The Lorax and Bees Cause and Effect

**Lesson Overview:** Students will be able to see the cause and effect of their actions then compare it to the story Lorax.

**Learning Objectives/Targets**:

I can use find the reasoning from text, The Lorax and understand the importance of nature.

**Professional Standards**:

[CCSS.ELA-LITERACY.RI.1.8](http://www.corestandards.org/ELA-Literacy/RI/1/8/)
Identify the reasons an author gives to support points in a text.

[CCSS.ELA-LITERACY.RI.1.3](http://www.corestandards.org/ELA-Literacy/RI/1/3/)
Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Materials and Resources:**

-Computer with projector

-The Lorax by: Dr. Seuss

-Images of: Tree, water, sun, rain, flower, bees, kids, takis, chips, pizza,

-YouTube video: https://www.youtube.com/watch?v=aa82mcXO9AQ

**Lesson Development**:   60 minutes (2 days)

Engagement/ Motivation:

Pose question: How many of you like chocolate, fruit, and food?

Instructional Procedures:

DAY 1

1. Pose the attention getter question. This is a question that has been often asked
2. Show a poster with food they like, and break down what it is made out of (plants)
3. Break it down again and finish off the poster with the plants
4. Show them the Lorax YouTube video. Stopping in certain frames and asking, why did the singing fish have to move away? Etc.
5. After the story is over, show another poster freezing the frames where they can see the cause and effect

DAY 2

1. Go back to the plant, and ask them what do the flowers need to turn into fruit?
	1. BEES
2. Show students <https://climatekids.nasa.gov/bees/> website
3. Why we shouldn’t kill bees or pull the flowers outside of our classroom.
4. Talk about global warming and how bees are being affected.
5. Writing prompt: I learned…
6. Art project after writing: Make a bee out of play dough and paint it.

Closure: (5 minutes) – What do you want to share with a friend that is going to smash a bee?

REFLECTION/Commentary-

Since we are at the end of the school year, this was a lesson I would have liked to try as a unit rather than one lesson. The children like to smash bees outside of my classroom or are constantly pulling the flowers and giving them to me. This was a perfect opportunity to create a lesson and talk about the cause and effects of killing a bee. Bees help our environment and bring us the food that we eat. I thought reading the Lorax was a great way to tie the unit up together because it brings up global warming and the human carbon footprint. I have a lot of wiggly students so when the book is being read in a movie form, I have their attention the entire time. I had to remind students and ask them why a lot for them to connect the lesson. I had the higher students answering right away and the lower ones who spaced out. I think having the visuals helped the ELL students connect to the question but thinking deeper was a bit challenging for most. They were excited when they got the answer correct and ultimately got to the final solution, stop smashing bees. I wish this was a lesson I had earlier in the year because it was harder to get all of their attentions at once. They hated the writing prompt as usual, (my class does not enjoy writing because they find it to be difficult to write their own thoughts, not everyone but many) but they loved making the bee out of play dough. They even got to color it. I think next year I will tie this unit into the plants unit right before the insect unit. We could discuss what climate change does to both in the process. Overall, good lesson, just next time I would give myself more time to complete and so students could go deeper. I would also do it with my 2nd graders, which will be this group next year.