

National Geographic Kids Reader: Lizards

Notes for teachers: using this book in the classroom

Reading objectives: read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered; discuss and clarify the meanings of words; be introduced to non-fiction books that are structured in different ways; discuss the sequence of events in books and how items of information are related

Spoken language objectives: participate in discussions, presentations, performances, role play/improvisations and debates; give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings; use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; ask relevant questions to extend their understanding and knowledge

Curriculum links: Science: Animals, including humans; Living things and their habitats; Art and Design

Interest words: scales, camouflage, predator, mate, poisonous, prey, Baja blue rock lizard, leopard tortoise, iguana, Jackson's chameleon, Basilisk lizard, Knob-tailed gecko, Santa Fe land iguana, Komodo dragon

Pronunciation guide: Baja (*By-uh*), Santa Fe (*Santa Fay*)

Resources: paper, coloured pencils

Children who are reading at Purple and Gold book bands should be able to read longer and more complex sentences and tackle more challenging and less familiar vocabulary with increasing independence. They may still need support from adults to help maintain fluency and to develop understanding as ideas become more complex, and more inference and deduction is required. Guided and Independent reading opportunities can be used to develop these skills.

Language

- Most of the language in this book will be manageable to children reading at this level and many words will be decoded independently. Some discussion may be needed in guided groups to develop comprehension as less familiar and technical vocabulary is introduced. Children may need help with the following:
 - decoding and understanding some of the words contained in Tail Term boxes: *scales, camouflage, predators, mate, poisonous, prey.*
 - reading creature names: *Baja blue rock lizard, leopard tortoise, iguana, Jackson's chameleon, Basilisk lizard, Knob-tailed gecko, Santa Fe land iguana, Komodo dragon.*
- Children may need help using the organisational devices, e.g. the table of contents to find answers to your questions; the alphabetically organised glossary to check the meanings of words.
- Children may need help to use a wide range of cues to make full meaning as they read, e.g. on pages 12–13, children need to understand that information from the images needs to be

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used with the text to understand how the lizards are special. Discussion and guidance to look carefully at the images will help as the children read together.

- Children may need help to make the inferences required to understand the jokes, e.g. change is good on page 11.

Images

- Look at the lizard on the front cover. Challenge children to describe the creature, and raise questions about its appearance, e.g. what is the mark on its side?
- As you read, encourage children to look closely at the images, noticing the lizards' features, e.g. on pages 10–11 the patterns and shapes of the scales, horns, eyes.

Activities

- Turn to '*What in the World?*' on page 30–31. Talk about the images and ask children to work with a partner to identify each one, using the word bank. Challenge children to find other examples of each body part in the book.
- Provide paper and colouring pencils and ask children to draw a lizard, labelling its key features.

Questions

- What type of animal is a lizard?
- What does a lizard use its scales for?
- What is the difference between a lizard and a legless snake?
- How do lizards attract their mates?
- Which lizard image is your favourite and why?