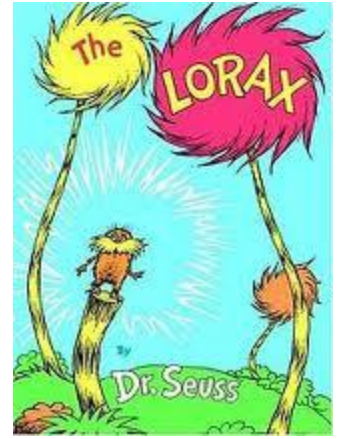


# The Lorax

Written by: Dr Seuss

This story is about the Lorax who speaks for the Truffula Trees. He warns the greedy Once-ler that cutting them down will result in disaster. The Once-ler is convinced that he is doing no harm and does not listen until it is too late. All that remains of the Truffula Trees is a single seed. With hope and care, that seed can restore the Truffula Trees and bring the Lorax back.



## Possible strategies for instruction:

### *Comprehension:*

- **Use prior knowledge to connect with text**
  - P. 14 Have you ever been somewhere like the place Dr Seuss is describing?
  - P. 26 Have you ever bought something because it looked fun and realized later that it was a waste of money?
- **Make and adjust predictions, use text to confirm:**
  - P. 24 Is the Lorax right? Will anyone want to buy a Thneed?
  - P. 32 What will happen if they keep cutting down the Truffula Trees?
  - P. 36 Will the Once-ler stop cutting down trees to keep the animals from leaving?
- **Recognize literary elements:**
  - Where does the story take place?
  - Who are the characters?
  - What is the problem in the story? What was the solution?
- **Determine and analyze author's purpose and support with text:**
  - Before Reading
    - What do we know about Dr. Seuss?
    - Is this book going to make me laugh, teach me something, or try to get me to do something?
  - After Reading
    - Why do you think Dr. Seuss wrote this book?
    - What clues can you use from the story to support what you think?
- **Recognize and explain cause and effect relationships:**
  - What caused the Once-ler to keep cutting down the Truffula Trees?
  - What effect did the Once-ler's actions have on the animals?
  - What caused the sky to keep getting darker?
  - What happened as a result of the Once-ler's actions?

### *Accuracy:*

- **Look carefully at letters and words**
  - Model this strategy as you come to nonsense words in the story (lerkim, gruvvulous, thneed, etc...)
- **Use beginning and ending sounds**
  - Model beginning sounds with alliteration in the story (Brown Barbaloots, Swomee Swans, Truffula Trees, etc...) Point out that the beginning sounds look the same so we have to look carefully at the ending sounds to accurately read the words.

### *Fluency:*

- **Read text as the author would say it, conveying the meaning or feeling:**
  - There are many opportunities within the text to model intonation (exclamatory sentences, capitalized words, larger font, and onomatopia). Have the students repeat back these phrases to practice using proper expression.
- **Use punctuation to enhance phrasing and prosody:**
  - Use sentences in the story (Describe him?...That's hard. I don't know if I can.) to model this strategy. Explain to students what punctuation is causing you to pause or change your vocal tone.

### *Expand Vocabulary:*

- **Tune into interesting words and use new vocabulary in speaking and writing:**
  - Point out and discuss the variety of adjectives used throughout the text (dank, saw-dusty, smogulous, woefully) Provide students with opportunities to use these words to enhance their writing.

*This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.*