



#11423 THE CAT IN THE HAT

PHOENIX LEARNING GROUP, 1971
Grade Level: Ps-5
24 Minutes

DESCRIPTION

LESSON GUIDE CONTENTS:

[Description](#)

[Academic Standards](#)

[Instructional Goals](#)

[Background](#)

[Before Showing](#)

[During Showing](#)

[After Showing](#)

[Related Resources](#)

[Read Captions Across
America™](#)

["Calculus Eliminator"](#)

[Word Find](#)

[The Cat in the Hat](#)

[Caption Script](#)

In this Dr. Seuss classic, a mischievous, singing cat transforms a dull, rainy afternoon into a magical and just-messy-enough adventure for a brother and his sister. This jovial feline trashes the siblings' house searching for his "moss-covered, three-handled family gradunza" and severely upsets the pet fish. Just when the house is in complete disarray, the children's mother returns home. Will the house be clean before she opens the front door? With its simple and often single-vowel vocabulary, the book has been called a must for any child's library.

ACADEMIC STANDARDS

The Captioned Media Program's (CMP) standards for this lesson guide are listed below. These standards were chosen by professional educators and are hyperlinked to the Mid-continent Research for Education and Learning (McREL) Web site so that you may specify benchmarks for your class in conjunction with this media.

Subject Area: LANGUAGE ARTS

- Standard: [Uses reading skills and strategies to understand and interpret a variety of literary texts.](#)
- Standard: [Uses listening and speaking strategies for different purposes.](#)

Subject Area: LIFE SKILLS

- Standard: [Works well with diverse individuals and in diverse situations.](#)

Subject Area: MATH

- Standard: [Uses a variety of strategies in the problem-solving process.](#)

Subject Area: PHYSICAL EDUCATION

- Standard: [Understands the social and personal responsibility associated with participation in physical activity.](#)

Subject Area: VISUAL ARTS

- Standard: [Knows how to use structures \(e.g., sensory qualities, organizational principles, expressive features\) and functions of art.](#)
- Standard: [Uses acting skills.](#)

INSTRUCTIONAL GOALS

1. To develop rhyming ability by introducing new vocabulary and varied sound patterns. Specifically focus on short vowel sounds and their uses in the English language.
2. To utilize drama and imagination to promote conflict resolution, reinforce parental, social, and academic rules, and to develop model interpersonal behavior and skills.
3. To cultivate critical thinking through problem-solving visuals and activities that promote awareness for the effect one person may have on others.
4. To stimulate artistic abilities and cooperative learning through group activities and creation of artwork.

BACKGROUND

"I like nonsense, it wakes up the brain cells. Fantasy is a necessary ingredient in living; it's a way of looking at life through the wrong end of the telescope, which is what I do, and that enables you to laugh at life's realities." –Dr. Seuss

The history of children's literature is richly sprinkled with authors who have been able to catalyze a child's desire to read. Dr. Seuss is no exception. When the name "Dr. Seuss" is mentioned, one of the first books ever read as a child will likely come to mind.

Theodor Seuss Geisel, better known to the world as Dr. Seuss, was born in 1904 in Springfield, Massachusetts. His father and grandfather were brewmasters in the city. His mother often soothed her children to sleep by "chanting" rhymes remembered from her youth. Ted credited his mother with both his ability and desire to create the rhymes for which he became so well known.



Geisel left Springfield as a teenager to attend Dartmouth College, where he first used the pseudonym "Seuss" as contributor to the college's humor magazine. This is the first record of the "Seuss" pseudonym, which was both Ted's middle name and his mother's maiden name.

[Back to Contents](#)

C a p t i o n e d M e d i a P r o g r a m

After Dartmouth, he attended Oxford University and then returned to the United States to pursue a career as a cartoonist. Much of his early career activity as a cartoonist was dedicated to designing marketing campaigns for Standard Oil until his focus shifted during World War II. It was during the war that he began working as an editorial cartoonist developing a series of animated U.S. Army training films.

Before his “big break” into children’s literature, the first book he published, *And to Think I Saw It on Mulberry Street*, was rejected over 30 times before it was printed by Vanguard Press in 1937. It was the printing and release of *The Cat in the Hat* in 1957 that made him the influential children’s book author that he is thought of today. When Seuss died following years of illness on September 24, 1991, he had written and illustrated 44 children’s books. His books have been translated into more than 15 languages and over 200 million copies have been sold internationally.

BEFORE SHOWING

1. Ask the students what they know about Dr. Seuss. Most students will probably mention *The Cat in the Hat* book or character, Seuss’s rhyming schemes, and his fabricated words. Add to their input until they are ready to view the production.
2. Discuss fun rainy-day activities. Ask the students to cut large raindrop shapes out of construction paper. Have them list their favorite rainy-day activities on their raindrop. Encourage them to decorate their cut outs. Display each student’s raindrop on a bulletin board titled “Our Rainy-Day Ideas.”
3. Collect various pictures of hats and place them around the room. Discuss each hat and ask the students when and where they might wear the hat. If appropriate, ask how to say the word “hat” in other languages.
4. Discuss the importance of following the rules set forth by parents and teachers. What are some rules about strangers? About people being in the house when parents aren’t home? What are some chores? What should kids be responsible for in their homes? At school?
5. Discuss how it can take courage to tell some things to parents.

DURING SHOWING



1. View the media more than once, with one showing uninterrupted.
2. Pause the media after significant events, including any literary, visual, mathematical, or theatre elements, to address them specifically.
3. Give students time to write down everything mentioned.

[Back to Contents](#)

AFTER SHOWING

Discussion Items and Questions

1. What words describe the Cat in the Hat, Krinklebein (the fish), the brother, and the sister?
2. What should someone do if there is an emergency? What did Krinklebein do?
3. Explain what the children could have done to convince the Cat in the Hat to leave.
4. Notice that the conflict between Krinklebein and the Cat in the Hat leave the children caught in the middle. Discuss feelings expressed by the characters in the story. How does each seem to feel about the Cat in the Hat's tricks? Ask students to describe how they would feel in the same situation.
5. Brainstorm with the students as to what the children should have done when the Cat in the Hat entered the home without permission. How does this apply to being home without parents?
6. Discuss root words. How did Seuss create new words by manipulating root words?
7. Was the "moss-covered, three-handled family gradunza" ever lost? What evidence in the production suggests the answer?

Applications and Activities

1. Draw what a "moss-covered, three-handled family gradunza" might look like. Generate a narrative focusing on its potential uses and the characters that might use it.
2. Create a book or play that would continue the story. What would the boy and girl say to their mother? Would Krinklebein be able to talk to her as well? If so, what would he say? How would the mother react?
3. Make edible hats by layering white frosting and gummy Lifesavers on circular crackers. Alternate the Lifesavers and the frosting so the "hat" looks like the Cat in the Hat's.
4. Let the students draw their favorite character, including their favorite quotes from him/her. Make a graph to see which Dr. Seuss character was most liked by the class. Why was this character chosen over the others?
5. Use a Venn Diagram to compare and contrast the fantasy world of *The Cat in the Hat* to the real world. What events were safe in the production that might not be safe in real life?
6. Come up with interesting words that may explain how to get something done. Just as the Cat in the Hat invents "calculatus eliminatus" as a way to find something that has been lost, create new words that describe how to clean up a room or complete homework.
7. Use Dr. Seuss characters and invented words to generate math word problems for students to solve.



[Back to Contents](#)

C a p t i o n e d M e d i a P r o g r a m

8. Complete the [“Calculatus Eliminatus” Word Find](#).
9. Give the students a copy of [The Cat in the Hat Caption Script](#). Ask them to individually circle words they do not know, or provide a vocabulary list for review. Once this has been completed, break the students up into groups and ask them to help each other define the words. If the words are invented (such as “gradunza” and “thwertled”), ask them to generate their own definitions based on context clues in the sentence. Share with the class.

RELATED RESOURCES

Captioned Media Program



To search the CMP media library for related titles, click on [CHILDREN'S LITERATURE](#), [CHILDREN'S SONGS](#), [DR. SEUSS](#), [ECONOMICS](#), [MATHEMATICS](#), [PERFORMING ARTS](#), or [click here](#) to enter your own keyword.

World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and “kid safe” sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- [DR. SEUSS ACTIVITY PAGES](#)
Focuses on the books *The Cat in the Hat*; *Oh, the Places You'll Go!*; and *Green Eggs & Ham*. This page has many fun and educational activities for young students.
- [“GO, CLASS, GO: USING DR. SEUSS IN EARLY READING INSTRUCTION”](#)
Presents methods researched by Tamby Allman using Dr. Seuss's books as a way to help young deaf and hard of hearing students develop reading comprehension; she discusses activities and her own research.
- [ID, EGO, AND SUPEREGO IN DR. SEUSS'S THE CAT IN THE HAT](#)
Presents a deeper reading of *The Cat in the Hat*. Designed for older students, the lesson plan has interactive instructional graphics, but can be tailored to meet the standards for a younger class.

[Back to Contents](#)

C a p t i o n e d M e d i a P r o g r a m

- [PRESCHOOL DR. SEUSS ARTS AND CRAFTS](#)
Involves several books by Seuss. This teacher-generated site has a variety of lessons for the preschool scholar.
- [SEUSSVILLE](#)
Loaded with games, historical context, and information for kids and adults alike. This is the official Dr. Seuss Web site.
- [SEUSSVILLE UNIVERSITY](#)
Includes reading, math, science, and reasoning activities that feature Seuss characters. This Web site is dedicated to creating an interactive learning environment that focuses on fun and education.
- [TEACHING SHORT VOWEL DISCRIMINATION USING DR. SEUSS RHYME](#)
Uses rhyming words from Dr. Seuss books to help identify rhyme and vowel sounds; focuses on short vowels *u* and *o*.
- [THEODOR SEUSS GEISEL—"DR. SEUSS" BIOGRAPHY](#)
Visit the Dr. Seuss National Memorial Sculpture Garden right in your classroom! This Web site is full of information on Dr. Seuss, his characters, and what has been done to honor Seuss's memory.



READ CAPTIONS ACROSS AMERICA™

Reading is an integral part of a person's life, but we all know reading fluently takes practice. [The National Education Association's \(NEA\)](#) "Read Across America" is an event that calls for every child to celebrate reading on March 2, Dr. Seuss's birthday.

But that's not all! In 2006, the CMP partnered with the NEA to create Read Captions Across America™, the nation's first reading event that emphasizes the importance of captioned media as a reading tool. We encourage teachers to support the CMP and its focus on increasing literacy by showing captioned media in their classrooms.

Join in on the fun by having your own Read Captions Across America™ event. To learn more, click on the links listed below.



[Back to Contents](#)

C a p t i o n e d M e d i a P r o g r a m

For the Classroom

- [RCAA E-ZINE](#)
- [RCAA RECOMMENDED MEDIA LIST](#)
- [RCAA ACTIVITIES PLANNER](#)
- [“READ CAPTIONS ACROSS AMERICA!™”](#)

Promotion Information

- [RCAA PROMOTING GUIDE](#)
- [RCAA FLYER](#)
- [LOGOS AND GUIDELINES](#)



[Back to Contents](#)

"Calculus Eliminatus" Word Find

Name: _____

Date: _____

Find the words from [The Cat in the Hat Caption Script](#) in the word search below. Find all the words you can first. Then, if you are having trouble, try eliminating letters you know cannot make any of the words you have left.

C D R S E U S S T U
A Y S S E M W V M O
T C D Z R P H D N P
I A M Y E L I E H X
N U F B C A T R A K
T F S W Y Y E V T N
H J V I U F M R Y S
E S E V L U B V R G
H S V S J L L H R T
A G R N A Q Y L L T
T H N F L M O Q V D
D N U E E U B S U E

Cat In The Hat

Cat

Hat

Playful

Rhyme

Stripes

Fun

Messy

Red

Silly

White

Dr Seuss



[Back to Contents](#)

The Cat in the Hat Caption Script

[bells chime with splashes]

♪

*Nothin' doing...
nothing at all.*

['60s jazz orchestration]

♪

(chorus)

♪ *Fun, fun* ♪

♪

♪ *How can you have fun?* ♪

[playful flute leads strings]

♪

♪ *Just sittin' doing nothin'* ♪

♪ *When there's nothin'
to be done* ♪

*[thunder rumbling]
blam, blam...blam*

♪ *Nothin', nothin',
nothin', nothin'* ♪

*(male narrator)
The sun did not shine.
It was too wet to play.*

♪ *Absolutely nothin', nothin'* ♪

♪ *Positively, absolutely* ♪

*Just sit in the house
all that cold, cold, wet day.*

♪ *Absotively, posolutely* ♪

*(woman)
Goodbye, kids,
I'm leaving now.*

♪ *Nothin', nothin',
nothin', nothin'* ♪

♪ *Nothin' to be done* ♪ ♪

*Have fun—I'll be back at,
uh, 3:30 sharp.*

*(narrator)
Nothing to do but sit, sit, sit.*

*(narrator)
Sit by the window.*

*Just sit
in the house.*

*Just sit there
and stew.*

Just sit there and grump.

*And wish
there were something—*

*Then, all of a sudden,
something went...bump!*

♪

*[yawning]
something to do.*

[orchestration builds]

*Too gooey and funky
outdoors to play ball.*

♪

C a p t i o n e d M e d i a P r o g r a m

Look!

A cat!
In a hat!

You will note,
I am neat—

wiped my feet
on the mat.

♪

Thump

[strings race]

♪

[horns rise menacingly]

♪

[orchestration deflates]

♪

Why do you sit
there like that?

I know it is wet
and the sun is not sunny.

It is damp—
the sidewalks are runny,

*but I
can't see—*

Listen—

*why you'd sit
there like that.*

I know some good
games we can play.

Listen, cat!

*I know some
great tricks.*

Listen!

*Your mother
won't mind if I do.*

I'm simply itching
to show them to you...

and to you.

♪

Out of this house—
I'm warning you! Get!

Who's that?

I believe that we
haven't yet met.

The name is Krinklebein—
Karlos K. Krinklebein.

Ooh.

Please go away.

Tell that top-hatted cat
he should not be about.

*He should not be here
when your mother is out!*

My dear Mr. Krinklebein,
my tricks are quite safe.

I invite you to join
in the fun, if you wish,

with a game that I call,
"up-up-up with a fish."

C a p t i o n e d M e d i a P r o g r a m

[strings rise and fall]

♪

Put me down!
Put me down, you fool cat.

♪

bup, bup...bup

Outrageous! Now, let me repeat,
and I don't like to shout,

*but he should not be here
when your mother is out!*

It's up to you kids,
whatever you say.

If you think me untrustworthy

send me away.

Well, he is getting
the house

sort of messy and dirty...
and Mother—

Yeah, Mother—
back home at 3:30.

Ahh, a vote
of no confidence.

[flute leads gentle guitar]

♪

I most humbly bow
to the voice of the majority.

Goodbye now—
off to Siberia.

♪

Ha! Somebody stole
my moss-covered,

three-handled
family *gradunza!*

Nobody's gonna leave
this room until I find it.

Pardon me, sir, you lost
a moss-covered *what?*

Three-handled
family *gradunza.*

Humph.

So, that's your attitude,
eh, Krinklestein?

Did you steal it?

*There's a gradunza-snitcher
in the house.*

[tearfully]
Things'll never be the same.

♪ How dear to my heart ♪

♪ *Was that beautiful gradunza* ♪

♪ *That my old feline father
bequeathed to me* ♪

♪ *That old family gradunza* ♪

♪ *The old, three-handled
family gradunza* ♪

♪ The old, moss-covered,
three-handled family *gradunza* ♪

♪ *That hung* ♪

C a p t i o n e d M e d i a P r o g r a m

♪ *On the family tree* ♪

♪

I've been burgled—
thwertled by a fish.

Aw, give
it back to him,
Mr. Krinklebein.

Come on
now, don't
be mean.

But I didn't steal
his *whatsis*.

I'm guiltless!
I'm clean!

Thwertled by a fish.

[dramatically]

♪ I'll never see my darling ♪

♪ Moss-covered, three-handled ♪

♪ Family gradunza ♪

♪ Anymore ♪ ♪

By the way, cat,

just what *is*
a family gradunza?

*They come in all styles—
triple-G to minus aught.*

Is it
bigger than—

Occasionally,
on most occasions naught.

Smaller
than—

They no longer
make that kind.

One is always smaller
than another.

♪ *Should old family
gradunzas be forgot* ♪

♪ *And never
brought to mind* ♪ ♪

Now, if I were a fish,
where would I hide

a moss-covered,
three-handled family gradunza?

['60s jazz orchestration]

♪

Whatever it is,
it isn't here.

Whatever it is,
it isn't here.

(Cat)
*Wherever it is,
left in some lurch.*

*Wherever it is,
we must speed up the search.*

I'll tell you this—

it's not
in the unabridged dictionary.

But let's find that thing
and get rid of that cat!

C a p t i o n e d M e d i a P r o g r a m

There are more,
hmm-mm,

scientific methods
of searching than that.

And just what kind of science
does the cat recommend?

Why, the principle of *calculatus
eliminatus*, my friend.

Calculatus what?!

Calculatus eliminatus.

I went to Cat Tech,
where I studied the same.

What other cats
do you know

who can make
such a claim?

Very well, Dr. Calculatus,
find it and eliminatus yourself.

I shall indeed.

*[jazzy horns
lead '60s orchestration]*

♪

♪ When you've mislaid
a certain something ♪

♪ *Keep your cool
and don't get hot* ♪

♪ *Calculatus eliminatus is
the best friend that you've got* ♪

♪ Calculatus eliminatus
always helps an awful lot ♪

♪ The way to find
a missing something ♪

♪ Is to find out
where it's not ♪

It isn't here,
I'll mark this "X."

It isn't there,
I'll mark that "Y."

♪ It isn't underneath
the apple ♪

Mark the apple "HKI."

It isn't in this keyhole.

(Sally)
It isn't on my knee.

Mark the keyhole "K-300."

Mark the knee "5-7-B."

♪ *We just jot down all
the places where it isn't* ♪

♪ *And gee whiz—
very shortly we will locate* ♪

♪ Where the missing object is ♪

Isn't here.

842-J.

Isn't there.

(Cat)
*F-607—mark the piano
"22 thousand decimal point 11."*

C a p t i o n e d M e d i a P r o g r a m

It isn't in the icebox.

Strange—

It's not on this TV.

Icebox: 0-2-4 1/2,
TV: 1,000,003.

♪ *When you've mislaid
a certain something* ♪

♪ *Keep your cool
don't go to pot* ♪

♪ *Calculatus eliminatus is
the best friend that you've got* ♪

♪ *Calculatus eliminatus
always helps an awful lot* ♪

♪ The way to find
a missing something ♪

♪ Is to find out
where it's not ♪ ♪

Look at this house!

♪

Look at this!

Look at that!

*This uncouth, barbaric,
pompestuous lout!*

He should not be here
when their mother is out!

[bass leads jazzy horn]

♪

♪ Very well, I'm a punk ♪

♪ *A kratunkulous schnunk* ♪

♪ Nobody loves me ♪

♪ Not one tiny hunk ♪
♪

♪ I agree, I'm a *griffulous* ♪

♪ *Groffulous groo* ♪

♪ I'm a *schmoosler* ♪

♪ *A schminkler* ♪

♪ And a *poop-pobler* too ♪

♪ I'm a horrendous *hobject* ♪

♪ Which nobody loves ♪

♪ I'm untouchable,
unless you wear ♪

♪ Antiseptical gloves ♪

♪ So what ♪

♪ I'm a punk ♪

♪ *A kratunkulous schnunk* ♪

♪ Nobody loves meeeee ♪

♪ Not one tiny hunk ♪ ♪

I'm a punk!

Kratunkulous schnunk!

Shutunkulous cat!
Incratchulous—!

C a p t i o n e d M e d i a P r o g r a m

Out! Out! Out! OUT!

bleep, bleep ♪

Krinkle-fish,
old fellow,

♪ *The sandman*
on tiptoes ♪

your little fish nerves
are so jumpy-wumpy.

♪ *Comes creep,*
creep, creep, creep ♪

Fishenstein,
poor fellow,

♪ *Hush your mouth,*
shush your mouth ♪

your little heart's
going bumpy-wumpy.

♪ *Sleep, sleep,*
sleep, sleep ♪

Fishber, old fellow,
I know what you need.

♪ Safe in your beddy-bye ♪

You need
a small tranquilizer,

♪ Sweet dreams to you ♪

you do...
you do indeed.

♪ *With your teddy bear*
steady by ♪

Poor, troubled
Krinkle-fish friend,

♪ Bloo, bloo,
bloo, bloo ♪

just relax,
close your eyes.

♪ *Beautiful* ♪

Your good ol'
Uncle Cat

♪ Kitten-fish ♪

will now proceed
to tranquilize.

♪ *Sleep, baby, sleep* ♪

♪

♪ Bloop, bloop, bloop ♪
♪ Bloop, bloop, bloop ♪

[sung to "Beautiful Dreamer"]

♪ *Bleep...bleep...*
bleep ♪

♪ Beautiful kitten-fish ♪

♪ *Bleeeep* ♪ ♪

♪ Sleep, baby, sleep ♪

[clarinets punctuate tiptoeing]

♪ *Your eyelids*
are droopy ♪

♪

[violins swoon]

♪ Bloop, bloop, bloop,

C a p t i o n e d M e d i a P r o g r a m

You sure
relaxed Mr. K.

He needed sweet sleep
in his bad-addled brains.

But the problem of finding

my moss-covered,
family gradunza remains.

Hmm, I need help.
I most truly, *fruely* do.

[snare drum riff]

♪

In this box
are my helpmates,

Thing One and Thing Two.

From this box will emerge
Thing Two and Thing One,

and they can find
anything under the sun.

♪ It can be done
it can be done ♪

♪ *They can do
anything, anything* ♪

♪ *Anything under the sun* ♪

♪ If your nerves
are getting nervous ♪

♪ And your house
is *topsy-turvus* ♪

♪ They are always
at your service ♪

♪ Thing Two and Thing One ♪

(Things)

♪ Fish, fish, there's always one ♪

♪ Some long-faced,
sore-bellied son-of-a-gun ♪

♪ There's always some fish,
some sore-bellied fish ♪

♪ Who's only one wish
is to flatten the fun ♪

♪ Doesn't like fun,
doesn't like fun ♪

♪ *Good, clean,
wholesome, innocent fun* ♪

♪

FBI? FBI? Listen!

Listen, I am a fish residing
at 2322 Magnolia Boulevard

and I want to report
a cat in the hat.

FBI! FBI!

slap, slap, slap, slap

Somebody please answer!
Where is everybody?

Sorry, that line

is temporarily
out-of-order.

♪

C a p t i o n e d M e d i a P r o g r a m

♪ There's always some fish
who doesn't like fun ♪

♪ *Good, clean,
wholesome, innocent fun* ♪

♪

♪ They can find

anything, anything
under the sun ♪

♪ This reactionary
fish-faced louse ♪

♪ Doesn't like flyin' kites
in the house ♪

♪ They can find anything,
anything under the sun ♪

(Things)

♪ *Oh bobbidit, bickety,
bickety bores* ♪

♪ *Kites, he thinks,
oughta fly outdoors* ♪

(Cat)

♪ *Thing One and Thing Two* ♪

♪ Thing Two
and Thing One ♪

♪ They can find
anything, anything ♪

♪ Anything
under the sun ♪

♪

[deep voice]
Hel-lo.

Thank you.

22, 37, 43, 10,

67, 21, 14, 8...
hike!

♪

crash!

dink-a-dink!

*[footsteps]
clomp, clomp...clomp*

♪ There's always some fish,
some crotchety one ♪

♪ *There's always some fish,
some blotchety one* ♪

♪ *There's always some fish,
some sore-bellied fish* ♪

♪ *There's always
some fish* ♪

(Cat)

♪ *If your nerves
are getting nervous* ♪

♪ *And your house
is topsy-turvus* ♪

♪ *They will both be
at your service on the run* ♪

♪ *They'll find my
long-lost, moss-covered* ♪

♪ *Three-handled
family gradunza* ♪

♪ *Thing Two* ♪

C a p t i o n e d M e d i a P r o g r a m

♪ And Thing One ♪ ♪

[deep bassoon plays comically]

♪

thump

bam!

♪

Out! Out!
Out of this house!

Out?! Out?!

Why, every house
should have a cat in it.

Curled up
by the fireplace—

Out!

And take those things
with you—out!

Take the things?

*Who ever heard
of a house without things?*

Th-they're not things,
they're—they're—

You're not a cat!

*Who ever heard
of a 6-foot cat?*

But, I am a cat.

Technically,
a cat in a hat.

You're not!
That's not a hat!

You're not a cat!
You're a—

I am indeed
a cat!

And this...indeed,
is a hat!

♪ In English,
cat, hat ♪

♪ In French,
chat, chapeau ♪

♪ It really is quite obvious,
don't you know ♪

♪ In English,
cat, hat ♪

♪ In French,
chat, chapeau ♪

♪ *Un, deux, trois,
quatre, cinq*, here we go ♪

[horns playing a cancan]

♪

♪ I repeat, cat, hat ♪

♪ In French, *chat, chapeau* ♪

♪ In Spanish,
el gato in a sombrero ♪

♪ He's a cat in a hat ♪

♪ He's a *chat* in a *chapeau* ♪

C a p t i o n e d M e d i a P r o g r a m

♪ He also is a *gato*
in a *sombrero* ♪

♪ *Olé, olé, olé, olé-o* ♪

[*mariachi horns resound*]

♪

Where were we?

Oh, yes.

[*harpsichord interlude*]

♪ Cat, hat,
in French, *chat, chapeau* ♪

♪ In Spanish,
el gato in a sombrero ♪

♪ And I'll tell you
something more ♪

♪ Now, you listen
to me good ♪

♪ In German, I'm a *katze*
und dies ist mein hut ♪

♪ *Ist das nicht*
ein katze hut? ♪

♪ *Ya, das ist*
ein katze hut! ♪

♪ *Katze hut! Katze hut!* ♪

♪ Ya, das ist
ein katze hut! ♪

[*German folk tune playing*]

♪

Now, if you're in
a receptive state...of *mind*,

I'll recapitulate.

♪

♪ Cat, hat ♪

♪ In French,
chat, chapeau ♪

♪ In Spanish,
el gato in a sombrero ♪

♪ In German, I'm a *katze*
in a *hut* and don't ya know ♪

♪ I'm a *gwunka* ♪

♪ In a *bunka-kwunk* in Eskimo ♪

♪ You're a *gwunka*
in a *bunka-kwunk* in Eskimo? ♪

Right!

♪ He's a *gwunka* in a
bunka-kwunk in Eskimo ♪

♪ *Ist das nicht*
ein bunka-kwunk? ♪

♪ *Ya das ist*
ein bunka-kwunk ♪

♪ *Yunka-bunka,*
gwunka-bunka ♪

♪ *Yes indeedy,*
that is so ♪

♪ He's a *gwunka*
in a *bunka-kwunk* in Eskimo ♪

C a p t i o n e d M e d i a P r o g r a m

Now, to be certain
I have this straight,

♪ In a *shlyapah* ♪

I'll re-recapitulate.

♪ I'm a *shavkah*

in a *shlyapah* ♪

♪ Cat, hat, in French,
chat, chapeau ♪

♪ I'm a *shavkah*

in a *shlyapah* ♪

♪ In Spanish, you're a *gato*
in a *sombrero* ♪

♪ I'm a *shavkah*

in a *shlyapah* ♪

♪ In German,
you're a *katze*
in ein hut, *I also know* ♪

♪ I'm a *shavkah*

in a *shlyapah* ♪

♪ You're a *gwunka*
in a *bunka-kwunk*
in *Eskimo* ♪

♪ I'm a *shavkah* in a *shlyapah*,
I'm a *shavkah* in a *shlyapah* ♪

By George,
I think he's got it.

♪ I'm a *shavkah*

in a *shlyapah*, *rnnn-aaaa* ♪

♪ Allow me, sir,
don't think I'm pushin' ♪

That's enough of that—
I'm a cat in a hat.

♪ I can tell you
what you are in Russian ♪

♪ He's a cat of many countries—
of many hats ♪

(Cat)
What?

♪ He's a *guzzbee* in a *buzzbee*,
he's *shnerka* in a *snatz* ♪

♪ *Shavkah, shlyapah* ♪

♪ And in Scotland
bonnie Scotland ♪

♪ You're a *shavkah*
in a *shlyapah*—hey ♪

♪

I am?

♪ In *bonnie Scotland*, I'm
a [toot] in a [toot-toot-toot] ♪

Why, that's splendid.
scrunch-pop!

♪ In *bonnie Scotland*, he's
a [toot] in a [toot-toot-toot] ♪

♪ I'm...a ♪

♪ In *Switzerland*,
in *Switzerland* ♪

♪ *Shavkah* ♪

C a p t i o n e d M e d i a P r o g r a m

♪ <i>In Switzer-witzer-witzerland</i> ♪	<i>[car honks]</i> <i>beep-beep, beep</i>
♪ <i>I'm a yodel-yodel-yodel</i> <i>in a yodel-ay-ee-hoo</i> ♪	Your mother!
♪ <i>He's a yodel-yodel-yodel</i> <i>in a yodel-ay-ee-hoo</i> ♪	Mother!
♪ What am I in Ireland? ♪	Mother!
♪ <i>A cait</i> <i>in a kinnvheirt</i> ♪	<i>[horns race]</i> ♪
♪ And in Holland? ♪	Thank you...
♪ <i>A kat in a hoed</i> ♪	for a fascinating afternoon.
♪ Glory be ♪	♪
♪ <i>He's a cat of many countries,</i> <i>a cat of many hats</i> ♪	What do we do now?
♪ <i>Many foreign countries</i> <i>and an awful lot of hats</i> ♪	She's passing Mrs. Blumberg's house.
♪ In <i>Boogoo-googoo</i> he's just darling ♪	<i>[strings rise]</i> ♪
♪ <i>He's a scoogoo</i> <i>in a swarling</i> ♪	♪ Sweep... ♪
♪ <i>He's a fahska in a fez</i> ♪	♪ Sweep up the memories ♪
♪ <i>He's a wahska in a wez</i> ♪	♪ Those old, untidy memories ♪
♪ Out in <i>Foda-foda,</i> I'm a <i>perk</i> in a <i>pagoda</i> ♪	♪ <i>Broken, mixed-up memories</i> ♪
♪ I'm a futz in a fedora, how are things in <i>Glocamora</i> ♪	♪ Of what we had one day ♪
♪ <i>What a cat</i> <i>in a hat</i> ♪ ♪	She's passing Mrs. Thompson's house!
	<i>(Cat)</i> ♪ <i>Sweep, sweep out</i> <i>the nonsense</i> ♪

C a p t i o n e d M e d i a P r o g r a m

♪ *That crazy,
happy nonsense* ♪

♪ *This world's too old
for nonsense* ♪

♪ *Sweep, just sweep
it all away* ♪

Here she is—
coming up the driveway.

♪ *Everything
in a state of grace* ♪

♪ *Everything back
in its proper place* ♪

♪ No more rainbows
to chase ♪

♪ *No more games to play* ♪

Garage door's open—
she's inside the garage!

(Cat)
♪ *Sweep, sweep out
the laughter* ♪

♪ There's no more time
for laughter ♪

♪ At least, not until after...
I come back ♪

(Karlos)
*She's taking
the groceries out!*

You know—

Here she comes!

♪ I...just...may ♪ ♪

slam

(Mother)
*Hi, kids—
hope you had fun today.*

*Well, you kids
will never believe this,*

*but I could almost swear
I saw a cat!*

*A cat in a hat, mind you—
going down the street*

*with a moss-covered,
three-handled family gradunza.*

[flowing violin score]

♪

['60s jazz orchestration]

♪

♪

[orchestral fanfare]

Funding for purchase
and captioning of this video

was provided by the
U.S. Department of Education:

PH: 1-800-USA-LEARN (V).