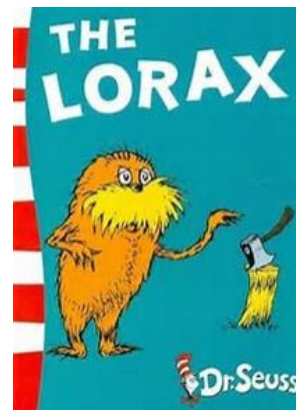


The Lorax Dr Seuss



Core Lesson

To write a poem

Resources needed

Pupil template sheet

Pencils

The Lorax books

Lesson

Begin lesson by brainstorming adjectives that describe the Lorax. This should be done as a class. Encourage the children to look in their books. Does the author use adjectives to describe the Lorax? What do they think the Lorax looks like? Smells like?

Now do the same for the setting of the book. Can the pupils describe the wonderful world before the Once-ler destroyed it?

Discuss the problems that were present in the book. The Once-ler wanting more money, bigger factories and the effect this had on the environment.

Pupils can now do their own poem. They can either use the words created by the class or choose a different character out of the book. Use the template sheet, here is the layout:

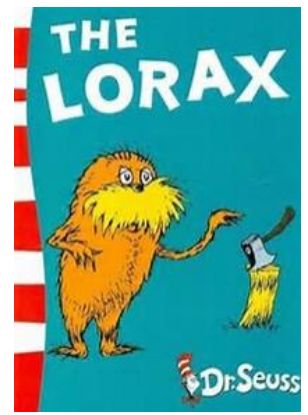
(Character's name)

(2 adjectives that describe the character)

(3 words that describe the setting)

(4 words that describe the problem)

The Lorax Dr Seuss



Core Lesson

Design a poster to sell a thneed.

Resources needed

- A4 or larger paper
- Felt pens or colouring pencils

Additional resources needed

This activity could be done on computers.

Advanced Preparation

Display teaching points on whiteboard for the class to read.

Lesson Activity

Now start your poster. Use the devices to meet the follow the success criteria:

1. Make sure your presentational devices are well laid-out
2. Use colour
3. There must be a least 2 images
4. Use at least one imperative verb

PAF

- Purpose – What is the point of your poster?
- Audience – Who is the poster for? Who will read it? Who needs to read it?
- Form – What style of poster is most relevant? What layout will look best?

Presentation devices

- Colour – thoughtful and pleasing to the eye
- Fonts – easy to read
- Images - relevant
- Slogan – catchy or witty
- Alliteration – memorable phrase that readers can repeat
- Imperative verbs – convey urgency
- Rhetorical questions – these make the readers think
- Emotive language – to engage the reader

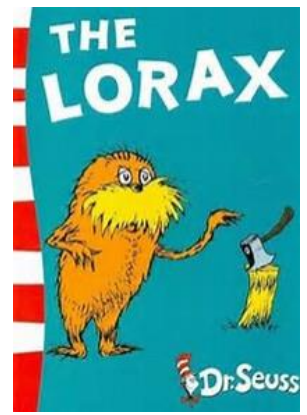
Think how you would use the following:

- Font
- Images
- Logo
- Language.

Don't just place them anywhere on the poster. These devices should be eye-catching to an audience.

The Lorax

Dr Seuss



Experiences and Outcomes covered

I can convey information, describe events or processes, share my opinions or persuade my reader in different ways.

LIT 1-28a / LIT1 -29a

Learning Statements

- I am learning about different genres
- I can write for different purposes
- I recognise some of the features of different types of writing and am beginning to use these in creating my own texts.
- I can include my opinion in writing.
- With support, I can develop the use of ideas and word choice.

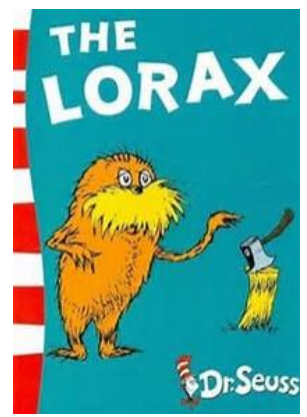
Assessment

Learners should be able to:

- consider purpose audience, language and layout when planning
- include facts / opinions as appropriate to genre
- check and edit work

The Lorax

Dr Seuss



Core Lesson

Create a charter or rule list.

Resources needed

- A4 or larger paper
- Felt pens or colouring pencils

Additional resources needed

This activity could be done on computers.

Lesson Activity

Each time the Lorax visits the Once-ler he tells him of another rule that he has broken. He tries to tell him that each of his actions are causing an effect. Some pupils may be able to go through the book and identify each of the rules that the Once-ler breaks. They could list these and have a discussion or debate about whether these are good rules that the Lorax had, or whether they are ok to break.

Pupils will then create a charter of rules that they think they value about their playground space or the local greenspace.

The success criteria for this lesson are:

1. The rules should be written in short, clear sentences.
2. You should have a least 3 rules and no more than 5.
3. You should be able to justify why you have the rules you have picked.
4. You should use bullet points.
5. There must be a verb and an adjective in each rule.

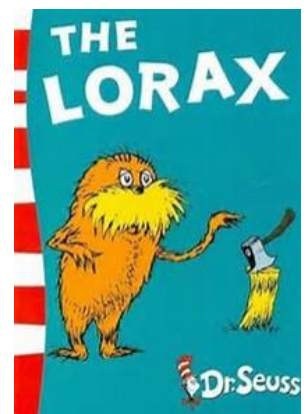
Experiences and Outcomes covered

By considering the type of texts I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. LIT 1-26a

(Similar Experiences and Outcomes can be found at early and second level)

The Lorax

Dr Seuss



Learning Statements

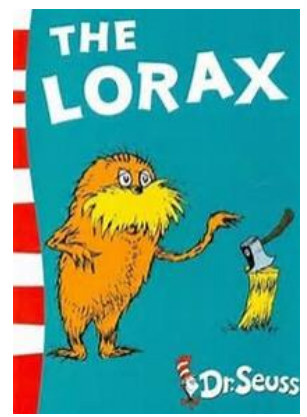
- I can write for different purposes (Narrative, Reports, Recounts, Instructions/directions, Persuasive writing, Explanation).
- I can write my ideas in a logical sequence.
- I can include one or two details which are linked and relevant to the task.
- I can organise information in my own words under heading.

Assessment

Learners should be able to:

- use bullets, numbers or language to sequence text
- consider purpose audience, language and layout when planning
- spell most common / high frequency words correctly
- use knowledge of the alphabet to find words in a dictionary or other reference source
- use adjectives and adverbs in descriptions

The Lorax Dr Seuss



Core Lesson

Create a set of top trump cards about the characters in The Lorax.

Resources needed

- Top trump template
- Pencils
- Colouring pencils

Additional resources needed

This activity could be done on computers.

Lesson Introduction

In the Lorax there are many different characters; Once-ler, Barbaloots, Swamy swans etc. Using the book the children can extract the information to create fact sheet about each character. As a class it is important to agree the 4 areas of information that they will need to write up ie, age, height Each pupil should get a template and then fill out the required information. Once the whole class has finished they could be laminated and used as a set of trumps for a game.

Experiences and Outcomes covered

By considering the type of texts I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. LIT 1-26a

(Similar experiences and outcomes can be found at early and second level)

Learning Statements

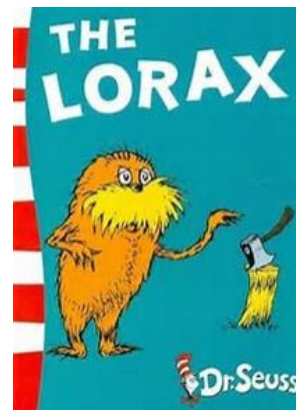
- I can write about a given topic.
- I can include relevant information appropriate to the purpose (fiction and non-fiction) of my writing which is organised in a logical sequence.

Assessment

Learners should be able to:

- make notes using different formats and use them to create new texts in own words
- include facts / opinions as appropriate to genre

The Lorax Dr Seuss



- check and edit work

Core Lesson

Creating a glossary of new words

Resources needed

Glossary Template sheets

Fact books about nature

Dictionaries

Lesson

We often come across unfamiliar words when we are reading. The Lorax will contain new and interesting words that the children may have not come across before. As the book is read, have the children add new words to the class glossary, they could use dictionaries or books to find the meaning.

Experiences and Outcomes

I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new texts. LIT 1-25a

(Similar Experiences and Outcomes can be found at early and second level)

Example:

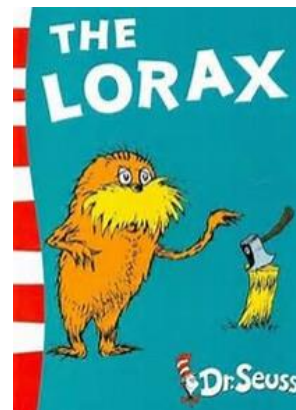
GLOSSARY

A glossary is like a mini dictionary. Create a glossary of words from the book.

Trampling

Walking on top of something, perhaps damaging it.

The Lorax Dr Seuss

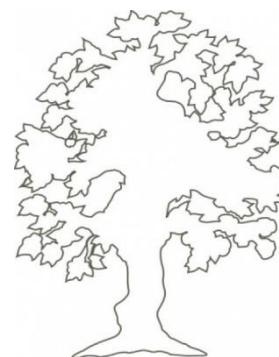


Tree Conservation Quiz

Directions:

Please decide if the statement helps trees or hurts trees. Then write the letter under the positive or negative column. See letter A as an example.

- A. Planting a tree
- B. Using both sides of a piece of paper
- C. Using ten paper towels instead of using one paper towel
- D. Drinking out of glass cups instead of paper cups
- E. Recycling paper
- F. Cleaning with a cloth rag instead of paper towels
- G. Using boxes over again
- H. Burning down trees



Positive/Helps Trees (+)	Negative/Uses up Trees (-)
A	