**Lesson Plan**

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| **Topic:** Celebrating Dr. Seuss- Exploring Theme |
| **Grades:** 4th | **Date:** 3/2/2017**Time:** 45 minutes**HOT Questions:**1. What do you remember about the Lorax?
2. What are the causes and effects of cutting down the Truffula Trees?
3. How does “The Lorax” relate to what is happening in the real world?
4. What did the Once-ler ask the character to do? How can I follow that same sort of action in the real world? What does Dr. Seuss want me to learn?
5. How can I analyze text structure and details to determine the author’s message/lesson?
6. Can you think of those that are unluckier than you? Create 2 Dr. Seuss style examples!
7. What happens when Thidwick allows himself to be taken advantage of?
8. What happened when the King stopped having fun on stilts?

**Assessment:** Type of assessment: student-created poster, observations of contributions (verbal, discussions, effort), student-created bookmark.How will this assessment show you that students have mastered the objective?Students’ responses and work will indicate their ability to identify the theme and provide supporting details. In future assessments, students will be asked to identify and use details to support the theme of the story (Friday- “The World According to Humphrey,” comprehension assessment). Exit Question: (The bookmark)What is the theme of the story? What details support the theme?Group-/Self-assessment for contribution/effort. |
| **Standard(s):** LAFS.4.RL.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.LAFS.4.RL.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.LAFS.4.RI.2.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.LAFS.4.RI.2.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.LAFS.4.RL.3.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.SC.4.E.6.3: Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable. |
| **Objective:** Students will be able to identify the theme of various Dr. Seuss texts, as well as the details that support the theme (through examining text structures and character’s actions).  |
| **Vocabulary:** theme,impudent, dreadful, pomp, dignity, idly, feeble, shrewd  |
| **Materials:** Dr. Seuss books- “The King’s Stilts,” “Did I Ever Tell You How Lucky You Are?” “I Had Trouble in Getting to Solla Sollew,” “Thidwick, The Big-Hearted Moose,” and “The Lorax.” 4 pre-created anchor charts and accompanying guiding questions. Student craft materials- paper, colored pencils, crayons, markers, blank bookmarks, student self/group assessments.  |
| **Opening (Engage)** |
| **Time**15 minutes | **Task**First, students will be asked to share what they know about the plot of “The Lorax.”* Chip Chat at each table group, share out with the whole class.

Students will be led to remember, while being shown the illustrations, that the Once-ler came to the Street of the Lifted Lorax when the pond was wet, clouds were clean, the Truffula Trees were everywhere, the song of the Swomee-Swans could be heard in the air, the brown Bar-ba-loos were playing and eating Truffula fruit, and the Humming-Fish hummed in the pond (read page 12, show illustrations to page 14). Students will be asked if they remember what the Once-ler did.* Students will be led to remember that the Once-ler chopped down the Truffula Trees to make Thneeds, which sold rapidly (read page 18) and he continuing to build larger factories. Read page 23, the Lorax warns the Once-ler not to cut down all the Truffula trees.

The students will be asked to brain storm some possible effects of cutting down all the Truffula trees and creating the big factory.* Students will be led to remember/identify the causes and effects of (and shown accommodating illustrations for) the Brown Bar-ba-loots having nothing to eat, the Swomee-Swans not being able to sing through all the smog, and the Humming-Fish not having a clean pond from the Gluppity-Glupp and Schloppity-Schlopp. All the creatures had to leave their home and there were no more Truffula Trees. Text structure- cause and effect.

Students will now be asked if they can make a connection to what is happening in the real world.* Animal endangerment/extinction because of habitat destruction

Now, the teacher will read aloud the Once-ler’s advice (last 4 pages of the book). Students will be asked to determine Dr. Seuss’ theme/lesson from the story. * What did the Once-ler ask the character to do? How can they follow that same sort of action in the real world? What did Dr. Seuss want them to learn?

The teacher will model creating a Lorax themed bookmark with the theme, quote from the text, and an illustration. |
| **Building Understanding (Whole Group Exploration / Core):**  |
| **Time**30+ minutes | **Task**Instructions will be given: By looking at different text structures and details of a couple Dr. Seuss books, you’ll be making a poster in your small reading groups to share the theme of the story with the class. You’ll show me you understand how to find the theme with supporting details when you present the poster to other students in the class and when you make a bookmark with your favorite theme and text. With your small reading groups, you will each read a page of the Dr. Seuss book you’re given out loud until you’ve read the whole story. You will complete the poster that has been started for you. The poster may ask you to look at cause and effects, the order of events, comparisons, or the character’s F.A.R.T.S. to help you determine the theme. Each person in your group should contribute to reading and creating the poster, you will rate your group members’, and your own, contributions at the end.Students will be told to sit with their small reading groups at a table. Each table group will be given their started anchor chart and book to read.Reptiles: “Did I Ever Tell You How Lucky You Are?” These students will be examining contrasts/comparisons in the story by writing and illustrating one of the examples, creating 2 of their own, and writing the theme (Someone always has it worse than you, Things will always be tough, Appreciate what you have). Questions provided to guide thinking: Can you think of those that are unluckier than you? Make up 2 Dr Seuss style examples!Amphibians: “Thidwick the Big-Hearted Moose.” These students will be looking at a cause in the book, the problem in the story, writing 2 effects and the solution, as well as the theme (Don’t forget to take care of yourself, don’t let people take advantage of you, Let go of what holds you back). They will label and illustrate 3 of the creatures that crowded Thidwick’s antlers. Question provided to guide thinking: What happens when Thidwick allows himself to be taken advantage of?Birds: “I Had Trouble in Getting to Solla Sollew.” These students will be examining cause/effect and the sequence of events to determine the theme (There will always be trouble, but you can handle it). Mammals: “The King’s Stilts.” These learners will be examining vocabulary (defining) and identifying cause and effects throughout the story to determine the theme (Work hard and you can enjoy life too, Do your duty, Be yourself). Question provided to guide thinking: What happened when the King stopped having fun on stilts? |
| **Lesson Closure** |
| **Time**10+ minutes | **Task**The students will share the posters they created with the class. The learners will complete an assessment of their group members’ contributions and level of effort, as well as their own. The students will create a bookmark with their favorite Dr. Seuss theme, a quote from the text, and an illustration. |
| **Differentiation:** The teacher will differentiate and provide support in the following ways:Reteach (Greatest Support)Each group is given a different level of scaffolding through completing the posters (see description of group tasks above), as well as differentiated levels of reading demand from the books. The teacher will rotate the room to provide support and direction as needed. Questions were provided to guide thinking.Enrich (Least Support) The upper-level groups (birds and mammals) were given more challenging themes, as well as more complex tasks and increasing intensity of task demand. Questions were provided to guide thinking.**Accommodations:** (What students need specific accommodation? List individual students (initials), and then explain the accommodations you will implement for these unique learners.)Morning class students who are ELL’s: JG, SB, LZ, BC, GH & GE- Posting directions, working with a peer/group, visual cues, explaining language-specific unfamiliar phrases.Afternoon class students with IEP’s: JW, TD & JM- Additional time, reading the questions out loud. |
| **Connections:**How does this lesson connect to the real world? How does this lesson connect to the interests and/or cultural backgrounds of your students?Students are familiar with Dr. Seuss’ popular children’s books. One learner (A.G.) even remarked that a Dr. Seuss novel was the first book she was able to read independently (see K-W-L chart, 3/1/2017). From the K-W-L charts (created 3/1/2017), it is evident that students are familiar with Dr. Seuss’ more popular works, “The Cat in the Hat,” and “Green Eggs and Ham,” as well as his tendency to use engaging rhyme schemes and humorous plots to teach lessons (see students’ “Learned” of K-W-L from reading of previous article on 3/1/2017). March 2nd is Dr. Seuss’ birthday, a day dedicated as “Read Across America,” an annual reading motivation and awareness program that calls for every child in every community to celebrate reading. For that reason, students will be participating in a “read-in” to explore Dr. Seuss texts. Also, students have been examining the theme of multiple texts which they can compare to the Dr. Seuss books. For the morning bell work on 3/1/2017 and 3/2/2017, students have been building background knowledge on the popular author’s life and books. Animal endangerment and extinction is being studied in various RTI groups. Environmental conservation is an interest to the compassionate students. **Data Justification:** On a comprehension test given for a previous reading (2/24/2017), students were unable to accurately identify the phrase which did NOT support the theme of the text. In the morning group (average score 7.39), only 5 of 23 learners correctly answered the question. In the afternoon group (average score 8.25), only 50% of learners accurately identified the story excerpt that did not support the theme. According to the 4th grade FSA Item Specifications: “Items may ask students to use details from a text to determine the theme. The theme may be explicitly or implicitly stated. Items may ask students to summarize the text as a whole or to identify key events as part of a summary,” (<http://fsassessments.org/wp-content/uploads/2015/03/Grade-4-ELA-Test-Item-Specifications.pdf>). According to the FSA ELA Test Design Summary and Blueprint, Standards 1.1 and 1.2 are included to (addressed in lesson) account for 15-25% of the assessment; standards 2.4 and 2.5 are included to (addressed in lesson) account for 25-35% of the assessment; and standard 3.9 is included to account for 20-30% of the assessment (<http://www.fldoe.org/core/fileparse.php/5663/urlt/ELATDS.pdf>). This lesson seeks to develop students understanding of theme and supporting details by examining various text structures (cause and effect, problem and solution, chronological- change over time) to determine the popular author’s intended moral/lesson.  |

**Student Self/Group Assessment**

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| Reading Group: \_\_\_\_\_\_\_\_\_\_\_Group Member Names: | Contribution: *What did the group member do?* | Grade of Effort *(1-5, 5 is full points)* |
| 1. My Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| 2. |  |  |
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