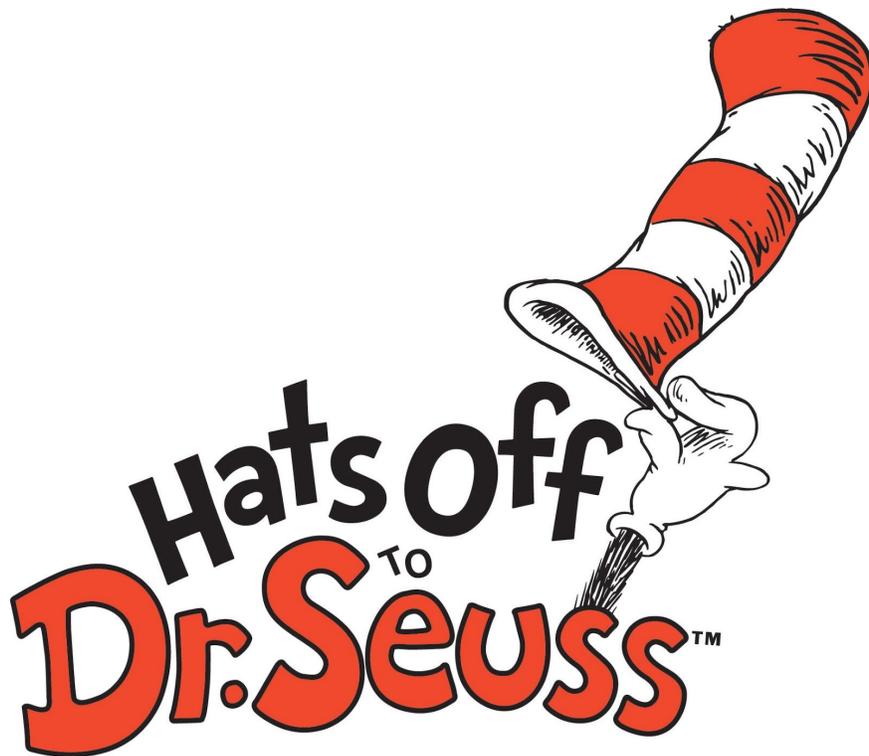


# Dr. Seuss Unit Plan

1st Grade

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## Health

### ***The Lorax* by Dr. Seuss Lesson Plan**

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 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.

#### Objective

##### **Students will:**

- Listen to the selected story to gather information to use in class discussion
- Participate in and contribute to class discussions
- Complete one or more of the suggested activities

#### Materials

- [The Lorax](#) by Dr. Seuss
- Student notebooks or loose leaf paper
- Pencils
- Glue
- Tape
- Crayons
- Markers
- Colored pencils
- Chart paper
- Construction paper

#### Directions

**Step 1:** Remind students of the things discussed in [previous lessons](#) about the environment, the importance of recycling and ways the land can get poisoned.

**Step 2:** Read [The Lorax](#) by Dr. Seuss.

**Step 3:** Divide your class into pairs and discuss some of the following questions using the [Think-Pair-Share method](#):

1. 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 student think of ways that the Once-ler proves his greed?

2. The Once-ler says, "I biggered my money which everyone *needs*." Is it true that everyone needs money?
3. How much money do people need?
4. Is it right to make a lot of money while destroying the environment?
5. Discuss the difference between a want and a need. Did people *need* Thneeds?
6. What are some ways humans pollute the air? *Fires, smoking, vehicle fumes (cars, airplanes, boats), household products (paint, aerosols, cleaners), wasting electricity*
7. 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.*
8. Discuss odors in the air around us. What are some smells you like and dislike? Are there certain odors that you associate with a place or event?
9. 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 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 4:** Have students complete some of the following activities alone and/or as a class:

1. 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*
2. 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.
3. List the ways we use water each day, such as 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, including taking quick showers instead of long showers or baths, turning off the faucet when you brush your teeth, washing only full loads of

clothes, and planting a yard with flowers or plants that do not need a lot of water to grow.

4. Conduct a quick demonstration to show how much water we waste when we don't shut off the faucet when brushing our teeth. Have a student brush their teeth while students fill up jug after jug of water they would use if they left the faucet running. Instead of wasting the water, have students carry their jugs of water outside to water your school garden.

5. 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?

6. 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 poem for Earth Day, ending in a phrase such as "Save the Earth" or "We Love Our Planet." Print the poem out and give it to each student to glue onto paper and illustrate. For example: rivers rolling, trees swaying, skies sparkling, sun shining, etc.

7. Have 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.

### Supporting All Learners

All students are able to participate in class discussions and activities corresponding to their level of understanding. Each student partners for think-pair-share, for a post-reading discussion to listen to each other's comments and ideas.

### Lesson Extensions

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

**Discuss Noise Pollution:** 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.

### Evaluation

This lesson provides activities to help students understand how humans create pollution, its negative effect on our health and the planet's health. There are ideas for discussion and to share about how to care for our environment.

### Assess Students

Any of the lesson's suggested activities would create opportunities for authentic assessments on the concepts presented.

## Science

### Investigating Matter, Solid or Liquid: **Barthlomew and the Oobleck** **Cheryle Theisen**

#### Summary

Background information: This activity is an extension of the children's exposure to states of matter in the Scott Foresman science series for Grade 2. This lesson has a Literacy component. Using the book by Dr. Seuss, "Bartholomew and the Oobleck," the students will be using observing, and communicating during our reading activities. The students will be using Oobleck to observe the characteristics of solids and liquids. Previously they have had opportunity to experiment with liquids and solids to see which sink and which float. They have an understanding of the definitions of liquids and of solids. This current lesson allows for experimenting with a non-Newtonian fluid, (Oobleck). The students will make their own predictions, conclusions on whether Oobleck is a solid or liquid by using focus observations, conducting focus explorations, raise questions, clarify questions and make conclusions about Oobleck.

#### Learning Goals

1. Students will understand that solids, liquids are forms of matter.
2. Students will compare and contrast the attributes of Oobleck
3. Students will have concrete experiences with solids, liquids.
4. Students will explore and observe Oobleck.
5. Students will draw their own conclusion about whether Oobleck is a solid or liquid.

### Context for Use

This activity is for a 2nd grade classroom consisting of 20 students. It is easily combined with a Literacy or Reading block. It incorporates inquiry process skills in Reading as well as Science. The groups can be by twos for Science and a large group for Reading for observing or small reading groups. This activity can be a two- day lesson or if a Reading First school it can be used in the 120 minute reading block. The students can do the investigation activities on day two or intertwined with Literacy.

The students by this points should have had the story and reading activities centered on "Bartholomew and the Oobleck" by Dr. Seuss.

### **Materials:**

- "Bartholomew and the Oobleck", Multiple copies.
- Cup with ice cubes
- Cup with water
- Empty cups
- Pencil and paper for drawing
- Pan for each pair of students
- Plastic clear drinking cup for each pair of students
- Cheerios
- Legos
- Inquiry journals
- Made up Oobleck in advance using the following ingredients
- Cornstarch
- Water
- Green food coloring
- Jar with lid

- Measuring cups and spoons
- Zip-lock baggies for each student
- Permanent markers
- Small white boards for each pair of students
- Pennies, dimes, nickels, quarters
- Buttons
- String
- Toothpicks
- Washers
- Marbles
- Any other objects interesting for the students to observe.

**Safety:** Even though Oobleck is not harmful to eat, we never put it in our mouth. When the students are done they will put the Oobleck in a baggy, with their name on it to take it home or throw it in the trash. The students will wash their hands when they are through.

1. Begin the lesson by asking about the prior knowledge on solids and liquids. Who can tell me one of the characteristics of a solid and then a liquid? Allow the students to engage in a conversation about liquids and solids and give examples. Students can write their answers on their white boards. In the story about Bartholomew, were there any solids or liquids? Who can tell me something in the story that we learned that we didn't know about liquids or solids? Allow students to communicate openly.
2. Teacher can write students' ideas on the board with examples for liquids and solids. Once the characteristics, attributes, or principals of solids and liquids are listed, discussed then the teacher can ask the students to move to the tables where the solids and liquids will be located.
3. The teacher will have roles for the students a getter, reporter, recorder and a person that returns the items. The getter will bring to the table or desks (pushed together) Cheerios, Legos, Ice, Water. The teacher will demonstrate the molecular difference between solids and liquids. Cheerios work great to demonstrate liquids-they roll around, take the shape of the container and aren't bound to one another. Several Legos stuck together are

the perfect solid-they always keep their shape, are hard to the touch and stick together. Water and ice are great to demonstrate the liquid and solid but also the changing of the structure when the ice melts. Allow the students to observe, communicate and draw or journal their findings. Have enough Legos to link a small chain and Cheerios for explorations. After a number of minutes of creative play.

4. Ask the students if they have ever heard of the 4 tests to decide if something is a liquid or a solid.
  - Push test? - Can you push it?
  - Pick-up Test-if you pick something up, does it all come up?
  - Pour test-does it pour out smoothly, or does it just fall out in a clump?
  - Shape test-does it keep the same shape?
5. What were there findings with each of the objects that they had? Have the person return the objects to the return table.
6. The teacher will ask the students how could something be a solid and a liquid at the same time? The teacher will ask the students if they would like some Oobleck just like Bartholomew? Have one of the students get all of the objects for exploration. (Marbles, coins, string, toothpick, spoon, washers, etc from off the table) Allow students to touch and sort through the objects. Have the other student from each pair come and get a cup of Oobleck. Ask students of write down if they think this is a liquid or a solid. Using the characteristics of push, pick-up, pours, and shape what is Oobleck.
7. Ask students to describe ways in which we can tell solids and liquids apart? Now test Oobeck with some of those ways.
8. Liquid:
  - Assumes the shaped of the container, which it occupies.
  - Is not easily compressible) little free space between particles)
  - Flows easily (the particles can move/slide past one another)
- 9.
10. Solids:
  - Has a fixed volume and shape (the particles are locked into place)
  - Is not easily compressible (little free space between particles)
  - Does not flow easily (particles cannot move/slid past one another)
  - Have students restate these properties out loud.
11. Allow students to take the objects from their table and explore with what happens in different situations. For instance pennies, marbles, washers will

sink in Oobleck. Toothpicks, string and lighter objects will stay on the top. You can pour Oobleck out of the container but if you try to force Oobleck then it hardens and is a solid. The teacher will ask directed questions helping the students to get results. Oobleck when a small amount of force is used acts like a liquid, but when more force is applied, it acts like a solid. For instance, if you put a spoon slowly in Oobleck, it goes in easily. If you try and stir it rapidly it is impossible, then it acts like a solid. It exhibits characteristics of both solids and liquids. It is referred to as a non-Newtonian liquid

12. The teacher will move around during this inquiry and observe, communicate and ask direct questions about the activity. The teacher will encourage the students to make observations, communicate and ask questions of their partner about their findings.
13. Teacher will have students draw; write in their journal questions, findings thoughts about Oobleck and things that they discovered during this process.
14. The teacher will ask students to begin to clean up. They may take the Oobleck home in a Ziploc baggy, properly marked with their name or put the Oobleck on the table for the teacher to discard. The second person may gather all of the objects and return them to the table. The students will then wash their hands.
15. The teacher will have the desks returned to the proper place and have the students write in their journal whether they thought the Oobleck is a solid or liquid and their reasoning why. The teacher will also reinforce that there is no right or wrong answer.

## **Art/Math:**

### **Brief Description**

Recreate the Cat in the Hat's unique chapeau with tasty treats!

### **Objectives**

Students

- create a color pattern and use it in the formation of a "Cat in the Hat" hat.

- become familiar with Dr. Seuss' book *The Cat in the Hat*.
- tell about their pattern in a variety of forms (paper tearing, color sheet, or in written form).

## **Keywords**

Dr. Seuss, craft, pattern, author, cat, library

## **Materials Needed**

- *The Cat in the Hat* by Dr. Seuss
- LifeSavers candy
- frosting
- Necco Wafers candy or circular tag paper
- Popsicle sticks or toothpicks
- white paper
- variety of scraps of colored paper

## **Lesson Plan**

In Vickie Leaf's lesson "Cat in the Hat," students explore the book by Dr. Seuss and then design a pattern for the Cat's hat. They create their designs with candy and frosting, using kinesthetic skills to enhance learning. This lesson is the first of twelve Dr. Seuss Lesson Plans that combine the author's books with subjects other than language arts, especially art!

## **Assessment**

Students will be informally evaluated on their completion of the LifeSaver hats, the pattern created by the LifeSaver candies, and the expression of the pattern in another art form.

- See more at:

[http://www.educationworld.com/a\\_lesson/02/lp288-04.shtml#sthash.sDEpzigTm.dpuf](http://www.educationworld.com/a_lesson/02/lp288-04.shtml#sthash.sDEpzigTm.dpuf)

## **Art:**

Foot Book Lesson

Overview

Students love the rhyming text and whimsical creatures in *The Foot Book*. Students enjoy measuring any and all objects they can find!

## Objective

Students will "use nonstandard units to measure length..." —*Massachusetts Mathematics Curriculum Framework*

## Materials

- *The Foot Book* by Dr. Seuss
- markers
- oak-tag
- scissors
- paper
- pencils

## Set Up and Prepare

Divide students into pairs. With oak-tag, use the book as a model to cut out "clown feet" and "red feet." Make the clown feet about 11 inches long and the red feet about three inches long. Make enough feet for each pair of students in class. This will give students both large and small feet to experiment with.

## Directions

After reading the story, pass out one of each of the feet to the student pairs. Give students time to color the feet. Explain that they will be using them to measure objects in the room, as well as the room itself. Model how to place the feet alongside an object to measure it. Use paper and pencil for recording. After students have had some time to take measurements, meet as a group to share and discuss findings.

## Supporting All Learners

Keep personalities and learning styles in mind when pairing students.

## Lesson Extensions

Have students use their own feet to make a template and measure objects in the room.

Health:

Green Eggs and Ham

Link to egg recipes:

[http://www.seussville.com/activities/GREEN\\_Recipes.pdf](http://www.seussville.com/activities/GREEN_Recipes.pdf)

## Music/PE:

Foot Book

PE: Play Musical Feet Have your student trace his/her feet and cut out several copies from construction paper, place all around floor and put on music, when the music stops everyone must have their feet on two of the feet on the floor.

## Social Studies and Phonics

The Sneeches

Social Studies: Human Relationships- Prejudice Discuss prejudice with your student. The star is a symbol of superiority. It's so silly to judge people by their outward appearance! What does the Bible say about this? Read I Samuel 16:7. Does God judge by the outward appearance? How should we decide whether or not we want to be friends with someone? Based on their looks? Based on whether or not they have nice things?

Phonics: Star Smash! Laminate the stars and cut out using the lines as your guides. Write words, letters, or blends (depending on your student's ability) on each star with a dry-erase marker. Place the cards on the table (face up) with some shaving cream under each card. Point to a card. If your student can read the word (or sound out the letter or blend), he gets to SMASH the star! He should hit it (hard) and let the shaving cream fly! FUN!

Link to Star sheet and optional mini lessons:

<https://drive.google.com/drive/my-drive>

## **Math:**

### Ten Apples on Top

Math: Counting Teach your young student to count to 10. If your student already knows how to do this, try teaching her to count by 10's to 100.

Math: Apple Cards Use the apple cards for the following activities: 1. Match the card with the appropriate number of apples to the number (for example, match the card with four apples to the number four). You could even turn this into a memory/concentration game with your student. 2. Use the cards for addition problems. For example, give your student the card with two apples and the card with three apples, then ask her to add them together and give you the card with the correct number -- the 5. 3. Have your student put the cards in order 1-10.

Apple Tree Math Mat Cut out the numbers and apples. Laminate the mat. Put a number on the mat. Let your student put that many apples on the mat. Choose another number, etc.

Math: Apple Knock-Out Laminate, if desired. Cut into strips and tape the two strips together (numbers should be in order). You will need a pair of dice for this game. Let your student roll the dice. Add the sum and place a marker on the number to knock it out. Try to knock out all the numbers!

Link to worksheets and optional mini lessons:

<https://drive.google.com/drive/my-drive>