**The Lorax by Dr. Seuss - Mini Unit Plan**

**General Outcome 2:**
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

***If you would like to sign out The Lorax book and/or movie, please contact Jillian MacDonald at 780-788-4349 or by email jillian.macdonald@woodbuffalo.ab.ca***

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Summary</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: <strong>The Story</strong> 60 minutes</td>
<td>Experience various texts  • tell or write about favourite parts of oral, print and other media texts</td>
<td>-Read the short story, <em>The Lorax</em> by Dr. Seuss  -Discuss favorite part of the story; draw their favorite part  -Start watching the movie</td>
<td>Holistic Rubric</td>
</tr>
<tr>
<td>2: <strong>How would it feel?</strong> 60 minutes</td>
<td>Construct meaning from texts  • make inferences about a character’s actions or feelings  • connect own experiences with the experiences of individuals portrayed in oral, print and other media texts, using textual references</td>
<td>-Continue the movie  -Write a journal entry</td>
<td>Checklist</td>
</tr>
<tr>
<td>3: <strong>UNLESS!</strong> 60 minutes</td>
<td>Use prior knowledge  • share ideas developed through interests, experiences and discussion that are related to new ideas and information  <strong>Generate ideas</strong>  • experiment with ways of generating and organizing ideas prior to creating oral, print and other media texts</td>
<td>-Watch the last bit of the movie  -Organize ideas for a letter  -Write a letter to Mother Earth</td>
<td>Analytic Rubric</td>
</tr>
</tbody>
</table>
Lesson 1: The Story

Grade: 3
Subject: Language Arts
Lesson Length: 60 minutes

Key Concept: I can pick my favorite part of a book, talk about it and draw a picture of it.

Objectives:
Students will…
2.2 Respond to Texts
Experience various texts
• tell or write about favourite parts of oral, print and other media texts

Pre-Planning:
SmartBoard
Speakers
The Lorax by Dr. Seuss
The Lorax movie

Materials:
Paper
Pencil/Pen
Pencil Crayons/Markers

Anticipatory Set: (5 minutes)

1. Tell the students that in the following three lessons, we will be talking about a story called The Lorax by Dr. Seuss. Ask students if they have ever read this book before or watched the movie. Allow some volunteers to share if they have, and when.

2. Show the cover of the book to the class (make sure everyone has a good chance to see). Ask the students who have not read this book or watched the movie, from the cover, what they think the story will be about. If the students are unsure, point out objects/things on the cover.

Procedure: (50 minutes)

1. Read The Lorax by Dr. Seuss to the class. It would be a good idea to put the pages up on the overhead or SmartBoard so that students can follow along as you read. They could also participate in reading.

2. Ask the students if they have any questions or comments about the story. What did they think about the story? Did they like it? How did it make them feel?
3. Ask volunteers to tell the class what their favourite part of the story was. Why was it their favourite part?

4. Ask the students to draw a picture of their favourite part of the story. Make sure they write at least one sentence, explaining their picture.

5. Students should have about 10-15 minutes to work on their pictures.

6. When there is about 30 minutes left of class, begin playing *The Lorax* movie. Students can continue to work on their pictures as the movie is playing.

**Closure: (5 minutes)**

1. Collect the students’ drawings of their favorite part of the book.

2. Turn off the movie and reassure students that you will be continuing the movie next class.

**Evaluation:**

Use a holistic rubric to ensure students have clearly identified a favourite part of the book, in their drawing and/or sentence.

**Resource:**

Lesson 2: How would it feel?

Grade: 3
Subject: Language Arts
Lesson Length: 60 minutes

Key Concept: I can identify how a character might feel in a situation.
I can connect my own experiences to things that a character is going through.

Objectives:
Students will…
2.2 Respond to Texts
Construct meaning from texts
• make inferences about a character’s actions or feelings
• connect own experiences with the experiences of individuals portrayed in oral, print and other media texts, using textual references

Pre-Planning:
SmartBoard
Speakers
The Lorax by Dr. Seuss
The Lorax movie

Materials:
Paper
Pencil/Pen
Pencil Crayons/Markers

Anticipatory Set: (5 minutes)

1. Review what was covered last day – the class read The Lorax by Dr. Seuss and then talked about their favourite parts in the story. The students then drew a picture and wrote a sentence about their favourite part. Then, the class started watching the movie.

2. Ask a student to summarize what had happened in the movie so far.

Procedure: (50 minutes)

1. Give the students the following two journal topics. Explain to them that they are going to watch part of The Lorax. Then, their task will be to write in their journals, about ONE of the following topics. Make sure that, as they are watching the movie, they think about what they are going to write.
• **You are the Lorax.** How does it make you feel now that someone is destroying your home? In your real life, have you ever had someone wreck something of yours? How did it make you feel?
(If the student says no, get them to imagine themselves in that situation)

• **You are the Once-ler.** How did you feel when you first starting making Thneeds out of the Truffula trees? How do you feel now that the Truffala trees are used up? In your real life, have you ever accidentally wrecked something that did not belong to you? How did it make you feel? How do you think it made the other person feel?
(If the student says no, get them to imagine themselves in that situation)

2. Play about 40 minutes of the movie.

3. Stop the movie and tell the students that you will let them finish the movie next class.

4. For the rest of the class, the students need to write about one of the two journal topics.

**Closure: (5 minutes)**

1. Students finish working on their journal entries and then hand them in.

2. Remind students that they will continue watching the movie next class.

**Evaluation:**

Use a checklist to ensure students have made inferences about the feelings of characters and that they have connect their own real life experiences, to experiences in the movie.

**Resource:**

Lesson 3: UNLESS!

Grade: 3  
Subject: Language Arts  
Lesson Length: 60 minutes

Key Concept: I can write ideas to help Mother Earth. I can organize my ideas.

Objectives:  
Students will…  
2.1 Use Strategies and Cues  
Use prior knowledge  
• share ideas developed through interests, experiences and discussion that are related to new ideas and information  
2.4 Create Original Text  
Generate ideas  
• experiment with ways of generating and organizing ideas prior to creating oral, print and other media texts

Pre-Planning:  
SmartBoard  
Speakers  
The Lorax by Dr. Seuss  
The Lorax movie

Materials:  
Paper  
Pencil/Pen  
Pencil Crayons/Markers  
Copies of “Dear Mother Earth” letter template

Anticipatory Set: (5 minutes)

1. Ask a student to summarize what has happened in the movie so far.

Procedure: (50 minutes)

1. Play the remaining 25 minutes (approximately) left of The Lorax.

2. Ask the students, what happened to the Truffula trees and why they could no longer be found. Do the students think that something like this could be a problem in real life?
3. Ask the students to think of something that they want. Have a few volunteers share what that is. Then, ask the students if most of these things are things that we NEED to live and be happy or are they just things that they WANT?

4. Tell the students that in real life, humans can be wasteful and use our resources for all sorts of things that maybe, we don’t really need. Because we are wasteful, this hurts Mother Earth. What are some other ways that humans hurt Mother Earth? For example, driving cars pollutes the air, and littering. Write student ideas on the board in a web.

5. For the next 5 minutes, students should create their own web of ideas. They need to come up with at least 3 ways that we can help Mother Earth. To get the students started, have a volunteer name a way we could help the earth. If students are stuck, give an idea or two of your own.

6. After students have created their webs, hand out the “Dear Mother Earth” letter template. Students should write a short letter to Mother Earth, explaining all of their ideas to help save her. Remember to use full sentences that start with a capital and end with a period!

7. Allow the students to have the remaining class time to work on the letters.

**Closure: (5 minutes)**

1. Ask the students to share some of their ideas that they came up with.

2. Collect the letters, or assign for homework.

**Evaluation:**

Use an analytic rubric to ensure students have shared ideas in their letters and that they have completed a web of ideas.

**Resource:**


[www.Seussville.com](http://www.Seussville.com)