'til all of the cards are gone.
- When the bomb cards are added a child must use the bomb Kaboom card when they are called on for a match.
- They show the bomb card; everyone yells "Kaboom" and both children are out of the game.

- Run off copies of the cards. Students cut out the cards, and add a cover to make Itty Bitty booklets so they can share them with their families and reinforce lessons learned at school.
- Use them for your Word Wall.
- Have students choose a certain number of cards as time permits and have them alphabetize them.
- Have them sort by vowel sound, real or nonsense words, nouns or verbs, words that are spelled the same backwards and forwards etc.
- Play *“I Have, Who Has?”*
- Make sure you have only enough pairs of cards so that things come out equal to the number of students present that day.
- Have students choose a partner and play “Speed” against them.
- Each student mixes up their cards. Together they say, “Ready-Set-Go!”
- Each student puts their cards in alphabetical order. The 1st one to do so is the winner.
- Another version of “Speed” is the following: Each child has a set of cards that is in the same order as their partner’s. They place them face down. They say 1-2 flip and then flip a card over. The first one to read the card takes the cards. The student with the most cards wins., or the first one to read the card and say the flip flop backwards matching word, gets the cards.
- Display the cards on the wall in a jumbled mess. Each day take a “mystery” card away. Choose a different child each day to guess which card is missing.
- Put a word card under a question mark poster. Give clues about the mystery word of the day and have students guess what the word is.
- Play “I Spy” with the words. Put them up on your word wall and give clues about the word. i.e. I spy a word that has the vowel ____ in it. It starts or ends with the letter _____, it means, it’s a color etc.
- Use them as flashcards.

- Cut them up and use them as puzzles.
- Use them as pocket cards.
- Play Go Fish
- If you use the cards in another way, please drop me an e-mail diane@teachwithme.com so that I can keep adding to this list. Thanks in advance.





Number Cards

What else can you do with the number cards?

- Print and laminate and put on a split ring and use as flashcards for your students.
- Print and laminate and sprinkle them on the floor. Have students collect the cards before the timer rings.
- Run off sets on two different colors of paper so that you can make **Memory Match** games. This will make the game easier to play and expedite time.
- Put a set in a bag, basket or box and have students pull out a card and read the number. If they can't, they are out of the game.
- You can also have them start counting from that number to 10 or however high you want them to go.
- They could also count backwards from that number to 1.
- Put some Kaboom bomb cards in the container along with a double set of number cards. (Make sure you only use as many numbers as you have children that day.)
- Because there are so many numbers, I paperclip sets of 10 so that I can find them easily.
- Children take 2 cards out of the basket. Teacher calls on a student to start the game, that child reads their number and asks for the number card that follows.
- That child with that card reads it and then asks for the next card.
- Play continues 'til all of the cards are gone.
- When the bomb cards are added a child must use the bomb Kaboom card when they are called on.
- They show the bomb card, everyone yells "Kaboom" and both children are out of the game.

- Run off copies of the cards. Students cut out the cards, and add a cover to make Itty Bitty booklets so they can share them with their families and reinforce lessons learned at school.
- If you are working on the “teens” have students only use those numbers for that book.
- They can later make a 20’s, 30’s, 40’s etc. booklet
- Collating their books is a great way to sequence the numbers.
- Play ***“I Have, Who Has?”***
- Make sure you have only enough pairs of cards so that things come out equal to the number of students present that day.
- One student starts and says: ***“I have 1 who has 2*** The child with the number 1 card gives that child their card.
- Play continues ‘til all of the cards are gone because you have counted up to the highest number.
- You can spice this game up by adding the “Kaboom” cards to this game as well.
- Have students choose a partner and play “Speed” against them.
- Students mix up their cards. Together they say, “Ready-Set-Go!”
- Each student puts their cards in numerical order. The 1st one to do so is the winner.
- Students choose a number card and tell what is +1 more, 1 less, +10 more, and 10 less.
- Doing all 100 numbers is a great 100-day activity. Because there are so many, students could work with a partner to see which group gets theirs sequenced first. Can they do it in less than 100 seconds?
- Another version of “Speed” is the following: Each child has a set of cards that is in the same order as their partner’s. They place them face down. They say 1-2 flip and then flip a card over. The first one to read the card takes the cards. The student with the most cards wins.
- Students mix up their pack of cards, and reinforce greater and less than. Decide which person will take the card, the one that has the greater number or the one that has the lesser number, when they flip over their number card.
- Display the number cards on the wall in a jumbled mess. Each day take a “mystery” number away. Choose a different child each day to guess which number is missing.

- Use them as flashcards.
 - Cut them up and use them as puzzles.
 - Use them as pocket cards.
 - Use them as a border as you count up to 100 Day.
 - Have students sort odd and even numbers on the number mat.
 - Have students show equations by choosing numbers and number symbols.
 - Have students show greater and less than by using the number cards and the greater or less than symbol cards or the alligator greater or less than jaw cards.
 - Play Go Fish
 - Play Crazy Eights
 - Play War
 - Use them to count by 2's, 3's, 5's, and 10's. Students find those number cards and put them in order.
 - Call out a number and have students count and sequence from that number.
 - Have students choose a number and then ask them what is one more, one less, 10 more, 10 less, the number that comes before, the number that comes after, if it's odd or even etc.
 - Pass them out to children and then count and sequence them as they "feed" a container of some sort.
 - If you use the cards in another way, please drop me an e-mail diane@teachwithme.com so that I can keep adding to this list.
- Thanks in advance.

