

Student Teacher Candidate: Lexi Callander
 Lesson Subject(s)/Title: Writing and Science Integration Lesson
 Lesson Date(s): 11/14/2019
 Course & Grade(s): 4th Grade

INSTRUCTIONAL MATERIALS:

Children’s Literature – The Lorax
 Read Aloud Worksheet – Lorax and the Ecosystem
 Creative Writing Extension Activity Papers – The Last of the Truffala Tree Seeds

ESSENTIAL QUESTIONS/ SUBSIDIARY QUESTIONS:

1. Why is it important to preserve our resources?
2. Are any of our resources unlimited?
3. How will I use an organizer to help me set up my creative story ending?
4. How can we preserve the last of a limited resource?

PURPOSE: Students will understand the concept of resources and the important of preserving them by reading “The Lorax”. They will also understand how the onceler’s decisions effected many different parts of the environment. They will also focus on producers and consumers during the story. They will create an extra ending to the story and exhibit writing skills.

SPECIFIC LEARNING OBJECTIVES: (clear, observable)

1. After learning four new vocabulary terms, students will listen to a read aloud and participate in a discussion to ensure they understand the terms and cause and effects that happened throughout the story.
2. After participating in the discussion, students will complete the rest of the worksheet as a whole class for a section and individually for a section to ensure a deeper understanding of the importance of natural resources.
3. Once students have completed the worksheet, they will create an alternate ending to “The Lorax” while thinking about the information they learned about producers, consumers, resources, and our ecosystem.

STANDARDS:

3.1.4.C1 - Identify different characteristics of plants and animals that help some populations survive and reproduce in greater numbers, Describe how environmental changes can cause extinction in plants and animals.

3.1.4.A2 - Describe the different resources that plants and animals need to live.

DIFFERENTIATION STRATEGIES:

Student(s) with dysgraphia:

- **Students will use an organizer to set up their story endings. This will help students who struggle with writing to put their ideas on paper before they write the out and organize them officially.**
- **Students have the option or some students may be assigned to create their visuals first so that it will help them write their stories afterwards.**
- **On the back of the Lorax worksheet that the students filled out while listening to the read aloud, the student can have notes typed out as a summary of The Lorax. This will help the student brainstorm and remember the text which will make writing more comfortable.**

Sensory Register	STM	LTM
Attention Recognition Perception	Focus Organization Rehearsal Visualization	Connections Elaborations Meaning

Facets of Understanding

1. Explanation
2. Interpretation
3. Application
4. Perspective
5. Empathy
6. Self-Knowledge

Multiple Intelligences

1. Linguistic [words]
2. Visual [pictures]
3. Mathematical [numbers & reasoning]
4. Kinesthetic [hands-on]
5. Musical [music]
6. Interpersonal [social]
7. Intrapersonal [self]
8. Naturalist [nature]

Multiple Exposures [4 x 2]

1. Dramatization
2. Visualization
3. Verbal

Complex Interactions

1. Discussion
2. Argumentation

Bloom’s Taxonomy

1. Knowledge [Verbatim]
2. Comprehension [Own Words]
3. Application [Problem-Solving]
4. Analysis [Identify components]
5. Synthesis [Combine information]
6. Evaluation [Decisions]

Aspects of the Topic

1. Facts
2. Compare
3. Cause/Effect
4. Characteristics
5. Examples
6. Relationships

9 Effective Strategies

1. Similarities and Differences
2. Summarization and Note Taking
3. Reinforcing Effort and Providing Recognition
4. Homework and Practice
5. Nonlinguistic Representations
6. Cooperative Learning
7. Setting Objectives and Providing Feedback
8. Generating and Testing Hypotheses
9. Questions, Cues, and Advanced Organizers

- **Create a poster of the examples that you gave during instruction about preservation to allow students to have an easier time brainstorming and coming up with ideas for their writing.**
- **Students can proofread each other's stories after they are finished.**
- **Students do not have to read off of their stories to present but can instead explain it briefly to the class.**

ANTICIPATORY SET:

The teacher will introduce producer, consumer, resources, and ecosystem as vocabulary terms to the students. Students will listen to a read aloud of "The Lorax". "The Lorax" helps to introduce students to science concepts including natural resources and how to preserve those resources. While the teacher reads aloud, students will fill in the "producer" and "consumer" section of their worksheets.

The teacher will have a short discussion afterwards about the producers and consumers that were found in the story and what effect each one had on the ecosystem.

INPUT/ ACQUIRE NEW KNOWLEDGE: Students will go over the rest of the worksheet once the book is over. The worksheet will lead them through different questions involving cause and effect, producer and consumer, and the importance of our ecosystem.

The teacher will then give examples of ways that plants or parts of our ecosystem are preserved so that students have some ideas for their writing later on in the lesson. The teacher will give the ideas listed below:

- periodic monitoring
- specific environment placement (maybe a restricted environment)
- work together with botanists
- school projects

and/or

APPLY/ DEEPEN NEW KNOWLEDGE:

Students will create a three page alternate ending to The Lorax on the worksheets provided below. Students will be writing a short story about what happened to the last of the truffala tree seeds. Different pictures of characters will be printed out so the students can copy and paste them for illustrations if they are not comfortable with drawing. Creating visuals first will help the students lay out their writing. Students have the option to create the illustrations afterwards or before.

CLOSURE/ASSESSMENT: Students will share a brief summary of their ending to the Lorax. They will mention if they added any producers or consumers to their ending to the story.

HOMEWORK: (Purpose- Preparation, Practice, Expansion)

Think about an example of producer and consumers in our own ecosystem, community, or country. Be ready to speak about that example tomorrow in class.

EVALUATION/ASSESSMENT OF STUDENTS:

Students are evaluated whenever they fill out their worksheets during the read aloud and participate in the discussion afterwards.

They are also evaluated as they answer the questions on the worksheet.

Students are evaluated as they create their ending to the story that involve the last of the Truffala Tree Seeds.

INSTRUCTIONAL PROCEDURES:

Time:

<p>The teacher will:</p> <ol style="list-style-type: none">1. Introduce the words producer, consumer, resources, and ecosystem as vocabulary terms and provide examples as well as definitions for the students.2. Pass out the Lorax worksheets and have the students fill out producer and consumers as you read. The teacher will explain that these terms will be prevalent throughout the story they are reading and continue to read aloud "The Lorax". Point out the examples of the terms as the story goes on.3. The teacher will have a short discussion afterwards with the students about the producers, consumers, resources, and ecosystem that they just read about.4. Answer questions 1 and 2 as a whole group with the students before splitting up into individual desks. Lead them through the questions. Instruct students to complete 3 and 4 on their own. Allow students to share ideas afterwards.5. Introduce the extra/alternate ending activity to the students. Give them a few examples of what people do to preserve wildlife or endangered plants/species. These examples are listed above. Allow students to write for 25-30 minutes. They may have to finish another day.6. If everyone has finished, students can share their stories that they created about the last Truffala Tree Seed.7. Introduce the homework assignment for the students.	<p>The students will:</p> <ol style="list-style-type: none">1. Students will help the teacher define four new vocabulary terms as they are introduced. Students will give examples if they think they know what the terms means.2. The students will listen to the read aloud of "The Lorax" and answer any questions that are asked of them. As the teacher reads, the students will fill out the producer and consumer section of their worksheet.3. Participate in the discussion and talk about the effects that all of the terms had on one another. The section that was completed during the reading will help students during this discussion.4. Answer questions 1 and 2 with the teacher but then go to your individual seats and finish the worksheet Share your ideas with the class afterwards when the teacher asks for the answers to questions 3 and 4.5. Brainstorm ideas for your extra ending after hearing some examples from the teacher. Remember details from the story that will help you write your extra ending. Write for 25-30 minutes and try to complete this activity today.6. Share your story with the class if everyone has finished. Mention if you involved any of our new vocabulary terms in your writing.7. Once students are home, they will think of examples of producer an consumer in our own community, environment, country, or ecosystem.
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The Lorax

Directions: As your teacher reads *The Lorax* by Dr. Seuss, list the names of the producers and consumers described in the book.

Producer(s)	Consumers

Directions: Answer the questions below.

1. What did the Once-ler do to upset the balance in this ecosystem?

2. What effect did his business have on the living things in the ecosystem?

3. What effect did his business have on the water and air in the ecosystem? How did this affect the living things?

4. What is the moral of the story?

