

## BOOK SWAP

- Grade Level: 4-6
- Subjects: Social Studies, Language Arts
- Suggested Time: 1 hour, plus about 1 hour during the book swap day



*Learn how many resources are consumed to print a book. Hold a book swap to conserve resources.*

### Materials

The Lorax by Dr. Suess, chalk/white board, paper, crayons or markers, permission slips; for book swap: used books brought by students (and teachers), tables or shelves to display books, tickets.

### National Standards

#### Language Arts:

- Reading for perspective.
- Understanding the human experience.
- Evaluation strategies.

#### Social Studies:

- Environment and society.
- Scarcity.

### Ohio 2010 Standards

#### Language Arts:

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (4)
- Determine a theme of a story, drama, or poem from details in the text; summarize the text. (4)
- Read with sufficient accuracy and fluency to support comprehension. (4)
- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges; summarize the text. (5)
- Compare and contrast two or more characters settings, or events in a story or drama, drawing on specific details in the text. (5)
- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (6)
- Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (6)

### Social Studies:

- People have modified the environment since prehistoric times. There are both positive and negative consequences for modifying the environment in Ohio and the United States. (4)
- Variations among physical environments in the Eastern and Western hemispheres influence human activities. Human activities also influence the physical environment. (5, 6)
- The choices people make have both present and future consequences. (5, 6)

### Objectives

The student will be able to:

- Answer reading comprehension questions about The Lorax.
- Identify who/what characters in The Lorax represent.
- Describe the environmental impact of printing books.
- Reuse books via the book swap.

### Introduction

- Ask students what their favorite book is. Do they own books which they no longer read?
- Explain that students will learn about the resources it takes to make books, and hold a book swap by exchanging books with each other.

### Activities

- Read The Lorax aloud as a class. The teacher or students may read aloud from one copy of the book, displaying the pictures to the whole room.
- Ask reading comprehension questions to review the plot. Then, ask the students what each character represents. Record on the board.
  - The Once-ler
  - The boy
  - The Lorax
- Ask students to list on the board how the Once-ler's actions affected the Lorax and the whole environment (other creatures, atmosphere, water, etc.).
- Ask students to draw a web or chain depicting the impact on the environment. They may use scrap paper to conserve paper.
- Help students make the connection to real life by exploring the impact of paper production on the environment. Share the following information:
  - Paper production requires deforestation, or cutting down of trees. Most trees cut down for paper are taken from natural habitats, not commercial tree farms.
  - Paper production uses more water than any other industry in the U.S.
  - Paper production causes water and air pollution.
  - Many different chemicals are released into the air by paper mills, including carbon dioxide and ammonia. If you've ever been anywhere near a paper mill, the air stinks!

- For more detailed information, see:
  - <http://www.environmentalpaper.org>
- Distribute the permission slips and explain how the book swap will work. Each student should have a parent/guardian sign a permission slip listing the books the child is allowed to exchange. They will trade in each book in for a ticket early in the day. Then they will be allowed to visit the Book Swap where all the books will be displayed. There they can trade their tickets for books.

### Extensions

- Show students how to use Title Trader at <http://www.titletrader.com/> for ongoing book-swapping. You may wish to request a link from the school web site.
- Involve the whole grade or school in the Book Swap. Ask for parent volunteers to help. Students may sort books into categories before the event.

### Closing

Ask students what other consumer products they could swap to reduce pollution, use of natural resources, and greenhouse gas emissions.

### Worksheet

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#### Book Swap Permission Slip



Book Swap  
Permission Slip

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