



# ELL Adaptation For Use Dr. Seuss's *The Lorax* to Explore Environmental Issues

With the help of *The Lorax*, students learn about the environment and letter writing too!

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<b>Grade Level</b>	6-8
<b>Duration</b>	2-3 class periods

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SIOP Elements		
<b>Preparation</b> <b>Adapting content</b> Linking to background Linking to past learning <b>Strategies used</b>	<b>Scaffolding</b> <b>Modeling</b> Guided practice <b>Independent practice</b> Comprehensive input	<b>Grouping Option</b> <b>Whole class</b> <b>Small groups</b> Partners <b>Independent</b>
<b>Integrating Processes</b> <b>Reading</b> <b>Writing</b> Speaking Listening	<b>Application</b> Hands on Meaningful <b>Linked to objectives</b> <b>Promotes engagement</b>	<b>Assessment</b> <b>Individual</b> Group <b>Written</b> Oral

## TESOL Standard(s)

**ESL: English For Content**  
 Through The Use Of ESL Methodologies, The Student Will:  
**EFC-C. Compose in a variety of forms.**  
 C2. Paraphrase written information.

## Arizona ELP Standards

### ELL Stage IV

#### Basic

#### Reading

**Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. The student will demonstrate knowledge of reading comprehension by:**

B-8: summarizing the main idea and supporting details from text.

B-13: identifying the cause and effect relationship between two related events in a literary selection.

B-21: applying understanding of content area vocabulary within math, science and social studies text

#### Writing

**Standard 1: The student will express his or her thinking and ideas in a variety of writing genres. The student will express his or her thinking and ideas by using a variety of writing**

## Use Dr. Seuss's *The Lorax* to Explore Environmental Issues

### genres, as demonstrated by:

B-3: taking notes using a teacher selected and student created graphic organizer or cloze notes.

B-8: writing a persuasive paragraph using facts, ideas and concepts to influence the reader.

## Overview

Literature is a rich source of geographic information and concepts. Integrating the two is a painless way to reinforce many skills and concepts. Using *The Lorax* by Dr. Seuss, students will explore the concept of resource consumption and how people can make wiser use of resources.

## Key Vocabulary

Renewable resource - a natural resource that the environment continues to supply or replace as it is used

Resource - Any useful material found in the environment

Nonrenewable resource - a resource that cannot be replaced once it is used

Environment - all of the surroundings and conditions that affect living things, such as water, soil, land and air

Deforestation - The process of clearing land of forests or trees

Smog - a mixture of dangerous smoke and fog caused by pollution

## Additional Materials Needed for ELL

- Adapted student worksheets and cloze version of the assessment.
- Paper, yarn or pins and markers for making character name badges, paper axes and a paper Super-Axe-Hacker.
- Props: Several sweaters (at least 2), A plastic egg (truffula tree seed), a handset for a phone with a long cord or twine attached.  
(Preparation-Adapting Content/Strategies Used)

## Procedures

First Session:

Use the Questions to Guide your Listening

**(Preparation: Listening)** to make an overhead and worksheets for each student. First read *The Lorax* to the class aloud. Answer the questions and define the words together writing them in on the overhead as the class writes them on their own worksheets. Discuss each question. **(Grouping: Whole Class, Individual; Scaffolding: Modeling; Preparation: Linked to Objectives)**

Second Session:

Have the students work in groups to make objects needed in order to act out the story. Provide paper and markers for making nametags that can hang around necks or use stick-on nametags. You will need to label the Lorax, the Onceler, the Truffula Trees, the Barbaloots, the Swamee Swans and the Humming Fish. You can make others for the Onceler's family members also **(Whole Class or Small Group / Promotes Engagement)**.

Act out the story reading as the narrator or having a student read. You can have the whole class involved in the play itself by choosing many trees, Barbaloots, swans, fish or Onceler family members or have an audience and two groups to act it out twice **(Grouping: Whole Class, Small Group; Application: Promotes Engagement)**.

Third Session:

In order to assess understanding have the students write a business letter to the Onceler explaining the consequences of his actions. For beginning students a cloze assignment has been provided.

## Assessment

The assessment has been modified into a cloze assignment. Beginning ELL students should be allowed to use their finished worksheet, with the definitions given.

Intermediate English Learners should be able to complete the letter assessment without as much detail expected using all vocabulary words and to write at least five sentences. **(Assessment: Individual, Written; Application: Linked to Objectives)**

