



Lizzie Lizard Learns to Read

Level: BB1.8 Phoneme Blending

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Lesson One – Prior Knowledge

Before Reading

- Extend prior knowledge and vocabulary around the book cover and title page.
- Read the title to the students. Discuss the title and the cover photo. Tell the students that this picture gives a clue about the story. It tells you who is the main characters are and where the story is set.
- Tell the students that they will learn how Lizzie Lizard learns to read as you read the book to them.

- Turn to the title page. Tell the students that before you read them the book they are going to find out some things about the real animals. Click on the Lizard picture. Tell the students that this is a lizard. Ask the students what they already know about lizards. Add to, or correct their knowledge as necessary.
- Tell the students – *Lizards come in all sizes. Some lizards are very small. Some lizards are very big. The biggest lizard is the Komodo dragon. Komodo dragons can grow bigger than a man. Lizards are reptiles. This means that they have cold blood. Sometimes you will see lizards lying in the sun to get warm.*
- Click on the Alligator picture. Tell the students that alligators and lizards are both reptiles.. Have them share what they know about alligators. Then tell the students – *Alligators are the biggest reptiles in North America. At one time, people hunted them so much that there weren't many left. People used the alligator's tough skin to make shoes and bags. You aren't allowed to kill alligators today. They are protected. They are not endangered any more. You can see alligators lying in the sun to get warm, too.*

During Reading

- Use the audio or turn down the volume and read the complete book to the students with the appropriate intonation and pacing.

After Reading

- Discuss what the student's liked and didn't like about the story, then ask them to think about the part they liked the best.
- Have the students give a personal response to the story and draw the part they liked the best.
- Write the student's dictated caption using the following sentence frame. "*I like the part when...,*" said...
- Have the students write or copy their own name.
- Invite volunteers to share their pictures with the class, talk about the part they liked the best, and read the caption.

Lesson Two

Comprehension Strategies – Recognizing fantasy genre

Before Reading

- Invite the student's to read the title with you.
- Have them recall the facts they learned about lizards and alligators in the previous lesson.
- Tell the students that this book is what is called a fantasy story. Fantasy stories have settings and characters just like real-life stories. But in a fantasy things can happen that don't happen in real life. In this book and many others that they have been reading the animals talk.

During Reading

- Turn the audio down and read the story.
- Invite the students to participate in the reading by asking them questions as you read. Introduce the appropriate language for your ELL students who may not have the English words they need. Have them repeat the words you supply to consolidate meaning and pronunciation.
- Page 2/3 - After reading say – *Do real lizards go to school?*
- Page 4/5 - After reading say – *Does our class go to the library?*
- Page 6/7 - After reading say – *What is not real on this page? What is real?*
- Page 14/15 - After reading say – *What is not real on this page? What is real?*

After Reading

- Ask the students some literal comprehension questions about the story, for example –
What three things did Lizzie Lizard love about school?
What did Lizzie Lizard do as she looked at the pictures?
What did Miss Allie Gator tell the Little Lizards on Monday?
What were some of the words that Miss Allie Gator taught her Little Lizards?
What happened on Thursday?
What happened on Friday?
- Ask some inferential questions, for example –
Do you think that Miss Alligator got mad with Lizzie Lizard? Why or why not?
Why do you think Lizzie Lizard didn't pay attention?
What made Lizzie Lizard stop crying?
What was Lizzie Lizards problem? How was it solved?
- Discuss with the students how good they think they think they would be at swooshing together words that they don't know.

Lesson Three - Exploring the Setting

Before Reading

- Tell the students that today they are going to learn some more about where the story took place. They are going to learn about the setting. They are going to learn the names of some of the things in the photos.
- Turn to page 2/3. Click on the background and a popup box with the background photo only will appear (to remove the photo click on the X on the top right hand corner of the photo). The aim of this part of the lesson is that ELL students and students who speak English, but have very limited experiences, will have English language words that they can use in the following discussion.
- Invite the students to look closely at the photo and tell you all the things that they can see. Invite volunteers to come and point to the item they are naming.
- Elaborate on the students' comments, for example – *Yes, you can see a mat on the floor. Some people call a mat a rug. What do some people call a mat?*
- Elaborate on things that the students do not mention, for example – *One of the walls in this classroom is made of bricks. Can you see the bricks?*
- Repeat this sequence with the other pages where the background differs, that is pages 4/5, 6/7, 8/9, 16/17, and 20/21.

During Reading

- Turn the audio down and read the story reinforcing the setting. As you read, stop and discuss the setting further by making comparisons to the students' classroom, for example –
Page 2/3 - Say – *How is this classroom the same as yours?*
Page 4/5 - Say – *How is this library the same as yours?*
Page 6/7 - Say – *Where do you sit when the teacher talks to you?*
Page 14/15 - Say – *Do you use books like the ones Miss Allie Gator is giving out?*
Page 16/17 - Say – *How is this table the same as/different from yours?*

After Reading

- Have the students discuss the setting – What can they say about the Lizzie Lizard's classroom and their classroom.
- Make a classroom mural. Have students draw, cut and paste furniture and materials onto the mural. Label the items.
- Invite volunteers to describe what they see in the mural.

Lesson Four – Exploring Characters

Before Reading

- Tell the students that today they are going to learn more about the characters in the book.
- Turn to page 4/5. Click on Miss Allie Gator and a popup box will appear with Miss Allie Gator only in it.
- Invite the students to recall the facts they know about alligators.
- Invite volunteers to describe what Miss Allie Gator looks like.
- Have them say what is the same as/different from a real alligator.
- Repeat the procedure with Lizzie Lizard.

During Reading

- Turn the audio down and read the story to the students.
- Invite them to join in as much of the reading as they can.
- Use the oral cloze procedure of hesitating before certain words to encourage the students to participate, for example - *But Lizzie*

After Reading

- Discuss the characters with the students.
Which character do they like the most? Why?
If Miss Allie Gator was a real teacher, what sort of a person would she be?
Would she be mad at Lizzie Lizard?
If Lizzie Lizard was a real person, what sort of student would she be?
Can they think of one word to describe Lizzie Lizard?
Can they think of one word to describe the other Little lizards?
Would they like to be Miss Allie Gator or Lizzie Lizard? Which one? Why?
- Have the students chose their character to draw her.
- Caption their drawings with "I like.....," said Have the students copy or write independently as much as they can.
- Invite volunteers to share their drawings, say why they like the character they do, and read their caption.

Lesson Five–Phoneme Blending

Before Reading

- Tell the students that today they are going to learn how to swoosh some sounds together to help them read some words.
- Write *pig* on the board. Tell the students that to read the word they need to look at the letters, think what sounds the letters make, and then swoosh all the sounds together just like Miss Allie Gator was teaching the Little Lizards to do.
- Write *dog* on the board. Invite volunteers to identify the sounds for the letters and swoosh them altogether to read the word.
- Write *hen*, *pet*, and *top* on the board and invite volunteers to read the words.

During Reading

- Turn the audio down and read the story to the students.
- Encourage the students to join in as much of the reading as they can. Stop before short easily-decodable words for the students to respond, for example –
Page 4/5 - *Miss, at, in*
Page 8 - *cat*
Page 10/11 - *pig*
Page 12 - *hat, pet, dog, sun*

After Reading

- Write the following words on the board and invite volunteers to read them
pin, win, pot, tap, sit, cup, top

Lesson Six – Innovations

- Tell the students that today you have written the sentences that Miss Allie Gator gave her students to read and illustrate the following week. Write the sentences on the board -

A ram in a bed.

A hen in a van.

A cat in a pot.

A pig in a tub.

- Invite volunteers to read a line of the story and describe what they would draw.
- Tell the students you are now going to change the words around to make new sentences for them to read. Write the following sentences on the board.

A ram in a pot.

A ram in a van.

A ram in a tub.

A hen in a bed.

A hen in a pot.

A hen in a tub.

A cat in a bed.

A cat in a van.

A cat in a tub.

A pig in a bed.

A pig in a van.

A pig in a pot.

- Have the students chose one line to copy and illustrate.
- Invite volunteers to share their drawing and sentence.

Lesson Seven – Revise, Consolidate, Extend

During Reading

- Turn the audio on and encourage the students to join in as much of the reading as they can especially the refrain and the short decodeable words.

After Reading

- Ask the students what happened at the beginning of the story, and what happened next. Ask them how the story ended.
- Ask the students what made the story a fantasy story.
- Have the students retell the whole story in one or two sentences.
- Invite volunteers to talk more about the setting. Have them recall the things that were the same as their classroom?
- Discuss what might have happened if Lizzie Lizard had not listened at all.
- Have the students read the Quick60 Alphabet books.
- Have the students work in pairs or small groups to reread the story at the computer with the audio on.