Magical World – The Lorax

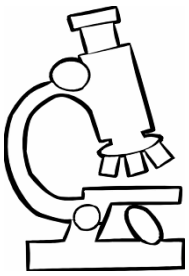
Background Information for Teachers

The Lorax **is one of Dr. Seuss's most famous environmental cautionary tales. The Lorax is the main character that protests the removal of the Truffula Trees by the Once-ler. The Once-ler is an entrepreneur that weaves material from the tops of the trees (Truffula tuft) and creates a Thneed. Thneeds become more valuable, causing more trees to be cut down. The Lorax argues for the preservation of the trees and the animals that live in the Truffula Tree forest. The Brown Bar-ba-loots, Swomee-Swans, and Humming-Fish are forced to abandon their homes as more trees are cut down. The Thneed production plant causes pollution in an environment that was once pristine. Dr. Seuss gives uniquely descriptive names to the pollutants like Gluppity-Glupp and Schloppity-Schlopp.**

The story ends with the narrator (Once-ler) giving a young child the last Truffula Tree seed. By doing this the Once-ler is entrusting them to plant the seed and take care of the tree. The Once-ler is eventually hoping to re-create a Truffula forest and bring all the unique animals back to the environment.

This book/video helps students recognize the importance of trees, habitat, and our position as caretakers of our planet, while also imparting the importance of wise management of all our resources.

Time to Experiment: INTRODUCTION TO THE LORAX



Materials: (you must provide materials unless otherwise noted)

The Lorax book (provided)

The Lorax video (provided)

Lorax Instruments Worksheet (provided)

Crayons/pens/pencils

Procedure:

1. Read or watch *The Lorax* provided in the trunk.
2. Using *The Lorax* instruments sheet, help your students complete their instruments.
3. Make other instruments for the "Sounds of the Swamp"
4. Make origami animals that represent the characters in *The Lorax*.
5. Check your students' knowledge, by having them make *The Lorax* music with their instruments.

Extensions:

1. Compare the creatures in *The Lorax* with animals in our wetlands and have your students make up a poem about them.

Conclusions:

Your students should be able to understand that trees are important for many things like habitat for the Bar-ba-loots, Swomee-Swans, and Humming-Fish after they have completed the following activities.

Sounds of *The Lorax*

Kazoo:
the humming sound of the Humming-Fish

Cardboard Tube Kazoo

http://www.makingfriends.com/music/kazoo.htm

The kazoo works because sound waves vibrate the wax paper and make musical sounds. If you vary the frequency of your sounds, the wax paper will vibrate at different speeds.

You need:

- Empty toilet paper or paper towel tube
- Wax paper
- Rubber band

BEWARE: Do not let students chew on the rubber bands – choking hazard.

- Children's scissors with blunted ends
- Non-toxic markers or paint and paintbrushes

Instructions:

Color your cardboard tube with markers or paint (if your students are patient enough to wait for them to dry). Cut a 6" circle from wax paper, wrap the circle around one end of the cardboard tube and use the rubber band to hold the paper securely to the end.

To use your kazoo, make loud humming sounds into the open end.

Adapted from the website noted above.

Rain Sticks:
the sound of the Brown Bar-ba-loots eating the fruit of the Truffula trees

You Need: http://www.things2make.com/Things2make_files/Instructions%20over%205/Rain%20Stick.htm

- Cardboard tube (paper towel tube; wrapping paper tubes or mailing tubes are excellent if you can get them, or even a paper towel tube)
- Tinfoil
- Cardboard or mailing tube end caps
- Dried rice, peas, lentils, or popcorn kernels, etc.

BEWARE: Do not let students eat the dried kernels – choking hazard.

- Hot glue gun (ADULT use only)
- Children's scissors with blunted ends
- Non-toxic markers or paint and paintbrushes

Instructions:

Trace around end of tube onto a piece of cardboard and cut out for end caps if not using a mailing tube with plastic end caps. Glue one of these onto one end for a cap.

Tightly roll pieces of tinfoil into a long snake (use the x-ray section in the trunk to show your students what the snake should look like). Make the snake about twice as long as your tube and about 1/2" in diameter. Wrap the snake around a broom handle or push the tinfoil snake into tube, zigzagging it back and forth to fit.

Pour 1/2 cup of dried rice, peas, lentils, or un-popped corn kernels into tube. Cap off remaining end, and glue into place. Decorate with markers or paint (if students are willing to wait for it to dry!).

To play: turn stick back and forth, rice, peas, lentils or popcorn kernels will cascade over tinfoil sounding like a gentle rain.

According to South American legend, rain sticks are played to serenade the gods as a reminder that rain is welcomed. Rain sticks are traditionally made from hollow cactus wood, thorns and pebbles.

Adapted from the web-site noted above.

Straw Oboe:

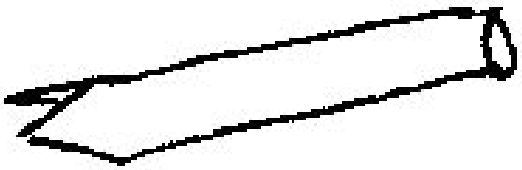
the song of the Swomee-Swans

You Need:

- Plastic drinking straw
- Children's scissors with blunted ends

Instructions

1. Pinch one end of the straw flat (mash it with your teeth) to make it pretty flat but not closed off.
2. To form a double reed, cut the flattened end of the straw into a point.
3. You can make other sounds by varying the length of the straw.
4. To play put reed (cut) end in the mouth just past the lips and **blow hard**.



http://www.mudcat.org/

Adapted from the website noted above.

Sounds of the Swamp

Tinkling Dragonfly

Tinkling Dragonfly Bells

Chenille stem (pipe cleaner)
4 small or 2 large jingle bells
Attach the jingle bells at equal distances on the chenille stem
Shake to play.

Drumming Woodpecker

Drumming Woodpecker Drums

Create drums out of a block of wood and a mallet or dowel, or use empty coffee cans with plastic lids, plastic ice cream containers, or oatmeal boxes.

Beat the mallet, dowel, or wooden kitchen spoon on the wooden block or containers.

Fancy Brush Tails

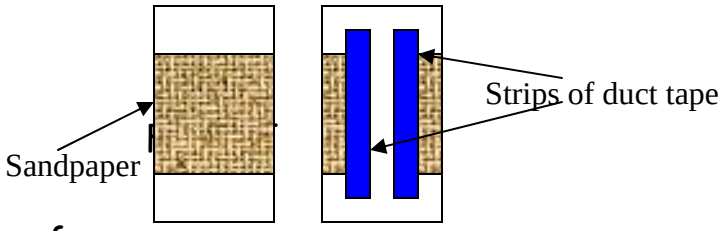
Opossum's Fancy Brush Tail Brushes

Piece of cardboard tube (paper towel tube) or dowel
Shredded paper (from a paper shredder)
Duct tape
Attach shredded paper to tube or dowel on both ends with duct tape.
Play by brushing shredded paper ends on desks or hands.
This is the sound of the formerly magnificent tail of the opossum (Natchez Opossum story from American Indian section of the Traveling Trunk).

Snake's Slithering Tail

Snake's Slithering Tail Blocks

2 small blocks of wood (1"x4"x5")
Sandpaper
Duct tape or heavy glue



Attach a sandpaper strip to both Blocks by wrapping around one side of the block and attaching to back with duct tape or glue.
Play by brushing the blocks against each other carefully.

Turtle's Shell (Carapace) Drum

Turtle's Shell Drum

Create a turtle drum out of an empty 2-Liter soda bottle and with a mallet, dowel, or wooden kitchen spoon, create a beat.

Frog Chimes

Frog Chimes

Piece of cardboard tube, paper towel tube, or dowel
Thread, string, or yarn
Metal washers/bolts
Wooden kitchen spoon

Attach yarn, string, or thread to metal washers/bolts and then tie onto cardboard tube or dowel.
Play by gently rapping washers/bolts with the wooden spoon.

Lorax Art

Characters of *The Lorax*

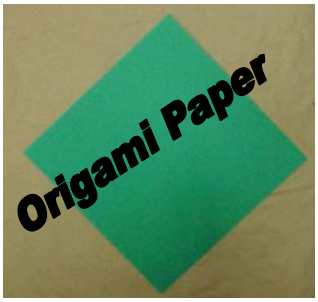
Make origami characters –

1. **Brown Bar-ba-loots**
2. **Humming-fish**
3. **Swomee-Swans**

Time to Experiment: ORIGAMI YOU CAN MAKE –

Materials: (you must provide materials unless otherwise noted)

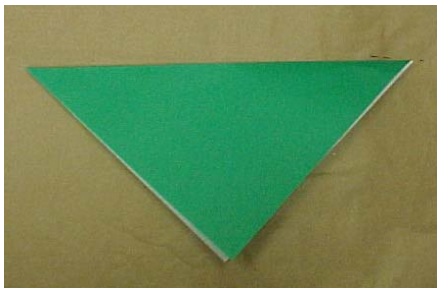
Origami paper



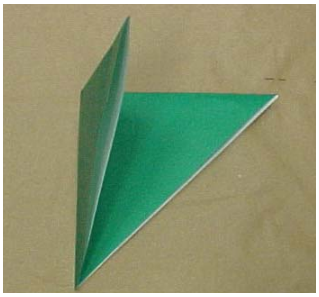
You can have your students make their own paper using newspaper or gift wrap or any easily folding paper. Have your students measure a 5 7/8 inch square and then cut it out.

Directions: **Brown Bar-Ba-Loots**

1. Fold the paper in half downwards to make a triangle.

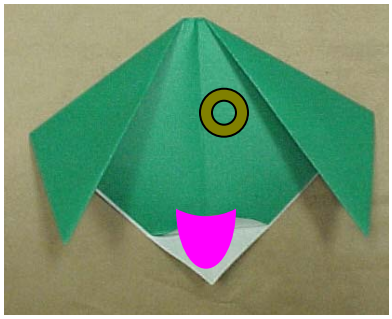


2. Fold the two corners down, making sure to begin from the top of the crease in the middle of your paper.



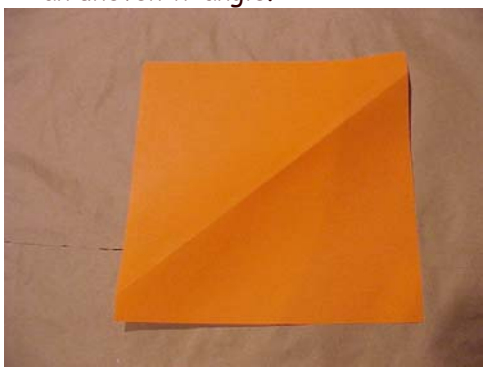
3. Fold the top and bottom corners to the back.

4. Flip up the bottom edge and draw a Brown Bar-ba-loot face and you're done!

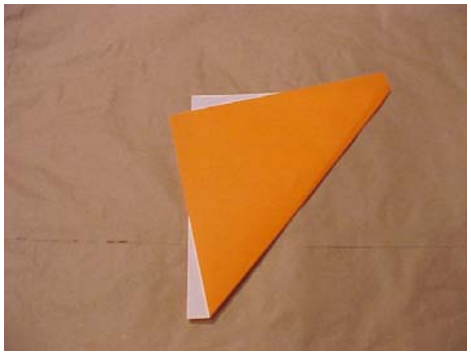


Directions: **Humming-Fish**

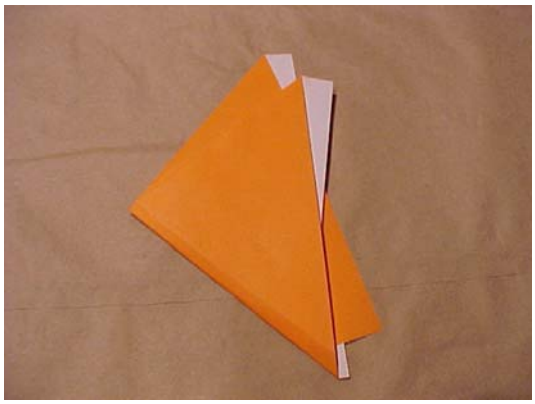
1 Fold the paper in half downwards to make an uneven triangle.



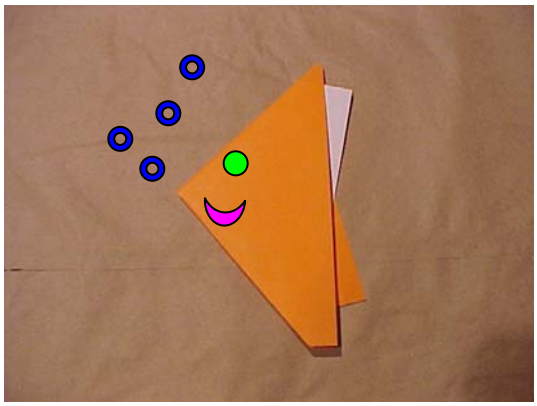
2 Make sure you can see some of the back of the sheet from the front.



3 Fold the big "uneven" triangle over in another uneven triangle.



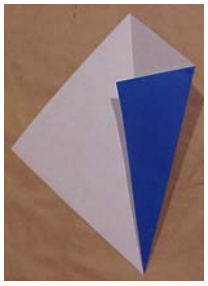
4 Flip the entire paper over, and draw 2 eyes for the Humming-Fish!



Directions: **Swomee-Swans**

1 Fold the paper in half sideways to make a triangle.

2 Unfold, and then fold both side corners into the center so you have an ice cream cone.



3 Flip the entire "ice cream cone" over and then fold in the two sides to make a skinny cone.

4 Fold the top back towards the back corner.

5 Fold the very front edge over to form the head. Then fold the head/neck up and crease the back so it sits and you're done!

Swamp Poetry

Characters of *The Lorax*

Possible Comparison to Wetland Creatures –

Brown Bar-ba-loots	**Louisiana Black Bears**
Humming-Fish	**Spotted Gar**
Swomee-Swans	**Louisiana Brown Pelicans**
Truffula Trees	**Baldcypress Tree**
The Little Child	**This could be you!**

Have your students research their wetland creature to find out more information to create their poems.

Possible Poem Ideas

Rhyming Poems – like *The Lorax*

Brown Bar-ba-loots
In their Bar-ba-loot suits
Louisiana Black Bears
Stay snuggly in their lairs.

Haiku Poems – 5 syllables in the first, 7 in the second, 5 in last

Humming-Fish swim round
Splashing loudly in water
Humming all the time
Spotted Gar swim high
In the bayou they swim by
Flash of color bright

Sea Shanty Poems –

Sample: Go shoutin' up the cobbled hill but whisper in the glen you never know when you may meet a band of pirate men. It's true they came here long ago with chests of pirate stuff, you never know what we may find if we dig deep enough. We might find ropes of oyster pearls or heaps of gold doubloons or gold from Madagascar or a chest of sliver spoons. Or maybe ancient treasure maps or diamonds by the ton, or cutlasses with jeweled hilts or just a skeleton. Or- just around that darkish tree – did you hear something crack? The pirates might be coming now to get their treasure back. Let's hurry up the ferny hill and not come back again, I don't believe I want to meet a band of pirate men.
"Pirate's Glen" from: Pirates Ships and Sailors a Golden Book

I watch the Pelicans go by
Flying high above the Bald Cypress Trees.
It's a brown blur soaring through the air.
I love to watch them because I care.

Acrostic Poetry – **WETLAND**

The first letter in each line, when read vertically, spells out the name of something or conveys some other kind of message.

We
Enjoy
The
Louisiana
Area
Natural
Disappearing

Benchmarks and Grade Level Expectations

Benchmarks K-4	
Science as Inquiry	
Abilities Necessary to do Scientific Inquiry	
SI-E-A1	asking appropriate questions about organisms and events in the environment.
SI-E-A2	planning and/or designing and conducting a scientific investigation.
SI-E-A3	communicating that observations are made with one's senses.
SI-E-A6	communicating observations and experiments in oral and written formats.
SI-E-A7	utilizing safety procedures during experiments.
Understanding Scientific Inquiry	
SI-E-B5	presenting the results of experiments.
SI-E-B6	reviewing and asking questions about the results of investigations.
Arts	
CE-1M-E1	Recognize and imitate simple melodies and rhythmic patterns using voice, musical instruments, or other sound sources (1, 3, 4)
CE-1M-E3	Perform, improvise, and compose simple musical ideas (2, 3, 4)
AP-2M-E2	Develop and communicate an awareness of ideas and creations of others through the study of music (1, 4, 5)
AP-2M-E3	Develop an awareness of how music is used in daily life, in the workplace, and within the community (1, 4, 5)
AP-2M-E4	Explore various choices available in the creative processes of music (1, 3, 4)
CA-4M-E1	Develop an awareness of musical elements, forms, and styles through participation in musical experiences (1, 2, 3, 5)
CA-4M-E2	Demonstrate behavior appropriate for varied musical environments (1, 3, 4, 5)
CA-4M-E3	Explore music as a part of celebrations, ceremonies, and other special occasions (1, 2, 3, 4, 5)
CA-4M-E4	Identify relationships among music, other art forms, and disciplines outside the arts (1, 3, 4)
Language Arts: Reading	
ELA-1-E1	Gaining meaning from print and building vocabulary using a full range of strategies (e.g.,self-monitoring and correcting, searching, cross-checking), evidenced by reading behaviors using phonemic awareness, phonics, sentence structure, and meaning
ELA-1-E2	Using the conventions of print(e.g., left-to-right directionality, top-to-bottom, one-to-one matching, sentence framing)
ELA-1-E3	Adjusting speed of reading (e.g., appropriate pacing, intonation, expression) to suit the difficulty of materials and the purpose for reading (e.g., enjoying, learning, problem solving)
ELA-1-E6	Interpreting (e.g., retelling, summarizing) texts to generate connections to real-life situations

Benchmarks K-4

Language Arts: Writing

ELA-2-E3	Creating written texts using the writing process
ELA-2-E4	Using narration, description, exposition, and persuasion to develop compositions (e.g., stories, letters, poems, logs)
ELA-2-E5	Recognizing and applying literary devices (e.g., figurative language)
ELA-2-E6	Writing as a response to texts and life experiences (e.g., journals, letters, lists)
ELA-3-E1	Writing legibly, allowing margins and correct spacing between letters in a word and words in a sentence
ELA-3-E2	Demonstrating use of punctuation (e.g., comma, apostrophe, period, question mark, exclamation mark), capitalization, and abbreviations in final drafts
ELA-3-E3	Demonstrating standard English structure and usage by writing clear, coherent sentences
ELA-3-E4	Using knowledge of the parts of speech to make choices for writing
ELA-3-E5	Spelling accurately using strategies (e.g., letter-sound correspondence, hearing and recording sounds in sequence, spelling patterns, pronunciation)

Language Arts: Critical Thinking

ELA-7-E1	Using comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas) to interpret oral, written, and visual texts
ELA-7-E2	Using basic reasoning skills, life experiences, and available information to solve problems in oral, written, and visual texts
ELA-7-E3	Recognizing an author's purpose (reason for writing), and viewpoint (perspective)
ELA-7-E4	Using basic reasoning skills to distinguish fact from opinion, skim and scan for facts, determine cause and effect, generate inquiry, and make connections with real-life situations

Grade Level Expectations K-4

Science as Inquiry

Abilities Necessary to do Scientific Inquiry

K 1 2 3 4

1 1 1 1 1 Ask questions about objects and events in the environment

2 2 2 2 2 Pose questions that can be answered by using students' own observations, scientific knowledge, and testable scientific investigations

4 5 6 6 7 Use the five senses to describe observations

6 7 8 8 9 Select and use developmentally appropriate equipment and tools (e.g., magnifying lenses, microscopes, graduated cylinders) and units of measurement to observe and collect data

7 8 9 9 10 Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate

8 9 10 11 12 Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios)

9 10 11 12 13 Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties)

Understanding Scientific Inquiry

K 1 2 3 4

13 14 Identify questions that need to be explained through further inquiry

14 15 Distinguish between what is known and what is unknown in scientific investigations

20 Determine whether further investigations are needed to draw valid conclusions

Physical Science

Properties of Objects and Materials

K 1 2 3 4

16 Observe and describe common properties of solids, liquids, and gases

17 Sort and classify objects by their state of matter

22 Investigate and explain conditions under which matter changes physical states: heating, freezing, evaporating, condensing, boiling

Earth and Space Science

Properties of Earth Materials

K 1 2 3 4

37 Illustrate how water changes from one form to another (e.g., freezing, melting, evaporating)

39 Design an experiment involving evaporation

48 Identify examples of the processes of a water cycle (e.g., evaporation, condensation, precipitation, collection of runoff)

58 Draw, label, and explain the components of a water cycle