

# **The Lorax by Dr. Seuss Lesson Plan (Grade K-5)**

3-1

These discussion questions and activities teach students how humans create pollution and its negative affect on our health and the planet's health.

## **Overview**

Read the book, *The Lorax*, by Dr. Seuss and discuss the dangers of pollution to planet Earth and to human's personal health. Several activities are included so that you can pick and choose activities that best suit the needs of your students.

## **Materials**

- **KidzLit-*The Lorax*** by Dr. Seuss
- Student notebooks or loose leaf paper, pencils, glue, tape, crayons, markers, colored pencils, chart paper, construction paper

## **Set Up and Prepare**

Have book and materials ready to use.

## **Directions**

**Step 1:** Discuss the environment, and the importance of recycling and ways the land can get poisoned.

**Step 2: Refer to Kidzlit- *The Lorax* by Dr. Seuss and perform suggested activities**

- Introduction: 15-20 minutes
  - Observe and Discuss: Have the kids around their after-school site, and at their clothes and shoes. Have them list some essential items, and ask them to think about these questions:
    - Where do the things you see come from?
    - What are they made of?
    - How did they get here?
  - As a group, discuss whether any environmental damage has been done to produce or deliver these items. What could the kids do to improve the situation?

**Step 3: Read Story 25-30 minutes**

**Step 4: Discuss some of the following questions using the Think-Pair-Share method (attached).**

- What was the land of the Lorax like before the Once-ler arrived? Did it seem like someplace you'd like to live? What parts of your environment would you be sad to see go?
- The Lorax says that the Once-ler is greedy. Greed is defined as a selfish desire for food, money, or possessions over and above what one needs. Can your students think of ways that the Once-ler proves his greed?
- The Once-ler says, "I biggered my money which everyone *needs*." Is it true that everyone needs money?
- How much money do people need?
- Is it right to make a ton of money while destroying the environment?
- Discuss the difference between a want and a need. Did people *need* Thneeds?
- How does Once-ler's Thneed business hurt the land of the Lorax? What happens to the Swomee-swans, the Brown Bar-ba-loots, and the Humming-fish? How could things have been different if the Once-ler listened to the Lorax?
- Why does the Lorax speak for the trees? Why is it important to speak up for others? Have you ever spoken up for someone else? Has someone else ever spoken up for you?
- What do you think the boy hearing the story will do with the Truffula seed that the Once-ler tosses to him? What would you do if you were the boy?

- The Once-ler says, "Unless someone like you cares a whole awful lot, nothing is going to get better. It's not." What does the Once-ler mean? Can one person make a difference? Can you? What are some things you can do to better your own environment?
- What are some ways humans pollute the air? *Fires smoking, vehicle fumes (cars, airplanes, boats), household products (paint, aerosols, cleaners), wasting electricity*
- What are some ways humans can care for the air? *Riding a bike or walking to school, recycle, plant a tree, conserve energy, choose natural products.*
- Ask students "What is pollution?" *Something in the environment that is harmful or poisonous.*

#### **Discuss examples of pollution in *The Lorax*.**

- **Water Pollution:** All the Gluppity-Glupp and all the Schloppity-Schlopp made by the machinery is being dumped into the pond. What happens to the fish when you put all of all of this pollution into the water? Can you think of some other problems this might cause? (*no drinking water, no swimming*)
- **Air Pollution:** The smogulous smoke being put in the air by the Thneed factory made the Lorax cough, whiff, sneeze, snuffle, snarggle, sniffle, and croak. The Swomee-Swans were no longer able to sing! The Lorax had to send the birds away to find some cleaner air to live in. Is air pollution only dangerous for birds? Where are our lungs? How do they work? Breathing dirty air damages our lungs and makes us sick.

#### **Step 5: Cool Words –Kidzlit guide page 12**

- Lurks (p. 4) lies hidden
- Dank (p. 4): unpleasant and damp
- Tufts (p. 16) clumps, clusters, of long flexible grass, hair, or threads
- Full tilt (p. 30) with full force
- Grips (p. 40): complaints
- Dreary (p. 47): filled with unhappiness
- Woefully (p. 55) unhappy, hopeless
- Hack (p. 61) chop

#### **Step 6: Other related thematic activities:**

Have students complete some of the following activities alone and/or as a class:

- Dr. Seuss loved to make up his own words. Can your students write definitions for the following words from the story? *Moof, gruvvulous, slupps, snergelly, rippulous, snargled, cruffulous, smogulous, biggering*
- Throughout this story Dr. Seuss only lets us see parts of the Once-ler (his eyes and hands). Ask students what they imagine the rest of the Once-ler to look like? Brainstorm some ideas, and then have each student draw a picture of the Once-ler.
- List the ways we use water each day: *brushing teeth, washing hands, drinking, taking a bath, washing the dishes, washing clothes, watering the garden or lawn, swimming etc.* Discuss water conservation and some things we can do to conserve water? *Don't take baths; a quick shower saves more water. Turn off the faucet when you brush your teeth. Only wash full loads of clothes. Plant a yard with flowers, and plants that do not need a lot of water to grow.*
- Discuss how to use less energy by making a list of household appliances that consume energy, such as a toaster, stove, microwave, blow dryer, blender, iron, television, dryer, air conditioner etc. Discuss what people did before these appliances were invented. Could students try some of these ways occasionally to help conserve energy?
- Ask students to brainstorm a list of nouns that relate to the environment and then brainstorm verbs that relate to those nouns. Verbs must end with -ing. Write several of the student's suggestions next to the

nouns. Students then choose eight noun-verb pairs to write an 8-10 line Earth Day poem ending in a phrase such as "Save the Earth" or "We Love Our Planet." Print the poem out and give to each student to glue on a paper and illustrate. For example rivers rolling, trees swaying, skies sparkling, sun shining etc.

- Students work in groups to illustrate two large murals — one that shows a beautiful clean environment, and one that shows a dirty environment. Students can examine this issue in more depth by creating clean and dirty environments for air, land and water.
- Have students choose one of the attached writing prompts. Then use the Lorax brainstorming sheet to come up with ideas of what to include. Have students write their final draft out on one of the attached lined pages.
- Have students do a marble painting activity to create an art piece of the earth to accompany their writing (see attached pictures and directions).
- Either alone or in small groups, have students write and illustrate a sequel to Dr. Seuss' The Lorax. The sequel might explain how the Truffula tree made a comeback through replanting and proper care. The sequel could say what the new managers of the Truffula Tree Company are going to do to maintain environmental quality and at the same time make Thneeds.

### Lesson Extensions

1. **Adopt a Spot:** Promote having school classes adopt a section of the school to keep clean, plant plants, hang birdfeeders etc.

2. **Discuss noise pollution** and distinguish between noises that can be controlled and those that cannot. What are pleasant noises that make you think of a healthy and clean environment? Have students illustrate pictures for each noise listed: ocean waves, morning birds, falling rain, whoosh of a Frisbee, crack of a bat, purr of a cat, whistle of the wind, silence of night, etc.

### Home Connection

Discuss how pesticides, insecticides and household cleaners pollute the land air and water. Discuss alternatives to these chemicals and supply a list of natural alternatives for students to share with their parents.

### Think-Pair-Share?

#### How Does It Work?

- 1) Think. The teacher provokes students' thinking with a question or prompt or observation. The students should take a few moments (not minutes) just to THINK about the question.
- 2) Pair. Using designated partners, nearby neighbors, or a desk mate, students PAIR up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique.
- 3) Share. After students talk in pairs for a few moments (again, not minutes), the teacher calls for pairs to SHARE their thinking with the rest of the class. The trick here is that students don't share what they said, they have to share what their partner said, increasing their listening and retelling skills in the process. The teacher can choose to record these responses or simply listen to what is being shared.

# Lorax Writing Prompts:

I am the Lorax, I speak for the trees.....

If I had the last Truffula seed I would.....

Do we really need Thneeds?

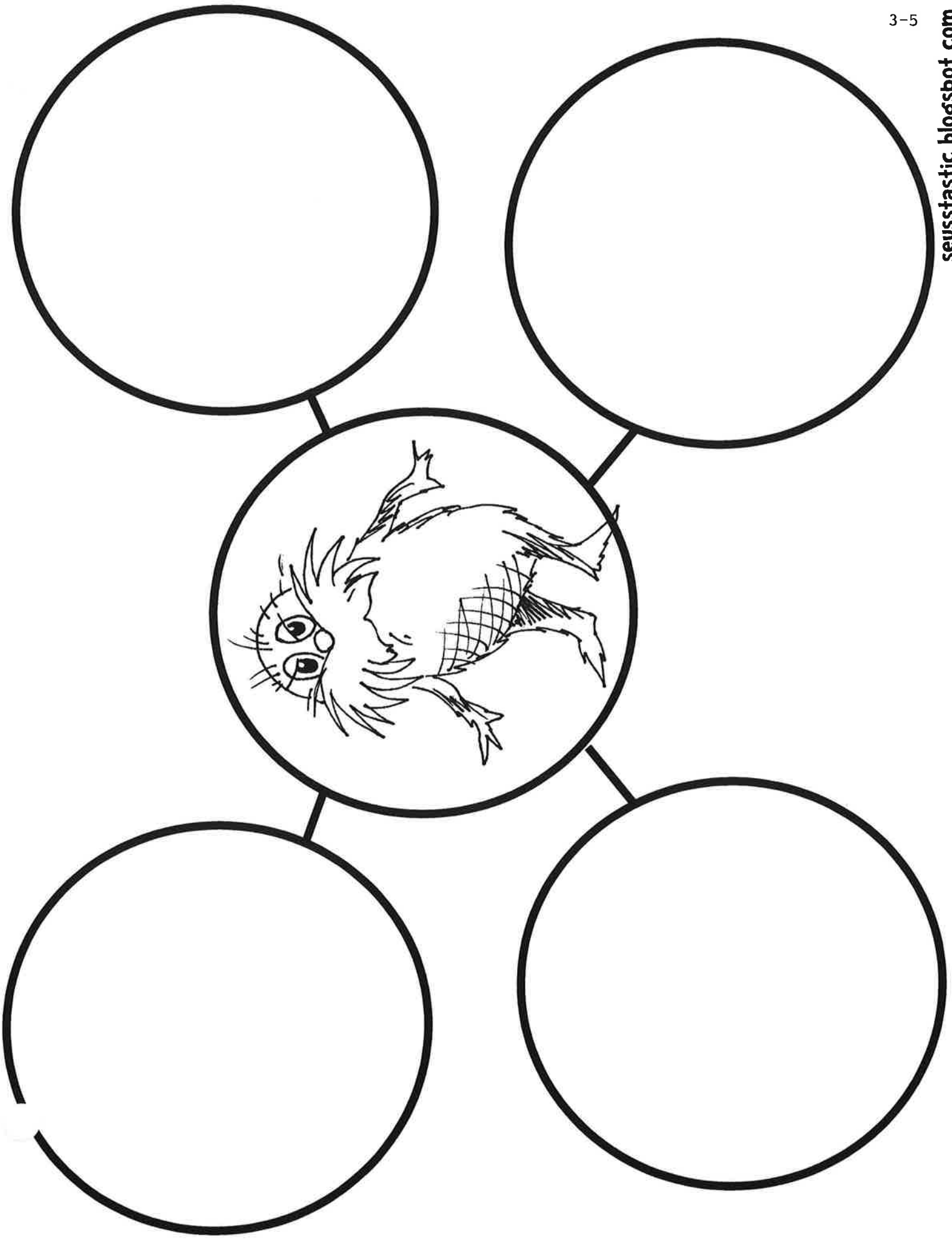
If I wrote The Lorax this is how I would

change the ending.....

The Once-ler reminds me of .....

These are the changes I am going to make for our  
environment.....

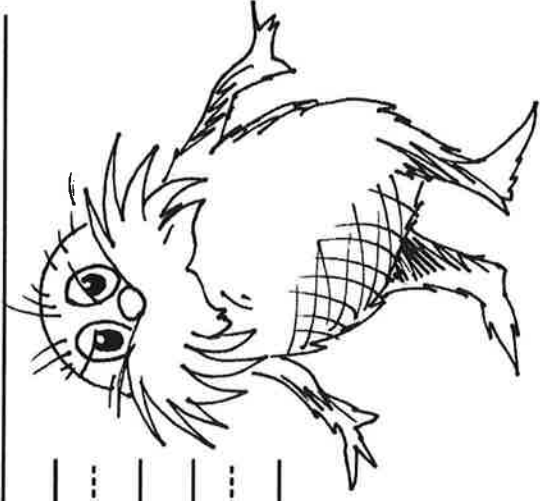
This is what I learned after reading The Lorax.....



**If I were the Lorax, this is how I  
would help our Earth...**

Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed midline.

**By:** \_\_\_\_\_





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Handwriting practice area with multiple sets of three horizontal lines (top solid, middle dashed, bottom solid).

**BY:**

-----



Name: \_\_\_\_\_



**Directions: Write a letter to Mother Earth stating what you will do to help preserve her.**

## Dear Mother Earth,

[illegible]

**I speak for you.**

**Yours truly,**

\_\_\_\_\_  
(Your signature)

(Your signature)

**To read all of Dr. Seuss's books,  
visit your local library or bookstore.**

**EDUCATORS:** Please make copies of this activity sheet for your students.





Place the cut out white construction paper circle in a box. I used an old box with a lid that held file folders.

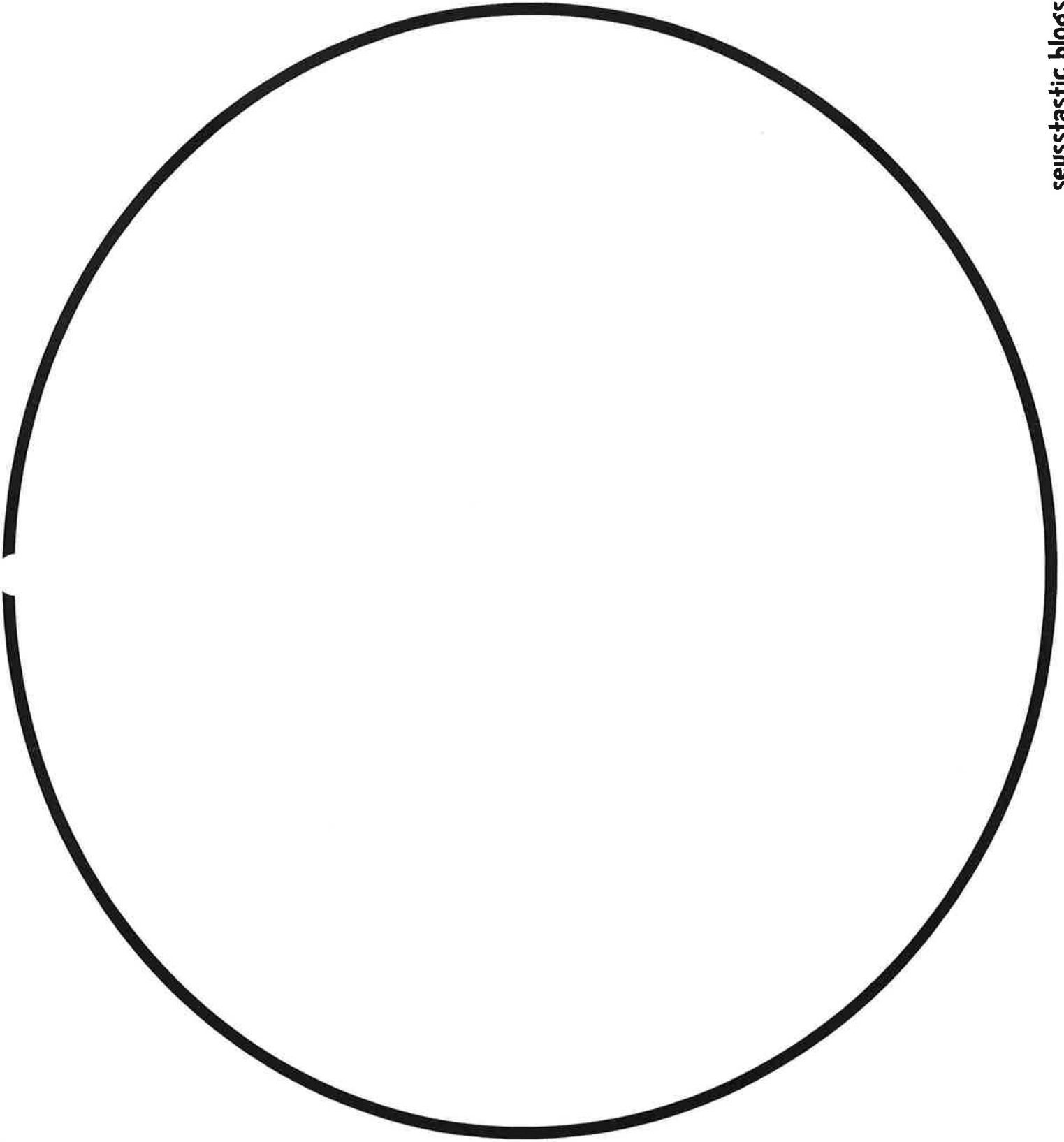


Put drops of blue & green paint on the circle. Use 3-4 marbles & have student shake the box.

Open lid & voila! They ALL  
turn out different!



Finished project!



## Earth Day, Every Day (Grades K-5)

Students learn the origins of Earth Day and tips for recycling. Plus, these classroom activities will help promote environmental awareness.

### Overview

Introduce the origins of Earth Day, the concept of recycling, and a story that shows what happens to all of the garbage we throw away. Various activities are presented for you so you can choose which best suit the needs of your students.

### Materials

- Kidzlit: *Recycle* by Gail Gibbons 3<sup>rd</sup>-5<sup>th</sup>
- Kidzlit: *Tracking Trash* by Laurie Griffin Burns 3<sup>rd</sup>-5<sup>th</sup>
- Student notebooks or loose leaf paper
- Pencils
- Glue or tape
- Crayons, markers, or colored pencils
- Chart paper
- Construction paper

### Set Up and Prepare

Have book and materials ready to use.

### Directions

**Step 1:** Share some of the following facts with your students:

- April 22nd is Earth Day. It began in 1970 with the message "Give Earth a Chance."
- Every ton of recycled paper saves about 17 trees.
- Recycling one glass jar saves enough energy to keep a 100-watt light bulb on for 4 hours.
- Water covers 3/4ths of the earth's surface, and almost all of it is salt water.
- People in the United States use an average of 70 gallons of water every day.
- We throw away an average of four pounds of garbage a day, per person, in the United States.
- Americans use about 80 billion aluminum cans a year.

**Step 2:** Explain each fact in more detail by using visuals to show what a ton of paper or 70 gallons of water or four pounds of garbage might look like.

**Step 3:** Ask students to explain to you what "recycling" means.

**Step 4:** Have students speculate what happens to trash once it leaves the classroom or home.

**Step 5: Refer to KidzLit- *Recycle* 3<sup>rd</sup>-5<sup>th</sup> and the**

- **Introduction: 15-20 minutes**
  - **Introduce.** Tell the kids that they will hear a book about recycling and why it's an important thing to do. Explain that they will be asked some questions that they need to answer by moving to one side of the room or the other. They should be honest and not feel bad if they don't have the "right" answer. These questions are intended to get the kids thinking about the environment and what can be done to help it. Explain that sometimes people do things because they don't know what else to do, or they have other priorities to take care of first.
  - **Get ready.** Have kids stand in the center of the room. They should walk to one side or the other as instructed. Read the following questions aloud and give the kids time to move to the appropriate

part of the room. After the kids have settled, allow them time for immediate feedback, making sure<sup>3-13</sup> that they discuss why they answered the way they did.

- **Ask:**
  - Does your family recycle?
  - How did you get to your school today? Walking, biking, public transportation, or car?
- **Discuss**
  - How did this activity make you think differently about the way you take care of the environment?
  - What changes are you going to make?
  - Did you feel judged? Why or why not?

**Step 6: Read The Story: 30-40 minutes**

**Step 7: Discuss the following questions using the Think-Pair-Share method.**

- Garbage is being created by every person every day, and the book says we are running out of places to bury it. Where do you think the garbage should go? Why?
- What are some ways that people can recycle?
- Why do you think some people don't recycle?

**Step 8: Cool Words- KidzLit guide page 13**

- Heaps (p. 5): unorganized piles of stuff
- Lime (p. 13): white powder that comes from limestone
- Soda ash (p. 13): dry substance or powder, also known as water and trees
- Natural resources (p. 16): materials found in nature, such as water and trees
- Derived (p. 21) formed or came from
- Manufacturing (p. 24) making things with machinery

**Step 9: Refer to Kidzlit- *Tracking Trash* 3<sup>rd</sup>-5<sup>th</sup>**

- **Introduction: 15-20 minutes**

**Introduce.** Recycling materials helps to take care of the earth by reducing waste. Chapter 4 of *Tracking Trash* shows how important recycling is to the health of the ocean because it reduces the amount of trash going into the ocean. Explain that kids can help take care of the earth.

**Discuss:** As the kids to think about ways they recycle at home and at school. First in pairs, and then as a whole group, discuss some or all of the following questions:

  - What do you recycle at home ? At school?
  - How does your community help with recycling?
  - What else can you do to increase your recycling or waste-reducing efforts?

**Step 10: Read Story 20-25 minutes**

**Step 11: Discuss the following questions using the Think-Pair-Share method**

- If we don't cut back on the amount of trash that we send to landfill<sup>3</sup>, will we run out of places to dispose of our trash?
- What would we do then?
- How would you like to visit a landfill?
- What would it look and smell like?
- Do you think the earth, under all that trash is clean and healthy?



**Step 12: Cool Words- Kidzlit guide page 13**

- OSCURS (p. 33) ocean surface current simulator
- Debris (p. 34) trash
- Contaminants (p. 38) pollutants
- Gyre (p.33) ocean currents that move in rotating (circular)
- Zooplankton (p. 34) drifting sea animals that are important in the marine food web
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**Step 13: Other related thematic activities**

Ask students to complete some of the following activities individually, in groups as a class:

- Write a list of excuses to NOT take out the trash.
- Write a poem story about a family who wouldn't take out the garbage. (Did it fill up the house?)
- Brainstorm a list of words that rhyme with the word "junk" (bunk, dunk, funk, gunk, hunk, punk, sunk, chipmunk, chunk, clunk, drunk, flunk, plunk, spunk, stunk, slunk, trunk, and shrunk). Create a class rhyming book or challenge your student to try and think of a sentence using the word junk and one of the rhymes.
- Write acrostic poems for garbage, recycle, environment, and other environment-themed words.
- Brainstorm recycling slogans to write and illustrate on a poster. Examples: Protect Our Planet; Recycle Today!; Clean and Green; Going Green; Earth Protector; Waste Not, Want Not; Give a Hoot, Don't Pollute; One Man's Trash Is Another Man's Treasure.
- Go through activities in "The Greens Activity Guide."
- See the recycled art tab for additional activities

**Lesson Extensions**

- One of my favorite recycling websites was created by the Pennsylvania Department of Environmental Protection. It is a great site to navigate with your students, as it has engaging pictures and simple explanations.
- The National Institutes of Health Department of Health & Human Services, or NIEHS, also has an excellent kid page with more useful information.
- Consider visiting a community landfill or invite a guest speaker from a waste management company to talk about the importance of recycling.

**Home Connections**

- Students can keep track of how many bags of trash their family makes in one week. As a class, calculate how bags of trash each family makes in a month and in a year and calculate how many bags for the entire class together. This can make an informative hallway display so the class can share what they have learned with the entire school.
- Encourage students to recycle toys by looking for a toy they no longer play with and bringing it in for a classroom toy swap.

# Pollution Solutions

## Grades K-5

### Overview

The dangers of over-consumption and pollution are reviewed and some activities are suggested to help engage in solutions for taking better care of the environment and our planet. Students are asked: What can you do to take better care of the earth so it takes better care of you?

### Materials

- Kidzlit: Aani and the Tree Huggers 3<sup>rd</sup>-5<sup>th</sup>
- Kidzlit: Grandfather's Dream 3<sup>rd</sup>-5<sup>th</sup>
- Kidzlit: Life in the Rainforest 3<sup>rd</sup>-5<sup>th</sup>
- Student notebooks or loose leaf paper, pencils, glue, tape, crayons, markers, colored pencils, chart paper, construction paper

### Set Up and Prepare

Have book and materials ready to use.

### Directions

**Step 1:** Refer to Kidzlit- *Aani and the Tree Huggers* and perform suggested activities below:

- **Introduction: 15-20 minutes**
- **Introduce:** Tell the kids that the book they will hear is about a young girl named Aani who loves to sit quietly and think. She escapes from the sounds of her home and family by peacefully daydreaming under her favorite tree. This tree is her favorite peaceful place
- **Discuss and imagine:** Invite the kids to think about a place they like to get noisy- for example, the soccer field, recess, family gatherings, or at a baseball game. Invite a few volunteers to share their noisy places. Then have the kids think about a place where they like to be quiet. Remind them that Aani likes to sit under her favorite tree. Have the kids close their eyes and imagine themselves in their favorite quiet places.

**Step 2: Read Story 15- 20 minutes**

**Step 3: Discuss the following questions using the Think-Pair-Share (10-15 minutes)**

- Why is Aani's tree important to her
- Why do the men cut the trees down?
- What do you think they want to use the trees for?
- Why do you think the women choose not to take the money the tree cutters offer?
- Would you have taken the money? Why or why not?
- Do you think Aani is a hero? Why or why not?

**Step 4: Cool Words- Kidzlit guide page 12 (10-15 minutes)**

- Himalayas (p. 6) mountains on the border of India
- Sari (p. 11) traditional type of clothing worn by women in India
- Namaste (p. 17): (Hindi) greeting meaning "I bow to you"
- Tikas (p. 26): red mark placed on a woman's forehead to show she is married
- Rupees (p. 27): type of money used in India

**Step 5: Save the Trees Activity (25-30 minutes)**

- **Discuss and brainstorm:** As a whole group, list some of the reasons on the board or chart paper of the village women said the trees might be important in today's world.
  - Some examples: recycling paper, planting more paper, writing on both sides of the paper, and taking care of trees in the community
- **Create and Display:** in pairs and using reclaimed paper, have the kids make small posters with slogans to save and care for trees

**Step 6** Refer to Kidzlit- *Grandfather's Dream* and perform suggested activities below:

- **Introduction: 15-20 minutes**
- **Group Discussion/Inference from Illustration:** Tell the kids that the story takes place in a part of the world that is far from their home. Display the book cover and give the kids a few minutes to study it. Write their observations on a large sheet of paper. After the kids have exhausted their ideas, explain that the cover shows a village in the country of Vietnam. If possible, locate Vietnam on a map or globe and explain that it is in a warm place.

**Step 7: Read Story 30- 40 minutes****Step 8: Discuss the following questions using the Think-Pair-Share (10-15 minutes)**

- Why do you think Grandfather and others want the cranes to come back, even if it means growing less rice?
- Why are traditions and old ways important to people?
- Why do some villagers only want to grow rice, and not save the land for the cranes?
- Why does Grandfather say it's up to Nam to make sure the cranes stay?
  - How do you think Nam feels about such a big responsibility
- How do you feel when grown-ups give you responsibility for something they care about?

**Step 9: Cool Words- Kidzlit guide page 13 (10-15 minutes)**

- **Dikes (p. 1):** low walls made of earth and rock that prevent flooding
- **Cranes (p. 1):** large birds with long necks, legs and bills, that walk through the water
- **Monsoon (p.13):** strong storm that brings heavy wind and rain
- **The reserve (p. 17):** land set aside by the government to be used for a special purpose
- **Water buffalo (p. 18):** large animals from Asia used to pull heavy loads

**Step 10: Partner and Whole- Group Role-Play Activity (25-30 minutes)**

- **Prepare:** Have the kids simulate a village meeting about whether or not the village should set aside land as a reservation for the cranes. Explain that this meeting took place before the reservation in the story was created. In pairs ask the kids to practice stating their different points of view. One partner will speak for the farmers and the other will take Grandfathers position. After a few minutes, have all the farmers sit facing the grandfathers. Then invite individuals from both sides to stand and add comments. During the discussion make sure that speakers are not interrupted and that everyone has a chance to speak.
- **Writing:** Briefly discuss the role of animals in the lives of the Vietnamese characters and then ask the kids to write a few sentences about animals in their lives. Have them read aloud what they've written and compare the roles of animals in their lives to those of the book characters

**Step 11: Other related thematic activities**

Students are asked to complete some of the following activities individually, in groups, or as a class.

- See the ELA tab for additional activities
- Create a list of words that remind you of pollution and words that remind you of a clean environment. Sort the words.



- Have students think of one way they can help to keep the air, water and land clean. Illustrate and write a sentence with each idea on one picture or on three separate pictures. Display under the title "What Is Your Pollution Solution?"
- Have students contribute to a class book "Protecting our Natural Resources". Here are some ideas to get you started: Take a short shower instead of a bath. Turn off lights when you are not in the room. Turn off water while you brush your teeth. Use both sides of your paper. Keep the heater low in the winter and wear a sweater if you are chilly. Pick up litter from the ground. Purchase items that do not have excess packaging.
- Hang up a large piece of butcher paper and label sections *animals, birds, fish, flowers, forests, water, air*, etc. Have students cut out pictures from magazines and glue in the appropriate section. Title the project "We Love Our Earth!"

### Lesson Extensions

Have students plant seeds and care for a plant they can eventually take home to "clean" the air in their bedroom or another room in their home.

### Home Connection

- Ask students to go on a nature walk around their home and to bring in some things they find in nature. Egg cartons make great nature collection holders. Students share what they discovered on their nature walk.
- Families complete a "Family Planet Pledge" and students can share the ideas their family came up with.

The \_\_\_\_\_ family pledges to help protect the environment. We promise to try our best to do the following:

To make less trash we will try to \_\_\_\_\_.

To save energy we will try to \_\_\_\_\_.

To protect wildlife we will try to \_\_\_\_\_.

To conserve water we will try to \_\_\_\_\_.



## A Guide for *Something Beautiful* K-3<sup>rd</sup> At a Glance

Below are activities we strongly suggest you use in implementing the Responsibility Unit. For additional activities, please refer to the actual KidzLit guide book.

### **What kids will learn:**

Youth will learn that family members, friends, and neighbors can inspire them to take actions that will change their own lives, those of others, and their environment.

### **Materials:**

- Kidzlit: *Something Beautiful*, if needed, materials will be found below each activity title

### **Before You Get Started**

- Read *Something Beautiful*

### **1. Suggested Activities:**

- **Introduction: *Something Beautiful in My World* (10-15 minutes)**
  - **Group Game.** Have the kids sit in circle, and invite them to play a memory game based on "I Packed My Grandmother's Suitcase." Ask them to think of something beautiful in their world. Explain that you will start the game by saying, "Something Beautiful in my world is..." and completing the sentence by naming something beautiful. The child to our right will then repeat the sentence with your example and add a new beautiful item to the list. The process continues and each player names all the preceding items before adding a new one. Challenge the kids to try to get all the way around the circle. If a child can't remember an item, allow other players to assist, or let the child pass, and go on the next child. If you have a group with more than ten children, you may want to break it into two circles.

### **2. Read The Story (5-10 minutes)**

- Read the book aloud to your group, pausing occasionally for the kids' comments and questions about the story, its illustrations, or words they don't know

### **3. Discuss (10-15 minutes)**

- Why do you think people have different ideas about what is beautiful?
- How has another person helped you discover beauty around you?
- How did the girl change the story?
- Why do you think the girl felt powerful after she washed the word off the door?
- When have you felt powerful?

### **4. Cool Words**

- Courtyard (p. 2) area in front of or along the side of a building
- Cardboard (p. 6) strong, stiff material made from paper that is often used to make boxes
- Beautiful (p. 9.) pleasing to the senses or mind
- Windowsill (p. 30) piece of wood like a shelf at the bottom of a window



**5. Try This Activity!: *Beautiful Names* (10-15 minutes)**

- Point out that the girl in the story is not named. Invite the kids to think of beautiful names, for either boys or girls. They should each think of and write 3 names. Encourage them to invent beautiful names. Assist them with the writing and spelling as necessary. You may want to create a group poster listings each child's favorite name.

**6. Wrap It Up: *Family Collage* (15 minutes)**

**Materials**

Chart Paper, markers, scissors, glue, magazines

- **Discuss:** Ask the kids to recall the beautiful actions that the girl planned to take at the end of the story. One includes helping the homeless woman find a home. Ask the kids of something beautiful they'd like to do for someone else. Have them take turns sharing their ideas.

***Other Related Thematic  
Activities***

***What it means to be Responsible  
Tab-***

- *Circle of Responsibility*
- *Places of Responsibility*
- *Respect the Environment*
- *Responsibility Walk*



## A Guide for *Sweet Magnolia* K-3<sup>rd</sup> At a Glance

Below are activities we strongly suggest you use in implementing the Responsibility Unit. For additional activities, please refer to the actual KidzLit guide book.

### What kids will learn:

Youth will discover how many wonderful plants and animals are in nature and how to help take care of nature.

### Materials:

- Kidzlit: *Sweet Magnolia* , if needed, materials will be found below each activity title

### Before You Get Started

- Read *Sweet Magnolia*

#### 1. Suggested Activities:

- **Introduction: *Animal Pictures (20-30 minutes)***

**Materials:** Outside area near plants, paper, pencils, hard surface to draw on

- **Prepare.** Tell the kids that they will hear a story about a girl who learns about nature and caring for wild animals from her Cajun grandmother. Tell the kids that the relationship to nature is important to many cultures, including the Cajun culture. Explain that they are going to observe the plants and animals nearby. Remind the kids that in order to observe wildlife they must be very quiet.
- **Observe and draw.** Have the kids sit outside and sketch a picture of the plants and animals (including birds, insects, etc.) they see.
- **Share and discuss.** First in pairs, and then as a group, have the kids share their drawings and discuss the different plants and animals they saw outside. Discuss how the kids feel about nature and the importance of it in their lives.

#### 2. Read The Story (15-20 minutes)

- Read the book aloud to your group, pausing occasionally for the kids' comments and questions about the story, its illustrations, or words they don't know

#### 3. Discuss (10-15 minutes)

- What do think Denise learns during her first visit with Grandma?
- In the story Denise cares for her painted bunting bird. Have you ever had a pet or animal to care for? Tell about it.
- Music and nature are both important parts to this story and of the Cajun culture. What are important parts of your culture?



#### 4. Cool Words

- Impatient (p. 3) in a hurry and unable to wait
- Bayou (p. 3) small, swampy part of the river
- Wildlife rehabilitator (p. 12) someone who care for hurt, orphaned, or sick wild animals and returns them to the wild for healing
- Gallinule (p. 30) type of bird that wades and swims in swampy water

#### 5. Try This Activity!: *Caring for Unusual Pet (20-30 minutes)*

**Materials:** Paper (2 sheets per kid), stapler, Crayons or colored pencils.

- **Make a booklet.** (Prepare the booklets ahead of time for younger kids) Instruct the kids to take two pieces of blank paper, cut them in half, stack them together, fold them in half, and staple the fold to make a booklet.
- **Discuss the story.** Remind the kids that in the story Denise care for her painted bunting, Sweet Magnolia, and wants to keep her as a pet. Ask the kids:
  - If you could have kind of unusual pet, what would it be? Explain why you would choose that pet
  - What would you name it?
  - How would you take care of it?
- **Draw and write.** Have each kid draw a picture of her unusual pet on the front cover of the booklet and write the type of animal and its name. Inside the booklet, have each of the kids make illustrations that show how she would care for the animal, where it would live, and what activities she would do with it. Have each writer include descriptive captions at the bottom of each page. For younger kids, write in the captions as they tell you they want to say.
- **Share booklets.** First in pairs, and then as a whole group, have the kids share their pet booklets with each other.

#### 6. Wrap It Up: *What Would You Do? (15-20 minutes)*

- **Discussion.** Remind the kids that when Denise's bird heals, she has to set it free. Show them the illustrations on pages 25 and 26. First in pairs, and then as a group, ask the kids to answer these questions:
  - How does Denise feel different than her Grandmother about letting the bird go? Why do you think this is?
  - How would you feel if you had to let the bird go?
  - Would you set the bird free? Why or why not?
  - Have you ever found an injured animal? What did you do?

#### ***Other Related Thematic Activities***

##### ***Art Tab-***

- *Save Endangered Species*
- *Taking care of the Ecology*

##### ***Science Biological Tab-***

- *Nature Walk & Recycled Art #1/#2*
- *Plant a Tree*



## A Guide for Too Many *Tamales* K-3<sup>rd</sup> At a Glance

Below are activities we strongly suggest you use in implementing the Responsibility Unit. For additional activities, please refer to the actual KidzLit guide book.

### **What kids will learn:**

Youth will how to take responsibility for their actions. When you make a mistake, admit it and learn from that experience.

### **Materials:**

- Kidzlit: *Tamales*, if needed, materials will be found below each activity title

### **Before You Get Started**

- Read *Tamales*

#### **1. Suggested Activities:**

- **Introduction: *Animal Pictures* (10-15 minutes)**
  - **Share Stories:** Tell the children about a time when you lost or failed to return something that didn't belong to you or when someone lost something of yours. Describe what happened, how you felt, how the owner of the object reacted, and how the incident ended. Invite volunteers to share their own stories of lost or missing object.

#### **2. Read The Story ( 5-10 minutes)**

- Read the book aloud to your group, pausing occasionally for the kids' comments and questions about the story, its illustrations, or words they don't know

#### **3. Discuss (10-15 minutes)**

- **Opening Question:**
  - What are you thinking?
- **Follow up Questions:**
  - Why do you think Maria wanted to wear her mother's ring? Do you ever feel like wearing an adults clothing why?
  - What do you think of her mother's reaction when Maria told her about the ring and the tamales?
  - Why do you think she didn't get mad at Maria?
  - Why do you think Maria didn't tell mother about the ring right away?
  - Do you think she should have made her cousins eat the tamales? Why or Why not?
  - What do you think happened to the ring?



#### 4. Cool Words

- Glittered (p. 1) sparkled
- Dusk (p.1) time of night when the sun goes down
- Tamales (p.2) Mexican dish of spicy shredded meat in cornmeal dough wrapped in a cornhusk
- Masa (p. 2) cornmeal dough
- Diamond (p. 4) very valuable, sparkling stone
- Snipping (p. 12) cutting with scissors
- Pearl ( p. 12) round, white, valuable gem that grows inside oysters

#### 5. Try This Activity!: *"What If" Scenes (25-35 minutes)*

- **Prepare.** Write the "What If" scenarios listed below on butcher paper and post the list where the children can see it.
- **Role Play.** Briefly review the story and ask the kids to think about points where the plot might have taken a different turn. Discuss the following "What If" scenarios"
  - What if Maria and her cousins had figured out another way to look for the missing ring?
  - What if Danny had swallowed the ring?
  - What if Maria's mother hadn't been so understanding about Maria trying on her ring?
  - What if the ring had gotten stuck on Maria's finger?
  - What if Maria had told her mother right away that the ring was missing?
- **Present Role-Plays:** Have the children sit in a semicircle facing a designated state area. Remind them to listen carefully during the scenes and show their appreciation afterward. Invite the groups to take turns presenting their scenes. Afterward, discuss why they think the author didn't choose any of these alternative plot directions.

#### 6. Wrap It Up: *What I Think (10-15minutes)*

- **Share.** Write the following incomplete sentences on butcher paper or the chalkboard
  - I liked the part when \_\_\_\_\_
  - I thought the funniest part was when \_\_\_\_\_
  - The part that surprised me most was \_\_\_\_\_
  - I'd recommend this book because \_\_\_\_\_
- Read the phrases aloud and ask the children to think about how they'd complete each one. Go around the circle and ask the kids to say their sentence aloud.

#### ***Other Related Thematic Activities***

#### ***What does it mean to be Responsible Tab-***

- *Circle of Responsibility*
- *Places of Responsibility*
- *The Big R*



## A Guide for *Rotters!* 3rd- 5<sup>th</sup> At a Glance

Below are activities we strongly suggest you use in implementing the Responsibility Unit. For additional activities, please refer to the actual KidzLit guide book.

### What kids will learn:

Kids will learn about bacteria and how to maintain good hygiene to keep healthy.

### Before You Get Started

Read *What's the Story* - pages 5- 6

### Suggested Activities:

#### 1. Introduction: 20- 25 minutes

- *Write a Rotten Story?*
- Pages 10-11 in your KidzLit guide for details and more activities

#### 2. Read The Story: 45-50 minutes

- Read the book aloud to your group, pausing occasionally for the kids' comments and questions about the story, its illustrations, or words they don't know
- 25-30 minutes reading (plus 15- 20 minutes for discussion)

#### 3. Cool Words: 15-20 minutes

- Help kids understand each suggested cool word as you come to it in the story. As you read the story read the word, briefly define it, and reread the word and the rest of the sentence
- Page 12 (Choose your cool words from the Tracking Trash KidzLit guide and for optional activities)

#### 4. Discuss 15-20 minutes

Allow the kids to react to the story. First in pairs, and then as whole group discuss the question below:

- The book says that there are helpful bacteria and harmful bacteria for organisms. How can bacteria be both helpful and harmful?
  - What are some examples of helpful bacteria? Harmful bacteria?
- Page 13 in you KidzLit guide for additional questions

#### 5. Connect: 2 sessions ((1) 20-25 min -prepare, (2) 15-20 min -wrap up,

- *A Moldy Experiment*
- Page 18 in your Kidzlit guide for details and more activities

#### 6. Wrap It Up: 15- 20 minutes

- *Unfortunately/Fortunately*
- Page 22 in your Kidzlit guide for details and more activities

### ***Other Related Thematic Activities***

#### **Science Tab:**

- *Edible Compost*
- *Soda Bottle Compositors*
- *Decomposition Column*





## A Guide for *Acting for Nature!* 6<sup>th</sup>-8<sup>th</sup> At a Glance

Below are activities we strongly suggest you use in implementing the Responsibility Unit. For additional activities, please refer to the actual KidzLit guide book.

### **What kids will learn:**

Youth will learn that we all have a responsibility to protect to the environment and through patience; we can change our environmental issues together.

### **Materials:**

- Kidzlit: *Acting for Nature*, pencils, paper, markers, binding materials (stapler or 3 whole punch and ribbon)

### **Before You Get Started**

- Read *On The Wing In Africa*- pages 26-33
- Read *Counting Every Tree*- pages 13-20

### **1. Suggested Activities:**

- **Introduction: 20- 30 minutes- *Walk Around the Block***
  - **Neighborhood Walk:** Tell the kids that they will be going outside to observe the neighborhood environment. Divide them into two groups. One will look for visible examples of nature (such as birds, a creek, rocks, the sky, and vegetation). The other will look for potential or actual threats to the environment (cars, trash, smog, factories). Have the kids bring their journals to record their observations. Take about 10 minutes to observe.
  - **Collage/Mural:** When you return to the center, give each group a large piece of butcher paper. Ask the kids to draw and label what they saw on their walk to illustrate their group's theme (nature or threats to nature).
  - **Sharing:** Ask the kids to present their completed collage or mural to the whole group. Encourage them to add new ideas that come to them as they read the stories and complete other activities.

### **2. Read "*Acting for Nature*"- pages 26-33 (30-40 minutes)**

- Read the book aloud to your group, pausing occasionally for the kids' comments and questions about the story, its illustrations, or words they don't know

### **3. Discuss 10-15 minutes**

- Begin with an open-ended question such as:
  - What was it like for Vincent group up in Nairobi?
- Then ask the kids to think about the actions Vincent took to protect the environment and increase awareness of it (for example, organizing clean ups and trips to national parks, and setting up bird feeding station). Ask the kids
  - What do you think about the value of these actions
  - In what ways do you think each one of them makes a difference?



4. **Cool Words:** Ask the kids if they remember any words that stood out in the reading and then share the following cool words below (or create your own )
  - Recycling (p. 26) processing old items so that they can be used to make new products
  - Savannahs (p. 26) grassy plains with few trees
  - Shantytown (p. 26): poor area where people live in shacks
  - Nature preserves (p. 29) areas where animals are protected
  - Botanists (p. 31) scientist who study plants
  - Biodegradables (p. 33) materials that can be broken down by bacteria
5. **Try This Activity! 20-30 minute -Design a Poster**
  - **Design a Poster:** Have kids design a poster advertising one of the trips Vincent organized. Or have them create a poster that will help him get one of his environmental messages across.
6. **Read "Acting for Nature"- pages 13-20 (15-20minutes)**
  - Read the book aloud to your group, pausing occasionally for the kids' comments and questions about the story, its illustrations, or words they don't know
7. **Cool Words:**
  - Create your own cool words by helping kids understand difficult or new words as you come to it in the story. As you read the story, read the word, briefly define it, and reread the word in the sentence.
8. **Discuss 15-20 minutes**

Allow the kids to react to the story. First in pairs, and then as whole group discuss the question below:

  - What kind of person was Peter?
  - Why was it so important for Peter to save the trees?
  - What all did it take to try to save the trees?
    - Was it worth it? Why or why not
  - Were Peter's actions heroic? Why or why not?
9. **Try This Activity!: Environmental Comic Book- (2) 40 minute sessions**
  - **Art and Writing:** For this activity, each kid will make a page for a comic book that will later assemble. Ask the kids to choose one local environmental issues (for example, recycling at your site, noise pollutions from traffic, a local park that needs a clean-up) and create a one-page comic strip about it that is both entertaining and informative. The cartoon may be one picture with a humorous caption or story with multiple frames. The kids may want to feature themselves and their friends in their comic strips.
  - **Assembly:** Photocopy the kids' pages and staple them in booklets for each contributor to enjoy and share.
10. **Wrap It Up: 10-15 minutes Problem- Action**
  - **Guided Discussion:** Ask the kids to think about problems that were described in the reading (either as a group or on their own) and the actions that were taken to help solve them. Have the group form a circle. Ask someone to describe one of the problems, then choose another person to explain the action taken. Repeat this process until several of the problems from the stories are covered. Discuss whether or not the actions actually solved the problems, and if not how they influenced people's thinking in ways that might lead to solutions in the future.



## A Guide for Kids with Courage! 6<sup>th</sup>-8<sup>th</sup> At a Glance

Below are activities we strongly suggest you use in implementing the Responsibility Unit. For additional activities, please refer to the actual KidzLit guide book.

### **What kids will learn:**

Youth will learn that acts of kindness through deeds and words can make a difference in others and our world.

### **Materials:**

- Kidzlit: *Kids with Courage*, pencils, paper, markers

### **Before You Get Started**

- Read pages 135-142 *Starting a Club to Save Elephants*
- Read pages 143-150 *Saving the Wetlands*

### **1. Suggested Activities:**

- **Introduction: 20- 30 minutes** *Guess Who Made a Difference?*
  - **Set the Stage:** Invite the kids to think about something they did that made a difference in the world (it might range from small acts of kindness, such as doing the dishes without being asked or saying hello to someone who is shy or lonely, to grander act such as marching in a rally or helping with a neighborhood clean-up) Ask the kids to keep their stories a secret.
  - **Individual Writing:** Hand out small slips of paper and ask the kids to write a sentence explaining what they did. Have the kids fold their slips of paper and put them in a hat, bucket, box, or etc.
  - **Group Game:** Pick a piece of paper from the hat and read it aloud (you are player #1). Ask everyone to guess who wrote it. Once identified, the author (player #2) has to come up with three words describing how the experience felt (for example, "amazing, boring, useful). Record these words on a group chart. The kids may quickly ask player #2 any questions they have about the experience. Player #2 then picks and reads a new piece of paper from the hat, and the guesses continue until player #3 is identified and adds three words to the chart (repeats are fine). Continue playing until everyone has shared an experience.

### **2. Read "Kids With Courage"- *Starting a Club to Save the Elephants* pages 131-142 (25-35 minutes)**

- Read the book aloud to your group, pausing occasionally for the kids' comments and questions about the story, its illustrations, or words they don't know

### **3. Discuss 10-15 minutes**

- Allow the kids to react to the story. First in pairs, and then as whole group discuss the question below:
  - Why do you think people did not want to help in saving the elephants?
  - Do you think what the kids did was ordinary or heroic? What makes you say this?



#### 4. Cool Words

- Create your own cool words by helping kids understand difficult or new words as you come to it in the story. As you read the story, read the word, briefly define it, and reread the word and read the rest of the sentence

#### 5. Try This Activity!: 15-20 minutes *Speak Up*

- Have the kids think about a topic or issue they consider important to their lives and pretend that each of them will give a speech about it. Ask them to brainstorm with a partner and write down some key points to make in their speeches. Invite volunteers who are willing to jump in with minimal planning to get up and give a persuasive short speech about their topic.

#### 6. Read “*Kids with Courage*”-*Saving The Wetlands* pages 143-150 (25-30 minutes)

- Read the book aloud to your group, pausing occasionally for the kids’ comments and questions about the story, its illustrations, or words they don’t know

#### 7. Cool Words:

- Create your own cool words by helping kids understand difficult or new words as you come to it in the story. As you read the story, read the word, briefly define it, and reread the word and read the rest of the sentence.

#### 8. Talk It Over 15-20 minutes

Allow the kids to react to the story. First in pairs, and then as whole group discuss the question below:

- Why was it so important for Andy to save the Wetlands?
- What all did it take to try to save the Wetlands?
  - Was it worth it? Why or why not?

#### 9. Try This Activity!: 15-20 minutes

- Partner the youth in their Think-Pair-Share group. Have them think about a place they would like to clean up and/or save for sake of their environment and animals.
  - Have them brainstorm what steps they would have to take to begin their process (what is the location, who can to talk to- to begin the process, what is the goal, how long will this take, etc.)
  - Have them share out

#### 10. Wrap It Up: (2) 30 minute sessions *Ordinary Acts of Kindness & Courage*

- Drama: Remind the kids that although they may not have had an opportunity to act courageously yet, an occasion might be right around the corner. Invite them to create dramatic skits to inform younger kids of ways in which kids can take courageous action. They can dramatize one of the stories in the book or create their own scenarios. Remind them to consider what things kids younger than themselves might do. Give them time to plan and practice their skits.
- Present: Schedule a time when the actors can present their skits to younger members in your program.

#### ***Other Related Thematic Activities***

##### ***Teaching Responsibility***

##### ***Thru Literature Tab:***

- *Circle of Responsibility*

##### ***Art Tab:***

- *How can you save endangered species*
- *Contribute to a healthy Ecology*

## Rainforest Activities

Rainforests are important to humans and animals. They are often called the lungs of the planet. Below are some activities to help our students learn about the importance of rainforests and our responsibility to preserve them.

- Rainforest Poster Activities (See sheet) Grades K – 6th
- Students can research the rainforest. Possible topics:
  - Different layers
  - Deforestation
  - Animals in general or a specific animals
  - Vegetation
  - Various locations of rainforests
- Reader's Theater for *The Great Kapok Tree* by Lynne Cherry
  - K – 3<sup>rd</sup>, staff reads to students (See lesson plan)
  - 4<sup>th</sup> – 8<sup>th</sup>, students read the script (See Reader's Theater lesson plan)
- Read books about the rainforest to students. Engage students in a discussion about the rainforest. See the book *Life in the Rainforests* by Lucy Baker.
- Check out the following activities in the "Art" section of the Responsibility binder – "Together on Earth: Emphasize Public Awareness", "Insects: Anatomy and Ecosystems", "How Can You Help Save Endangered Species?", and "How Can You Contribute to a Healthy Ecology?"
- Take Action! See a variety of activities in "The Greens" found in the "Science / Recycle, Renew, Reuse" section of the Responsibility binder.
- 400-Acre Wood 7<sup>th</sup> – 8<sup>th</sup> Grade (Find the project in "Science / Biological" section of binder)
- "Create a Canopy " Find this and other activities on Scholastic.com (See sheet "Special Issues Online :Inside the Rain Forest)

[http://teacher.scholastic.com/scholasticnews/indepth/rainforest/lesson\\_helpers.asp](http://teacher.scholastic.com/scholasticnews/indepth/rainforest/lesson_helpers.asp)



## Rainforest Poster Activities

## Grades K – 6<sup>th</sup>

**Rainforest Foods:** Lots of different food and drink originated in the rainforest. The posters below show twenty different types and can be used in the classroom in the ways suggested:

- Carry out a class survey to find out how many of the children have tried each type of food.
- Collect some examples of each type and have a rainforest food tasting session. (DO NOT SAMPLE PEANUTS)
- Think of words / phrases to describe the appearance / taste / texture of each type of food / drink.
- Give children a copy of the poster without labels and ask them to write on the correct names.
- Use the posters on a classroom display.
- Find out where each type of food comes from. How far does it travel to reach our dinner plate? Could your class make a map to show where their food is from?
- Challenge children to find other food / drink that comes from the rainforest.

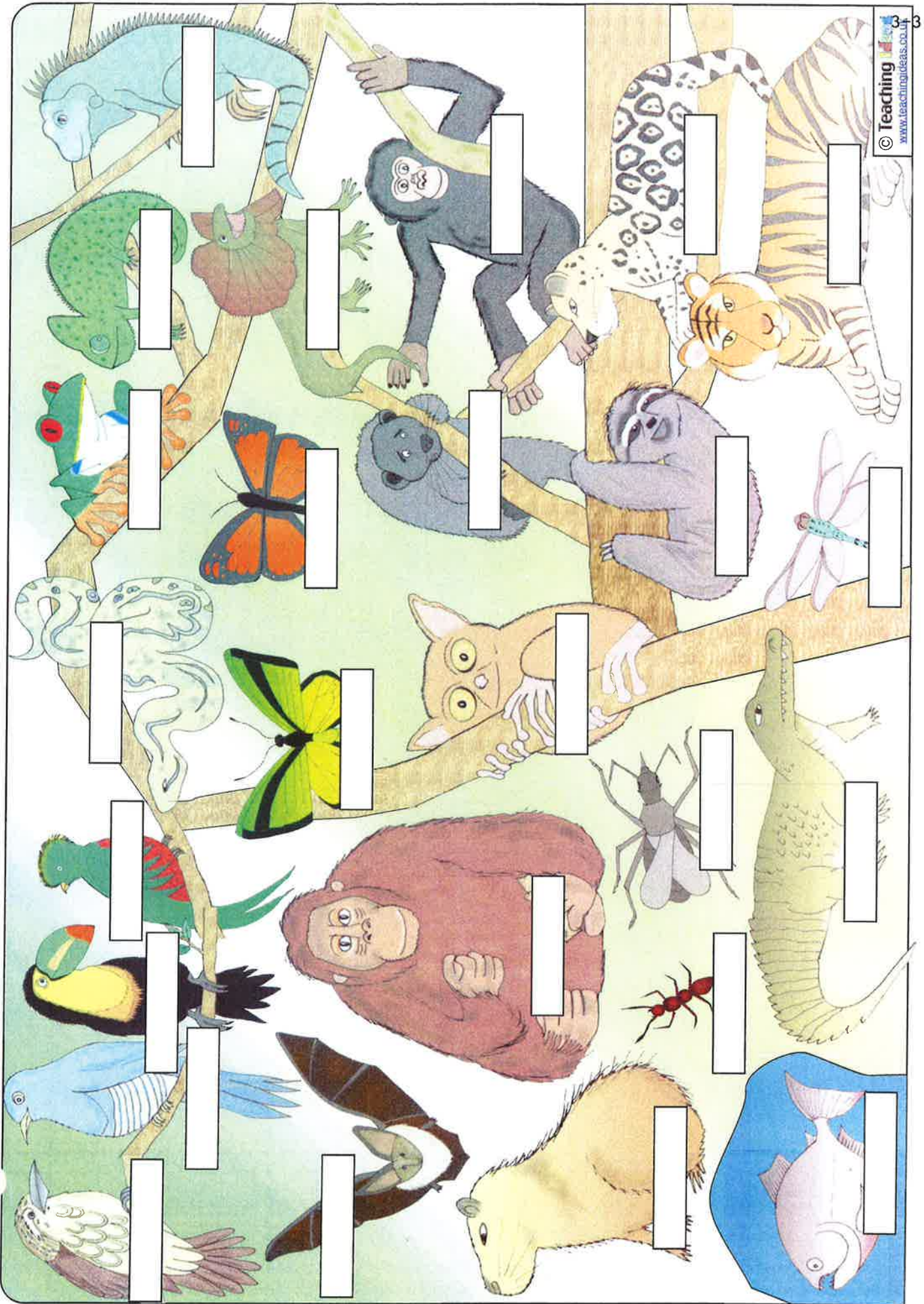
**Rainforest Animals:** The rainforest is home to a wide range of animals. The posters below can be used to help children to think about the different animals that live there. There are three different posters and they could be used in the classroom in a number of ways:

- Give children a copy of the poster with blank labels and challenge them to name the animals. Could they use research materials to find out any names that they are unsure of?
- Select an animal from the poster to research.
- Ask children to use the pictures as inspiration for their own drawings of different rainforest animals.
- The animals are not shown to scale on the posters. Ask children to find out how large they actually are and how they compare in terms of size.
- Make a food chain using some / all of the animals on the posters.
- Discuss the lives / features of each creature shown on the poster. How are they adapted to living in the rainforest? Which part of the rainforest do they live in?
- Print the labelled poster and use it on a classroom display.

**Rainforest Vocabulary :** While learning about rainforests, children will come across lots of vocabulary that they might not have seen before. To help pupils to learn these, I've made some resources that include twenty-five examples of rainforest words:

- Challenge pupils to use the vocabulary sheet (with blank definitions) and write their own definitions of the rainforest words included. If they can't think of their own definition, could they use a textbook (or a dictionary) to find a suitable meaning?
- Can your pupils draw a picture that explains the meaning of the word, rather than thinking of a written definition?
- Ask children to find other examples of rainforest vocabulary that are not featured on these resources. Can they write their own definitions of them?
- Use the vocabulary labels on a classroom display about rainforests and ask children to add definitions of them.
- Let children use the vocabulary sheet (with definitions) as a reference tool during their work on this topic.
- Ask students to put the vocabulary labels into alphabetical order.
- Challenge children to sort the cards into different groups.















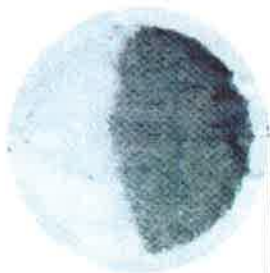

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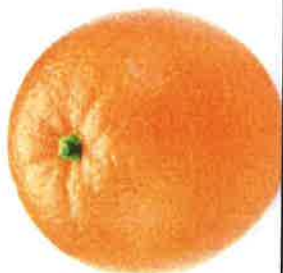



























# Rainforest Foods



# Layers of the Rainforest

**Directions:** Label the layers and the plants that you recognize in the rainforest.



## Rainforest Poster Activities - Key

### Animals Key

- Row 1: Xenops, Cuckoo, Toucan, Quetzal, Anaconda, Red-Eyed Tree Frog, Chameleon, Green Iguana
- Row 2: Goliath Birdwing Butterfly, Monarch Butterfly, Frilled Lizard
- Row 3: Bat, Orangutan, Tarsier, Binturong, Chimpanzee
- Row 4: Capybara, Ant, Assassin Bug, Sloth, Jaguar
- Row 5: Piranha, Caiman, Dragonfly, Tiger

### Foods Key

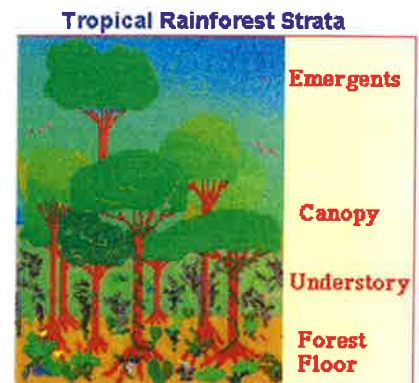
- Row 1: coffee, orange, tea, tomato, vanilla
- Row 2: cola, peanuts, pineapple, rice, sugar
- Row 3: avocado, corn, ginger, lemon, onion
- Row 4: coconut, cinnamon, chocolate, cashews, banana

## SCHOLASTIC Skills Page - Key

### Where Are Tropical Rain Forests? Key

1. B 2. C 3. A 4. B 5. B

6. Answers will vary; possible answers include: near the Equator, between the tropics of Cancer and Capricorn, on several continents



# Rainforest Vocabulary

biodiversity	botanist	camouflage	canopy	carbon dioxide
climate	cloud forest	colony	crown	deforestation
drip tips	emergent layer	equatorial	evergreen	extinct
habitat	hibernate	humid	indigenous	liana
monsoon	temperate	tropical	understorey	vegetation