

	MINISTÉRIO DA EDUCAÇÃO UNIVERSIDADE TECNOLÓGICA FEDERAL DO PARANÁ Diretoria do Câmpus Curitiba Diretoria de Graduação e Educação Profissional Departamento Acadêmico de Línguas Estrangeiras Modernas	 UNIVERSIDADE TECNOLÓGICA FEDERAL DO PARANÁ
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UTFPR Student Teacher: _____ UTFPR Mentor: _____ School: _____
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LESSON PLAN

Grade/Level: 7th grade	Number of students in the group: 15
Coursebook / Unit: _____	
Date: _____	Class time and length: 30 Min

The Lorax: A Visual and Interpretive English Lesson

Target Audience: 7th Grade (approx. 12 years old)

I. Rationale:

This lesson utilizes the film *The Lorax* to engage 7th-grade English language learners in a multi-faceted approach to vocabulary acquisition and thematic comprehension. By incorporating activities based on the theory of Multiple Intelligences (specifically Spatial, Interpersonal, Logic Mathematics, Naturalistic and Linguistic intelligences), students will have diverse opportunities to interact with the material in ways that cater to their individual strengths. The pre-viewing activity will activate prior knowledge and introduce descriptive language through visual analysis. The while-viewing task will foster critical listening and the understanding of abstract concepts, promoting both linguistic and interpersonal skills. Finally, the post-viewing exercise will reinforce vocabulary in a challenging yet accessible format.

II. Learning Objectives:

- **Students will be able to:**
 - Describe visual sceneries from the film using appropriate English vocabulary. (Spatial Intelligence)

- Collaborate effectively in groups to discuss and present their observations. (Interpersonal Intelligence)
- Identify and understand key vocabulary related to character traits and environmental themes (e.g., greed, selfish, caring). (Linguistic Intelligence)
- Connect abstract concepts to specific instances and dialogue within the film. (Linguistic and Interpersonal Intelligence)
- Demonstrate comprehension of new vocabulary by identifying "odd one out" words in context. (Linguistic Intelligence)

III. Materials:

- Projector and screen
- Printed images of distinct sceneries from *The Lorax* (one per group)
- Whiteboard or blackboard
- Markers or chalk
- Handout with a table of target vocabulary words (greed, selfish, caring, etc.) for each student
- Pens or pencils
- Handouts with "odd one out" vocabulary columns (one per student or pair)

IV. Procedure:

Stage	Activity	Teacher's Role	Students' Role	Time
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Pre-viewing	Spatial Intelligence Activity: "Describe the Scene"	1. Divide students into groups of 3-4. 2. Distribute one printed image of a <i>Lorax</i> scenery to each group. 3. Ask students to discuss the images and project the questions with the same image on the screen for general reference. 4. Explain the task: "In your groups, describe the image you see using as many English words as possible. Think about colors, objects, feelings, and what might be happening." 5. Circulate among groups, providing vocabulary support and prompting discussion (e.g., "What color is this? What do you see in the background?"). 6. After group discussion, ask each group to present their description to the class while their image is projected on the screen. 7. Ask follow-up questions to each group and the whole class, encouraging engagement (e.g., "What do you think happened before this scene? How does this scene make you feel?").	1. Form groups. 2. Receive a printed image. 3. Work collaboratively to describe their assigned image using English vocabulary. 4. Prepare to present their description. 5. Present their image description to the class. 6. Answer follow-up questions and engage in class discussion.	8 min minutes
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While-viewing	Interpersonal & Linguistic Intelligence Activity: "Word Tracker"	1. Distribute the "Word Tracker" table to each student. 2. Write the target vocabulary words (greed, selfish, caring, destruction, responsibility, hope, nature, factory, pollution, etc.) on the board and explain their meanings clearly, providing examples. 3. Instruct students: "As we watch this part of the film, listen and watch for when these words are <i>evoked</i> – meaning, when the actions or characters show this quality or theme. When you identify a word being evoked, mark it on your table and write a short sentence or phrase explaining why." 4. Explain the movie to students throughout a brief summary. 5. Play a selected segment of <i>The Lorax</i> (approx. 8-10 minutes) where these themes are clearly present. 6. Pause the film at key moments to allow students to mark their tables and to clarify any doubts. 7. Facilitate a brief discussion after the segment, asking students to share their observations.	1. Receive the "Word Tracker" table. 2. Listen to the teacher's explanation of vocabulary words. 3. Watch the film segment, actively listening and observing for when the target words are evoked. 4. Mark the words on their table and write a brief explanation. 5. Participate in a short class discussion, sharing their findings.	10 minutes
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After-viewing	Linguistic Intelligence Activity: "Odd One Out Vocabulary"	1. Distribute the "Odd One Out" handouts. 2. Explain the activity: "In each column, you will see a group of words. Most of the words are similar or related, but one word is different – it's the 'odd one out.' Your task is to find the word that doesn't belong and be ready to explain why." (Provide an example if needed). 3. Give students time to complete the activity individually or in pairs. 4. Once completed, go over the answers as a class, asking students to justify their choices. Correct any misconceptions. 5. Wrap-up the class content and dismiss the students.	1. Receive the "Odd One Out" handout. 2. Listen to the instructions. 3. Work individually or in pairs to identify the "odd one out" word in each column. 4. Be prepared to explain their reasoning to the class. 5. Participate in the class correction and discussion.	12 minutes
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6. Exercises / Assessment:

- **Formative Assessment:**

- Observation of group collaboration and participation during the "Describe the Scene" activity.
- Monitoring students' descriptions during presentations, noting vocabulary use and clarity.
- Reviewing "Word Tracker" tables for comprehension of vocabulary and ability to connect themes to the film's events.
- Checking "Odd One Out" handouts for accurate identification and justification of words.

- **Informal Assessment:**

- Teacher questioning and student responses throughout the lesson.
- Engagement in class discussions.

7. Final Observations:

- **Possible Problems:** Students might struggle with specific vocabulary during descriptions or with articulating *why* a word is evoked in the "Word Tracker." Time management for presentations or discussions might be challenging.
- **Solutions:** Provide a word bank or sentence starters for the descriptive activity. Encourage peer support and provide clear sentence frames for "Word Tracker" explanations. If time is

short, focus on a few examples from each group's "Word Tracker" rather than reviewing all. The "Odd One Out" activity can be assigned as homework if needed.

- **Additional Activities (if time permits):**

- Students could draw their own "ideal" scenery and describe it.
- A quick "charades" game using the vocabulary words from the "Word Tracker."
- Short written reflections on the environmental message of the film using learned vocabulary.

8. References:

- Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. Basic Books.

[ATTACHMENTS]

- Printed images of *Lorax* sceneries
- "Word Tracker" table handout
- "Odd One Out" vocabulary handout

❖ Option of extra Activity if we have spare time!!

Activity Idea for Naturalistic Intelligence: "Our Ideal Environment"

This activity would fit well as an extension or as an additional "After-viewing" exercise if you find you have more time.

Concept: Students will envision and express what they believe constitutes an ideal natural environment, drawing on the themes and contrasts presented in *The Lorax*.

Teacher's Role:

1. **Introduce the concept:** After the "Odd One Out" activity, transition by asking students to briefly reflect on the different environments shown in *The Lorax* – both the lush, natural one and the polluted, man-made one.
2. **Explain the task:** "Now, think about what an *ideal* environment looks like to you. It can be a place you've seen, imagined, or a mix of both. Your task is to design or describe 'Our Ideal Environment.'"
 - **Option A (Drawing/Visual):** "You can draw a picture of your ideal environment. Use colors, shapes, and details to show what makes it healthy and beautiful."
 - **Option B (Written Description/Poem):** "Or, you can write a short paragraph or a simple poem describing your ideal environment. Use descriptive words to help others imagine it."
 - **Option C (Hybrid):** "You can do both – draw and write a few sentences about your drawing."
3. **Provide materials:** Distribute drawing paper, colored pencils/markers if you choose Option A.

4. **Connect to the film:** Remind them to think about elements from *The Lorax* that show a healthy environment (e.g., Truffula Trees, Swomee-Swans, Humming-Fish) and the negative impact shown in the film to help them think of the opposite.
5. **Circulate and assist:** Move around the classroom, providing vocabulary help, prompting ideas, and encouraging creativity.
6. **Sharing (optional/time permitting):** If time allows, invite a few students to share their drawings or read their descriptions to the class, explaining what makes their environment ideal.

Students' Role:

1. Reflect on the environments depicted in *The Lorax*.
2. Choose to either draw or write (or both) about their ideal natural environment.
3. Use their creativity and learned vocabulary to express their vision.
4. (Optional) Share their work with the class and explain their choices.

Multiple Intelligence Focus:

- **Naturalistic Intelligence:** Directly engages students with the concept of nature, ecosystems, and environmental well-being. It encourages them to think about and appreciate the natural world.
- **Spatial Intelligence:** If they choose to draw, they will be using their visual-spatial skills to create a representation of their ideal environment.
- **Linguistic Intelligence:** If they choose to write, they will be using descriptive language to articulate their vision. If they present, they use oral language skills.
- **Intrapersonal Intelligence:** Students will be reflecting on their own values and ideas about nature.

Time Allotment:

- **10-15 minutes** for the activity itself (drawing/writing).
- **5 minutes** for optional sharing if time permits.