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| http://www.fastcoexist.com/multisite_files/coexist/imagecache/960/article_feature/1280-the-lorax-mazda.jpg[http://t0.gstatic.com/images?q=tbn:ANd9GcRom4vqxqUhsUlC8nUD4obYtUElrlYPdRCAIL_LDjAoz654F5GqDw](http://images.google.com/imgres?q=the+lorax&num=10&hl=en&biw=1685&bih=830&tbm=isch&tbnid=mP5oQscjixK9jM:&imgrefurl=http://kisatrtleskreativekorner.blogspot.com/2012/03/how-lorax-is-helping-me-take-less-xanax.html&docid=3rmaERMfO6ltHM&imgurl=http://1.bp.blogspot.com/-XXIaw9O4PUE/T1at6FBZfuI/AAAAAAAADnw/4o8O6YFO_-I/s1600/The-Lorax-book-cover.jpg&w=1123&h=709&ei=z_IiULrqLIeSiQenk4CwCw&zoom=1&iact=hc&vpx=565&vpy=196&dur=137&hovh=178&hovw=283&tx=158&ty=106&sig=118247104921003356295&page=1&tbnh=121&tbnw=191&start=0&ndsp=36&ved=1t:429,r:3,s:0,i:150) The Lorax – Dr Seuss Unit | | | |
| Week | Lesson Content | Resources | Comments |
| 5 | Lesson 1 - Introduction to the story. Students to watch the YouTube clip of the The Lorax (ebook).  Students to meet the characters in the story. Students complete the worksheet naming each of the characters. Students to paint one of the main characters in the story – the lorax. Place on display board. | IWB  IPad - The Lorax app  Worksheet  Paint/Paper etc.  Visuals – characters  Additional ext. resources | Note: The story is divided into 5 weeks.  Continually make a sequence board of the story each lesson for use later. |
| Lesson 2 – Read the first section of the story. Worksheet =What do you think the Oncer-ler looks like? Provide the students with a sheet with the arms and eyes on it already and various parts they could add to create the mysterious Oncer-ler. |
| 6 | Lesson 1 – Read the next section of the story. Worksheets= what characters have you met? And how did the Oncer-ler describe the Lorax. Paste words onto sheet. Make some truffula trees (2) for the display board.  Play the Truffula Tree game  <http://origin-www.seussville.com/games/lorax/game.html>  <http://www.scholastic.com/thelorax/game/>  Take a rubbing of some of the trees around the school. Display in book. | IWB/Ipad App  Worksheets  Cardboard paper/paint/crepe paper/cooking ingredients  Additional ext. resources |  |
| Lesson 2 – Read the next section of the book. Worksheet or Notebook activity = What could the Oncer-ler make out of the Truffula Trees? Students to choose from a range of images.  Lesson 3 = Make some Truffula trees out of the muffin/cake mixture and decoration to send home. |
| 7 | Lesson 1 – Read the next section of the story. Worksheet = What happens to the animals environment/ habitat?  Lesson 2 = Read the next section of the story. Worksheet = On the effects of pollution on our water/air etc. in the story and what it means when it happens to us. Plant two seedlings for a science experiment (one in the sun and one in a cupboard) to look out how pollution can affect living things. | IWB/Ipad App  Worksheet  Additional ext. resources |  |
| 8 | Lesson 1 = Read the next section of the story. Worksheet = What happened to the Lorax and how did the Lorax feel with what was happening to this surroundings?  Lesson 2 = Read the next section of the story (Ending). Check on the seedlings planted the previous week. | IWB/Ipad App  Worksheet  Additional ext. resources |  |
| 9 | Lesson 1 = Pick out the main events that occurred in the story using visuals. Ask the students if they liked the story –yes/no etc.  Lesson 2 = May need to reread the book and main events of the story again. Students are encouraged to provide an alternative ending to the story. Provide some examples if needed for the students. Students will with assistance make an artwork/page to illustrate the end of the story in the same style as the book. (Collage of images i.e. truffula tree/animals etc……) | IWB/Ipad App  Worksheet  Paper etc…  Cut out images  Additional ext. resources |  |
| 10 | Lesson 1 = Read the book from cover the cover. Students to complete a simple worksheet about the feelings for the story. (Did they like it? /favourite characters etc.)  Lesson 2 = Provide the students with a highlighted version of the story to sequence (too refresh their memory).  Read the last part of the story again – ask the students to come up with an alternative ending for the students. Students to be provided with both visual and written alternatives. With assistance the students will make the final page in the same format as the original book.  Watch the movie over several days when time permits.  https://docs.google.com/presentation/d/1ogyBT1JH4CbAG3T6cxL0lrlwsQ7UcrXCsbzsKA8MGxo/edit?pli=1#slide=id.p13 | Book  Worksheet  Yes/no visuals  IWB  DVD  Workbook | Place all work in their individual books.  Take down wall display |
| Resources | Additional resources have been found and printed off from the internet for use across the unit of work when time permits. The majority of the websites have been listed here below for further reference or to use when appropriate during a lesson.  Movie DVD is available and the movie soundtrack is on Annette’s IPod.  https://docs.google.com/presentation/d/1ogyBT1JH4CbAG3T6cxL0lrlwsQ7UcrXCsbzsKA8MGxo/edit?pli=1#slide=id.p13  <http://www.seussville.com/loraxproject/>  <http://origin-www.seussville.com/games/lorax/game.html>  <http://www.scholastic.com/thelorax/game/>  <http://www.scholastic.com/teachers/teaching-resources>  <http://seusstastic.blogspot.com.au/2012/02/seusstastic-seuss-week-freebies-ideas.html>  <http://www.seussville.com/#/games>  <http://www.2teachingmommies.com/2012/02/free-lorax-preschool-unit.html>  <http://www.hp.com/hho/hp_create/themes_celebrities_drseuss.html>?  <http://origin-www.seussville.com/games/lorax/game.html>  http://www.scholastic.com/thelorax/game/ | Internet  IWB  IPad  Worksheets  Laminated games |  |
| Aim | Students will make eye contact with the IWB and or story book when shown to them.  Students will make eye contact with the IPad when used to read the story.  Students will listen to the story that is being read to them by looking towards the reader (tracking the reader moving around the class).  Students will make personal choices using both verbal and visual support (photos etc.)  Students will make eye contact with a visual presented to them or will use their words if able.  Students will follow a verbal direction.  Students will complete individual activities either independantly or with assistance.  Students will develop basic comprehension skills.  Students will use a switch to access the story and activities.  Students will use an ipad to access the story and related activities (apps) | | |
| Assessment | | | |
| Student ???? | | | |
| Students //// | | | |
| Student ### | | | |
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