Original lesson by: April Zuber, however, I got the idea of working with a rhyming book from Patrick Emerson at http://www.teachers.net/lessons/posts/1062.html. (The actual lesson contains my ideas).

Lesson: The Lorax  
Length: Two 40 minute time chunks

Age or Grade Intended: Third Grade

Academic Standards:
3.3.5. Recognize that certain words and rhythmic patterns can be used in a selection to imitate sounds.
3.5.4. Use varied word choices to make writing interesting.
3.5.5 Write for different purposes and to a specific audience or person.

Performance Objectives:
1. The students will identify five sets of words that rhyme through group work, with fewer than 2 errors.
2. The students will write and illustrate a book using rhyming words, graded by completion.
3. The students will address this activity through a journal entry, which will embody proper grammar, spelling, and punctuation with fewer than 5 errors.
4. The students will share their original storybooks with classmates, graded by completion.

Advanced Preparation by Teacher:
Begin by reading the book The Lorax, by Dr. Seuss. Prepare questions that can help introduce the book as a pre-reading activity. Also, arrange various rhyming word pairs to help establish the fact that this lesson will primarily focus on rhymes, onsets, and rimes. Next, organize questions that can help summarize important events that occurred throughout the reading. Gather construction paper, markers, crayons, ribbon, scissors, glue, a hole punch, and any other materials that will be needed to construct a book. Laminate letters, and possible word endings that will be used to create words when putting together an onset and rime.

Procedure:
Introduction:
Get the students ready to read by showing them the cover of the book, and talking about the title and pictures. Discuss these questions:
- Why did the author choose this title? (1.00-Knowledge)
- What do you think the “Lorax” is? (1.00-Knowledge)
- Why might that animal be standing on the tree stump? (1.00-Knowledge)
Step by Step Plan:

- Introduce the book by looking at its cover, and asking the pre-reading questions.
- Read the book, *The Lorax*, by Dr. Seuss out loud.
- Have a grand discussion reviewing these questions:
  1. What is the Lorax? (1.00-Knowledge)
  2. Why did all of the animals have to leave? (1.00-Knowledge)
  3. Who is the Once-ler? (1.00-Knowledge)
  4. Can you explain why the Lorax wants the Once-ler to stop cutting down the truffula trees? (2.00-Comprehension)
  5. How would you compare this environment to your own neighborhood? (2.00-Comprehension)
  6. What are some of the main ideas of the story? (2.00-Comprehension)
  7. What approach would you use to help the Lorax understand the Once-ler’s motives? (3.00-Application)
  8. What questions would you ask in an interview with the Once-ler? (3.00-Application)
  9. What is the relationship between the different animals to each other and their environment? (4.00-Analysis)
  10. Suppose you could help the environment return to how it was before the Once-ler arrived. What would you do? (5.00-Synthesis)
  11. What information would you use to support the view of the Once-ler? (6.00-Evaluation)

- Use the laminated letters and word endings as an example of how rhyming words are related.
- Discuss what an onset and a rime are.
- Show the students how you can interchange onsets to form different rhyming words.
- Divide the class into small even groups and give them packets of the laminated onsets and rimes.
- Discuss as a class and list different rhyming words.
- Have the different groups then form five different sets of rhyming words, while recording them on a paper to hand in.
- Explain to the students that they are going to write and illustrate their own rhyming story.
- Have the students outline three or four ideas for their story on a piece of paper. They may also develop different ideas at home that evening if they would like.
- The next day, hand out the materials for the students to begin working on their books.
- *Note:* For this activity it is ok for the students to use nonsense words as Dr. Seuss does. The point of them developing their own story is that they are being creative and understanding the concept of onsets and rimes.
- After completing the books, the students will be divided into groups to share their books aloud.
Closure:
To close the lesson, as a class we will review the main ideas and main points of the story. I will then give the students an opportunity to share their favorite parts of the story, or the activity. I will then have the students write a brief journal entry using a couple of rhymes.

Adaptations/Enrichment:
This activity helps meet the challenges of various ability groups among students. If a child has difficulty with story comprehension, the main ideas and events will be touched out loud as a class. Since this is a class discussion, no answer is wrong; we are just getting ideas on the board. As the teacher, I can try to get apprehensive students to share their ideas by guiding their thoughts to identify rhyming words. Also, with the class being in groups, the students will be able to work together to form different rhyming words. For students that excel in reading comprehension and work with rhyming, they may be able to put an onset and rime together and aid their group members to switch the onset and what that does. Then, they may elaborate on their ideas to explain why those suggestions are significant.

This activity touches on three of Gardner’s Multiple Intelligences. Those intelligences include linguistic, spatial, and interpersonal. Linguistic intelligences are met in regards to the work with literature and words. The students are formulating central ideas from the reading, using their knowledge of rhyming schemes, and writing their own storybook. Interpersonal intelligences are met through the group work with their classmates. Through the group activity, children that specialize in interacting with others will get to put their talents to use. Finally, the spatial intelligence is met through illustrating and designing their storybook. Those students can help express themselves through their artwork, and then convey their ideas to classmates.

Bloom’s levels of questioning are implemented throughout the activity in the introduction and review questions. These different levels of questions will require the students to think and respond using knowledge, comprehension, application, analysis, synthesis, and evaluation.

Self-Reflection:
At the end of the lesson I would evaluate the activity by asking myself these questions:
- Did the class get the main points and ideas of the lesson?
- Did it look like the class was having a good time during the activity?
- Did all of the members of the class participate at some point?
- Did the lesson fully meet all of the standards it was suppose to?
- Were the students engaged?
- Were the students challenged?
- Were the objectives met?