

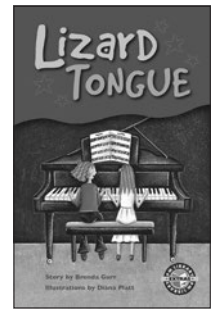
# Lizard Tongue

PM Level 29

Sapphire

**Text Type** Narrative

**Running Words** 2626



## Preparing for Guided Reading

### Orientation to the Text

- Charlie is thrilled to be one of two music students selected to play with a famous pianist. Charlie just needs to overcome two problems: how to survive playing with the dreaded Sasha Wheatley, and how to solve the problem of her own 'lizard' tongue!

### Prior Knowledge

- Obscure the front cover, leaving only the title visible. Ask students what they think the book is about. Reveal the front cover, now what might the book be about? Looking at each chapter's title, can you predict what will happen in the book? Which of the two children in the front cover illustration is the protagonist?

## Building the Balanced Reader

### Grammatical Conventions

- Locate adverbs ending in *-ly*, e.g. *annoyingly, frilly, madly, sickly*.
- Identify temporal and causal conjunctions: *Then a few notes later ...*
- Use of direct speech: *Like Sasha's really mature.*
- Locate examples of alliteration, e.g. *fluttery and flowery*.
- Explain to students that a simile compares on thing with another, e.g. *like three pink pendulums*.
- Identify the example of personification on p. 26, i.e. *(the music) circled her and wrapped her up in its warmth*.

### Vocabulary

#### Key vocabulary

*announcer, annoyingly, appearance, applause, audience, concentrating, demonstration, magnified, mature, particularly, pendulums, pirouette, plummeted, proclaimed, protrude, recitals, rehearsal, satisfaction, screeched, secure, tongue, unbearable, unprofessional, velvety*

### Spelling

- Revise words that change the *-y* to *-i* before adding a suffix, e.g. *scary - scariest*.
- Contractions: *aren't, she'll, wasn't, won't, you're*.
- Negative prefixes that make antonyms, e.g. *unbearable, unwrapped, unprofessional*.

### Visual Literacy

- What is the purpose of the small illustrations beneath each chapter heading?
- Examine the illustration on p. 8. What visual clues are there to show the relationship between Charlie and Sam?

### Focusing on the Story – Guided Reading

- Talk about Charlie's problem and how she feels about it. Is Sam a good friend? What makes you think that?
- Ask students to talk about what *Plan A* might involve. What is Charlie going to do with the gum? How does she feel once she sees the gum in Sasha's hair?
- Discuss if Charlie is jealous of Sasha's looks.
- Ask students to explain how Charlie would have been feeling when the microphone was put near her face. Why did the reporter choose her first?
- Why did Michael look so perfect to Charlie in the poster? Do you think he is going to favour Charlie because of her embarrassing habit?
- Think of some words to describe how Charlie was feeling just before she went on stage.

### Comprehension

- Why do you think Sasha is so mean to Charlie? (*Literal*)
- What is meant by the expression, *That is not professional*? (*Inferential*)
- Why did Charlie decide to tell Michael the truth? (*Applied Knowledge*)

### Follow-up Activities

- Students work with a partner to list some common negative prefixes. They write some newspaper headlines and apply their knowledge to rewrite these with negative prefixes.
- Students examine the author's use of similes in *Lizard Tongue*. They write and illustrate their own similes.
- Charlie was called Lizard because she poked out her tongue. Michael was called Chook because he moved his head back and forth. Think of other habits people may have and come up with nicknames for them.

# Lizard Tongue

Date \_\_\_\_\_

PM Level 29

Sapphire

## Learning Intentions

- We are learning to understand a range of concepts that occur in the text.
- We are learning to understand more complex vocabulary as it relates to specific events in the text.

• \_\_\_\_\_

## Success Criteria

- I can identify and discuss concepts that occur in the text.
- I can understand and use more complex vocabulary when I discuss events that occurred in the text.

• \_\_\_\_\_

## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up