

SCN 494 FINAL PROJECT LESSON PLAN

Name: Clair Jackson

Title of Lesson: Continuing the Story of *The Lorax*

Grade: 3rd

STANDARDS

Science:

- G3.S3.C1.PO 1. Describe the major factors that could impact a human population (e.g., famine, drought, disease, improved transportation, medical breakthroughs).
- G3.S2.C1.PO 1. Describe how, in a system (e.g., terrarium, house) with many components, the components usually influence one another.
- G3.S2.C2.PO 2. Explain why a system may not work if a component is defective or missing.

Language Arts:

- 3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- 3.W.3d Provide a sense of closure.
- 3.W.7 Conduct short research projects that build knowledge about a topic.

LESSON SUMMARY/OVERVIEW

This lesson plan correlates with day one of the ecosystem services unit.

Science- In this lesson students will begin to understand that the resources the Earth provides to us need to be conserved and not wasted or overused. Students will gain this knowledge through the unit's different lector days but also through the additional research they will be conducting for their narrative. Students should also understand that our entire planet is a system that is connected and when one of those connections is removed there can be consequences. At the end of the unit students should have a good grasp about conservation, ecosystem services, and endangered forests and animals.

Language Arts- Since this lesson is combined with science make sure to do science lector during scheduled science class time and same with scheduled language arts time. This will provide more time for those class subjects. In this lesson students will write a fictional narrative so that they can continue the story of *The Lorax*. When students are writing they will be trying to gain support from the town, using the research they collected, to help them in their effort to protect the Truffulla forest. At the end of the unit students should be able to understand how to write a narrative, how to conduct short research projects, and how to use research collected to support their opinions.

OBJECTIVES

SWBAT:

- Write a fictional narrative to conclude the book *The Lorax* using research for supportive evidence within their narrative to encourage their "town" to support them in their

effort to protect the endangered Trufulla forest from Dr. Seuss's book and other endangered forest around the world.

- Know how to research using online and also text resources.
- Know how to take notes from their resources to use in their narratives but also for future writing.
- Understand that our world is a complex system and everything is interconnected meaning that if something is removed, like forests then it can affect the entire system.

ASSESSMENT/EVALUATION

Science

- Students should be able to identify 3 out of 4 vocabulary words by providing the definitions to the instructor. Definitions of vocabulary words can be in the student's own words.

Language Arts

- The narrative created by the students will be three paragraphs in length and each paragraph will be 3-5 sentences long.
- Students will also be able to conduct research outside of class to add to their narratives. Help from adults is acceptable.
- Narrative should also include information about one endangered forest and one animal and the reasons why they are endangered.

PREREQUISITE KNOWLEDGE

Science- The students will need to know that trees and animals are important to our Earth's system especially trees. Students should also know how to take notes.

Language Arts- Students should know the 6 +1 traits of writing to create the best narrative they possibly can. Students should also know how to take notes.

MATERIALS

- *The Lorax* by Dr. Seuss
- Opening questions
- Discussion questions
- Books about forests, global warming, conservation, ecosystem services, etc.

VOCABULARY/KEY WORDS

- Ecosystem services- Humankind benefits from a multitude of resources and processes that are supplied by natural ecosystems
- Conservation- preservation, protection, or restoration of the natural environment, natural ecosystems, vegetation, and wildlife.
- Endangered- seriously at risk of extinction
- Environment- the surroundings or conditions in which a person, animal, or plant lives or operates
- Extinction- the act or process of becoming extinct; a coming to an end or dying out

TEACHING PROCEDURES

1. Students will come to class and be ready to learn. Teacher will ask the following opening questions to begin the new ecosystem services unit:

- Why are trees important?

- Do we need trees?
- What do we use trees for?

This discussion can be an open discussion or whatever works best for the class environment. Explain to students that we will be reading the book *The Lorax* to begin learning about the importance of taking care of not only trees but our entire planet.

2. Provide for the students the new vocabulary words: ecosystem services, conservation, endangered, extinction, and environment. Explain the definitions of all of these words and have students write down the definition of these words. After that ask students if they have any questions about these words.

3. Next the teacher will read the book *The Lorax*. Students should be silently listening to the story and paying attention to the details of the story. After story is completed ask the following questions:

- What product was being created from the Trufulla trees?
- What happened to the living environment of the Bar-ba-loots, Humming fish, and the Swomee swans?
- Could the animals stay?
- What happened to all the Trufulla trees? Were there any left?
- Did the animals and the forest become endangered? Extinction?
- Did the Once-ler learn a lesson?

4. Teacher will ask students if they have any questions about the look and clarify what is not being understood.

5. The teacher will explain to the students that over the next few days we will be discussing different topics related to ecosystem services.

6. The teacher will then explain that the students will be writing a fictional narrative about trying to get the support from the town in *The Lorax* to protect the Trufulla forest as well as the animals. Students will have to use research to prove to the town that they should protect the forest and the animals. Students can be creative when writing their narratives but they must include one endangered forest and one endangered animal within their narrative.

7. Next the teacher will explain to students that they will practice taking notes from two books that are provided in the classroom. Students will have to find valuable information that they could possibly use in their narrative. Emphasize that this is just practice and the information does not have to be necessarily used for their narratives. The practice note taking must be done independently though.

8. Allow students to collect one book and take it back to their seat to begin note taking. Once they are done with their first book have them switch it with another student.

9. Remember to ask if students have any question about what they learned today and also walk around the room to keep distracted students on task.

RESOURCES

Ramsey, John, Dr. "Using Dr. Seuss's *The Lorax* to Help Students Discover Sustainability." *ie.unc.edu*. Web.

<http://www.ie.unc.edu/erp/resources/Lorax_and_Sustainable_Development.pdf>.