



Drama & Feelings

Guide students in the activities below to explore and act out the Dr. Seuss poem through drama.

FREEZE: Guide students to shape their bodies as each of the characters and then have them freeze in their poses/shapes. What does the character look like? (Freeze). What does the character like to do? (Freeze). What's something funny that the character likes to do? (Freeze).

ACTION: Guide students to walk about the room as each of the characters. How does the character feel? How fast or slow does the character move? What is this character doing as he/she walks about?

STORY EXPLORATION: Narrate parts of the story, guiding the students to act out the moments as you tell them. Explore different parts of the story more than once each time, encouraging the students to try new ways of showing the action.

MY MANY COLORED DAYS By Dr. Seuss

Some days are yellow.
Some are blue.

On different days
I'm *different* too!

You'd be surprised how many ways
I change on *different* colored days.

On bright red days how good it feels to be
a horse
And kick my heels!

On other days I'm other things.
On bright blue days
I flap my wings.

Some days, of course,
Feel sort of brown,
Then I feel slow and low,
Low

Down.

Then comes a yellow day.
And I am a busy, buzzy bee.

Gray day...everything is gray.

I watch. But nothing moves today.

Then all of a sudden
I'm a circus seal!
On my orange days, that's how I feel.

Green days. Deep, deep in the sea.
Cool and quiet fish, that's me.

On purple days I'm sad.
I groan. I drag my tail.
I walk alone.

But when my days are happy pink,
It's great to jump
And just not to think.

Then come my black days
Mad and loud. I howl,
I growl at every cloud.

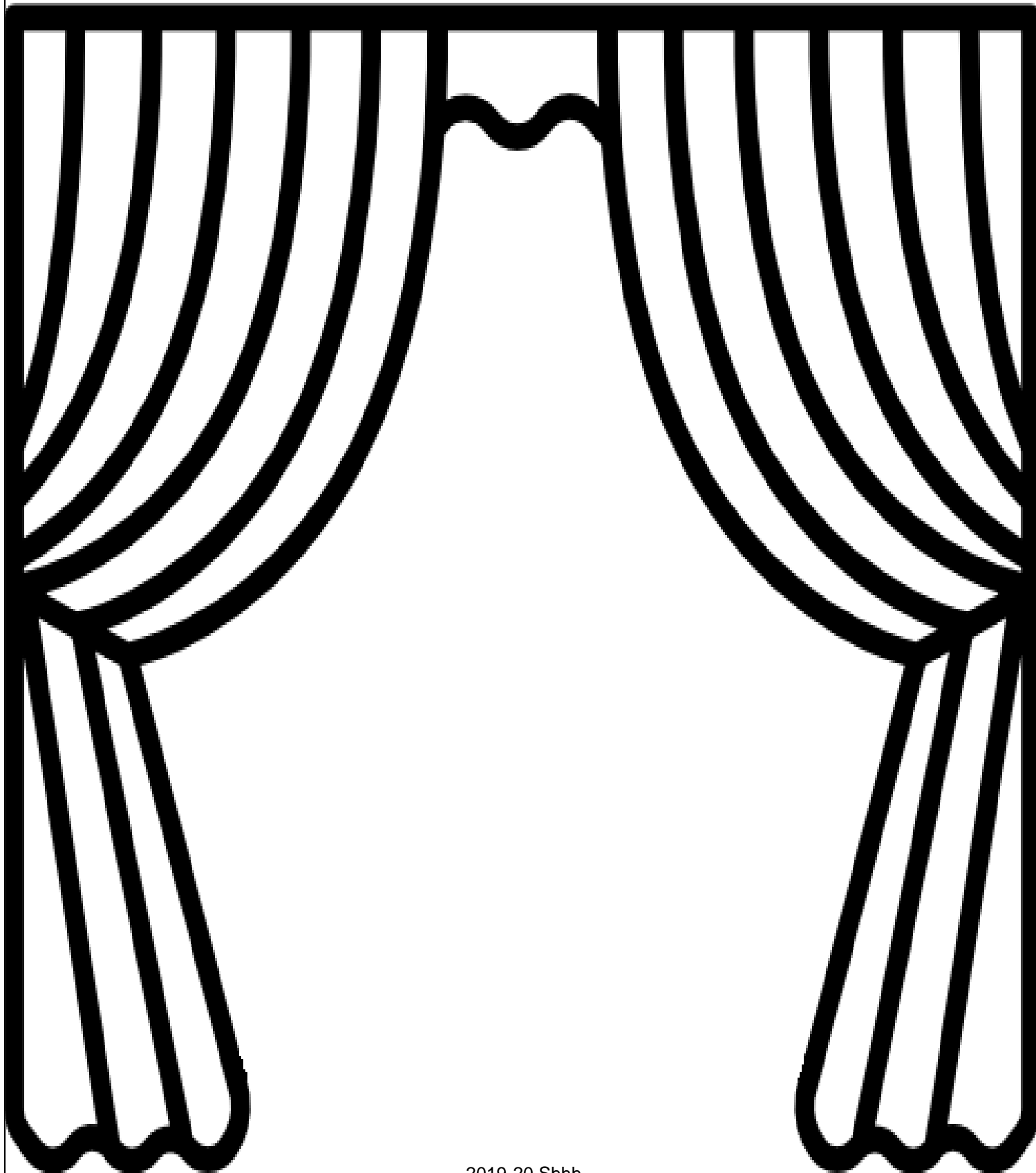
Then comes a mixed up day
And what! I don't know who
Or what I am.

But it all turns out all right, you see.
And I go back to being me.

Draw Your Favorite Part of the Play



Share copies of this page with your students and have them draw their favorite part of the show!



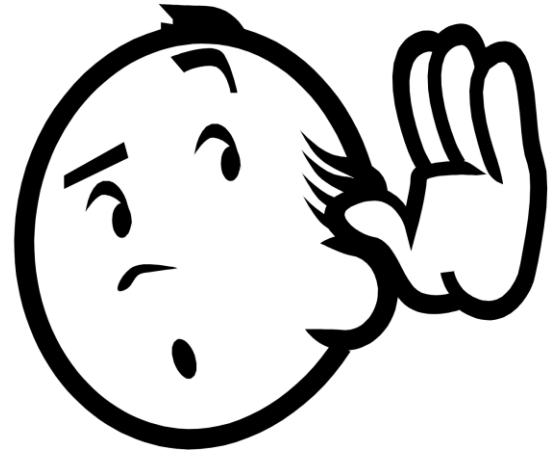
Look and Listen: What can you Find?



There will be plenty to listen to and see during the HTY show SHHH. Before seeing the show, challenge students to listen and look for the following. After the show, talk about the list again and see who discovered what.

Before the Play:

- A) **WORDS:** Words are very important in the play. Listen close! The words might surprise you. What words can you discover?
- B) **BOXES:** There will be a lot of boxes in the play. What can you discover about the boxes?
- C) **SOUNDS:** Listen carefully. There might be special sounds you can hear if you listen close.
- D) **FEELINGS:** Of course, the characters will have many feelings in the show! That's what makes it fun to watch. So, find some feelings so you can tell me about them after the show.



After the Play:

- 1) **WORDS:** Sometimes the play was quiet. Sometimes words and sounds were hidden. Where did the characters hide the words? What happened when the characters discovered a new word? How did the characters feel when they found a word?
- 2) **BOXES:** How many boxes do you think there are? What colors did you see on the boxes? What did the characters do with the boxes? How did the boxes change? What did the characters build with the boxes?
- 3) **SOUNDS:** What sounds did you hear in the show? What were the sounds you heard? Where did the sound come from?
- 4) **FEELINGS:** How did the characters feel in the play? How did they show their feelings? What happened to make the characters feel: Happy? Sad? Mad? Surprised? Scared?



How do Words Make You Feel?

Help students explore how words can make them feel many different ways. With this activity, students can either stand in one place, or move about the room. Your choice.

First, guide students to move as each word suggests. You may need to define some of the words for your students, but try to avoid describing the feeling that might accompany the word. Add any additional words you wish. Second, after each word, ask students to sit and describe how that word made them feel.

How does your body move when you...

Prowl	Scurry	Amble
March	Melt	Drag
Explode	Chase	Swim
Waddle	Stamp	Yawn
Tremble	Walk slow	Big Steps
	Fast/Tiny steps	





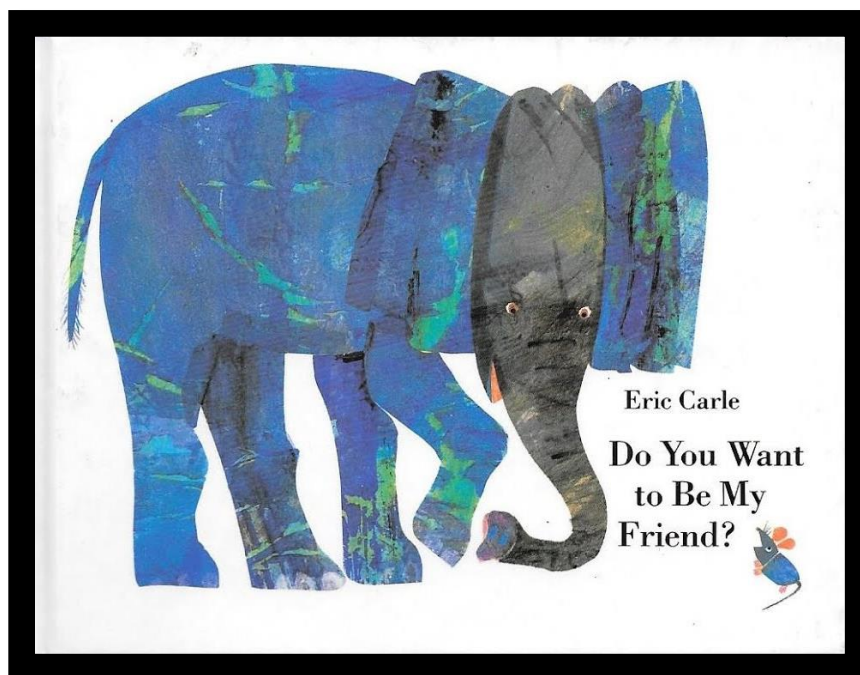
Imagining Stories

Wordless picture books can be a wonderful way to encourage students to understand characters and imagine and tell whole stories. Below is a list of several wordless books available in the local libraries. Select one or two and:

- Show the entire story to students.
- Discuss with them what the story seems to be about. Who are the characters? What are they doing? What's a problem they might be having in the story? How do they make things better?
- Go back through the story slowly, encouraging students to help tell the story and talk like the characters.

Wordless Stories

- *Alligator's Toothache* by Diane de Groat: An alligator with a toothache is afraid of the dentist.
- *A Boy, a Dog, and a Frog* by Mercer Mayer: A boy's unsuccessful attempts to catch a frog.
- *Frog, Where are You?* By Mercer Mayer: A boy and his dog search for an escaped pet frog.
- *Do You Want to be My Friend* by Eric Carle: A mouse searches everywhere for a friend.
- *The Farmer and the Clown* by Marla Frazee: A farmer rescues a baby clown who's bounced off the circus train, and reunites him with his clown family.





Which Word is You?

Guide students to pick a word that fits them today.

First, ask students to help you fill in the blanks. Add to or change anything on the list.

As _____ as a Tiger

As _____ as a Elephant

As _____ as the Sun

As _____ as the Ocean

As _____ as a Tree

As _____ as a Snake

As _____ as a Kitty-cat

Second, guide students to walk about the room. As they walk, ask them to walk like each of the descriptive words (NOT the animal or object). “Walk as if you are feeling ‘fierce.’” “Walk as if you were really, really ‘tall.’”

Finally, guide students to choose the one word that best describes them today. Take one last walk and then sit and share which word each chose.



As grumpy as a Bear