

Teacher Edition

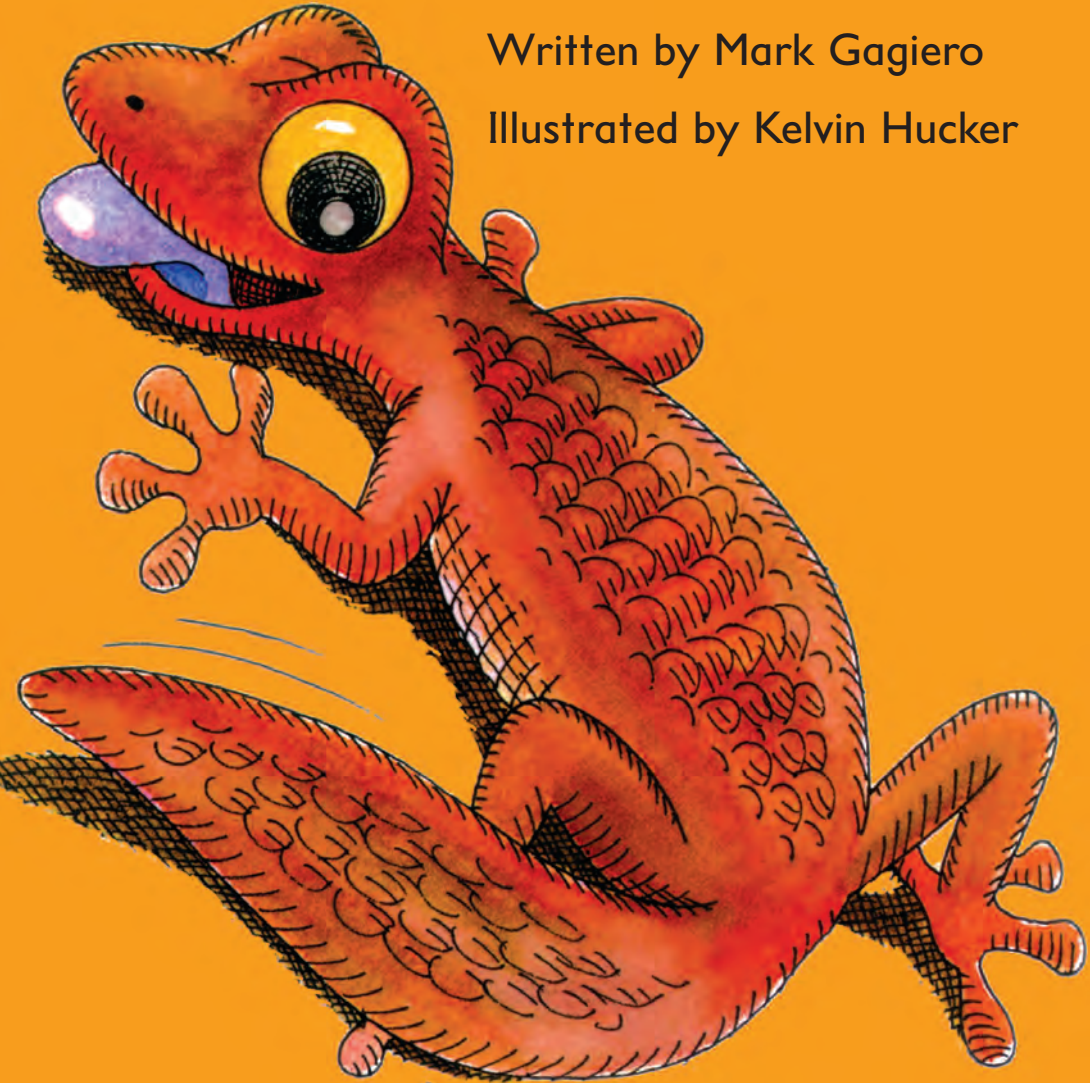
# Lizard's Tail



alphakids

Written by Mark Gagiero

Illustrated by Kelvin Hucker



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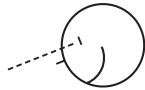
## How to use this book

### Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

### During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support the children by helping them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the children's reading should be minimal and focused on specified learning needs.

### After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 16 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

## Text highlights

- The text is repetitive, with up to five lines of text per page.
- The illustrations provide a simple guessing game. On each double page the tail of the next animal Lizard will ask about her own tail is pictured.

## Vocabulary

bushes, clever, cried, garden, grass, grown, know, laughed, lizard, peacock, possum, river, seen, tail

## Setting the context

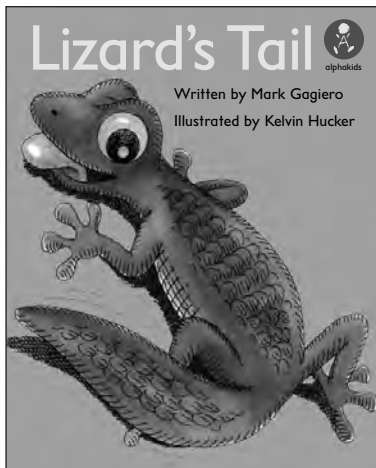
Encourage the children to talk about a time they lost something.

*Have you ever lost something and gone looking for it? Who did you ask if they had seen it? What did they say?*

## Introducing the book

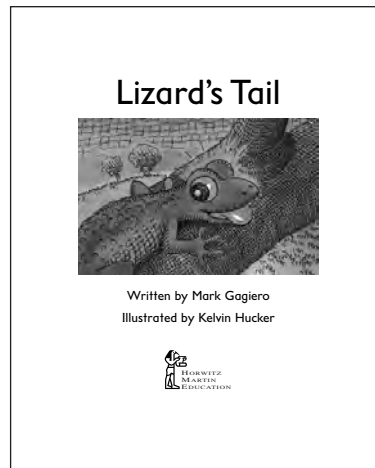
Give each child a copy of the book.

*This book is called Lizard's Tail. What do you think it will be about?*



### Front cover

*What do you notice about the lizard on the front cover? Do you know any facts about lizards that can help you predict what might happen in the story?*



### Title page

Read the title together.

Ask the children to point out the apostrophe. Explain that there are two reasons why we use apostrophes. One of them is to show that something belongs to someone. *What belongs to Lizard?*



## Talkthrough

*One day Lizard lost her tail. Who did she ask about her tail?*

*Where did Peacock send her?*

*Point to the tail on page 3.*

*Do you think this is Lizard's tail? Whose tail could it be?*



## Observe and support

Can the children identify the apostrophe and explain what it is used for?

*Can you show me the apostrophe? Here we see the second reason why an apostrophe is used. This time it is used to replace a letter when two words have been made into one word.*

*'Was not' and 'wasn't' could be made with magnetic letters to help the children understand how the contraction is formed.*

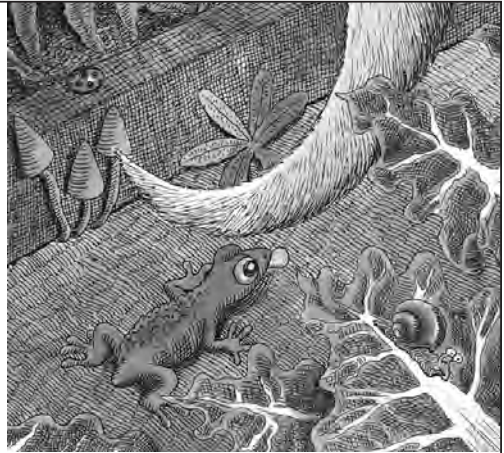
One day Lizard lost her tail.

She called out to Peacock.  
'Have you seen my tail?'

'I saw a tail in the garden,'  
said Peacock.



2



Lizard went to the garden.  
She saw a tail, but it wasn't her tail.

3



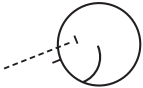
### **Talkthrough**

Ask the children to confirm or reject their predictions.

*Were you right? Did you guess that it was Dog's tail?*

*Where did Lizard look for her tail next?*

*Does this look like her tail? Whose tail could it be?*



### **Observe and support**

Do the children use the illustrations to help them work out new words?

*I noticed that you looked at the picture as you were working that out. What helped you to work out that word?*

It was Dog's tail.

'Have you seen my tail?'  
asked Lizard.

'I saw a tail in the big tree,'  
said Dog.



4



Lizard went to the big tree.  
She saw a tail, but it wasn't her tail.

5



## Talkthrough

Continue to identify where Lizard is sent to look for her tail and continue to encourage the children to guess which animal Lizard will ask to help her next. An important word in the text could be highlighted.

*What will Lizard say to Possum?*

Together, point and read the words, 'Have you seen my tail?'

*Can you find the word 'tail' again on this page? Can you find it again?*



## Observe and support

Do the children use a range of strategies to work out new vocabulary?

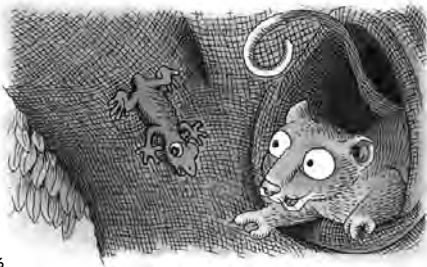
*How did you work out the word 'tail'? What did you notice about this word?*



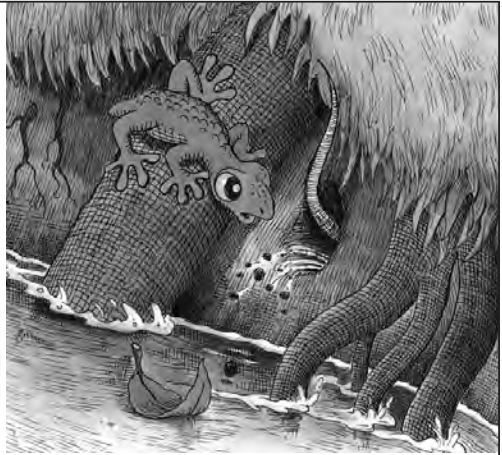
It was Possum's tail.

'Have you seen my tail?'  
asked Lizard.

'I saw a tail by the river,'  
said Possum.



6



Lizard went to the river.  
She saw a tail, but it wasn't her tail.

7

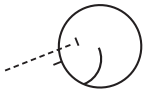


## Talkthrough

*Which animal do you think Lizard will ask next?*

*Why do you think it is that animal?*

*Could it be any other animal?*



## Observe and support

Do the children pay attention to the punctuation to support expressive reading?

Point to the quotation marks.

*What do the quotation marks show? How could you change your voice to show that Lizard is talking?*

It was Mouse's tail.

'Have you seen my tail?'  
asked Lizard.

'I saw a tail in the grass,'  
said Mouse.



8



Lizard went to the grass.  
She saw a tail, but it wasn't her tail.

9



### **Talkthrough**

Continue modelling the syntactic structure of the text. *Monkey said she saw a tail in the bushes. Lizard went to the bushes and she saw a tail. Was it her tail? No? Whose tail do you think it will be?*



### **Observe and support**

Do the children check what they read with the phonic information on the page?

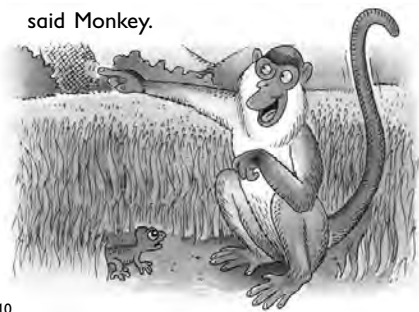
Point out a word from these pages, for example, 'bushes'.

*How did you know what that word was? What did you check at the start of the word? What did you look for at the end of the word? What else did you check?*

It was Monkey's tail.

'Have you seen my tail?'  
asked Lizard.

'I saw a tail in the bushes,'  
said Monkey.



10



Lizard went to the bushes.  
She saw a tail, but it wasn't her tail.

11



## Talkthrough

*Was your guess right? Yes, it was Snake.*

*Who does Snake suggest Lizard should ask?*

*Snake tells Lizard that Owl might know where her tail is because Owl is very clever.*

Check the children's understanding of more difficult words.

*What does 'clever' mean? Who do you know that is clever?*

*Can you find the word 'clever' in the text? How did you work that out?*



## Observe and support

Do the children monitor their own reading and recognise when they make an error?

*How did you know that was wrong? What did you think about?*

*What could go there? What would sound right?*

It was Snake's tail.

'Have you seen my tail?'  
asked Lizard.

'No,' said Snake.  
'But Owl might know where your tail is.  
She is very clever.'



12



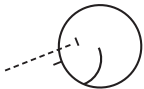
Lizard went to see Owl.

13



### **Talkthrough**

*Lizard tells Owl all the places she has looked for her tail. Then Owl says, 'I can see your tail'.  
Where do you think Lizard's tail is?*



### **Observe and support**

Can the children recall the sequence of places that Lizard looked for her tail?  
*Can you remember all the places Lizard looked for her tail?*



'Have you seen my tail?'  
Lizard asked Owl.

'I've looked in the garden  
and in the big tree  
and by the river  
and in the grass  
and in the bushes.'



14



'I can see your tail,' said Owl.

'Where is it?' cried Lizard.

15



## Talkthrough

Where is Lizard's tail? How did it get there? Could Lizard really have grown a new one?



'It is behind you,' laughed Owl.

'You've grown a new tail.'

16



## After reading

### Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these comprehension questions.

Where did Lizard look for her tail?

Which animals did she ask to help her?

Where did Lizard find her tail?

Why did Lizard lose her tail in the first place?

Could Lizard have found her tail earlier if she had looked behind her?

Could any of the other animals have lost and found their tails like Lizard?

## Being a code breaker

Explore the following language features:

- High-frequency words: a, big, have, her, I, in, is, it, my, said, saw, she, the, to, went, you.
- Words that rhyme with 'tail': bail, fail, hail, mail, nail, rail, sail, trail, wail.

## Being a text user

Refer to the text when discussing these questions:

*Does this book tell a story, provide information, or both?*

*What does the book teach us about lizards?*

## Being a text critic

*What parts of this story could really happen?*

*What parts could not happen?*

## Responding to text



Provide the children with paper plates, coloured paper, felt tip pens and elastic bands. Ask them to work in cooperative groups to make animal masks to match the characters in the story. The masks could be used in a readers' theatre of the book.



The children could complete a directed illustration activity. Give them each a section of the text and directions to draw an illustration to match their text. Ask them to follow the directions as closely as possible, and to attach the text to their completed pictures. The children's work could be collated to make a class book.



Ask the children to use magnetic letters to make words that rhyme with 'tail'. These could be recorded and illustrated on a class chart.

## Writing

Have the children work in pairs to write a story showing how characters help each other to locate something that is lost; for example, Mum has lost her keys. The children could base their writing on the book.

## Assessment

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Can the children:

- use the illustrations to support their reading?
- monitor their reading and recognise errors when they occur?



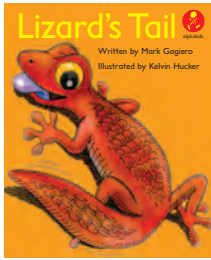
whole text activity



sentence activity



word activity



## Teacher Edition

**Topic:** Animal features

**Curriculum link:** Science

**Text type:** Narrative

**Reading level:** 8

**Word count:** 261

**High-frequency words:** a, big, have, her, I, in, is, it, my, said, saw, she, the, to, went, you

**Vocabulary:** bushes, clever, cried, garden, grass, grown, know, laughed, lizard, peacock, possum, river, seen, tail

### Possible literacy focus

Understanding the use of illustrations to tell some of the story.

Developing self-monitoring skills while reading.

### Summary

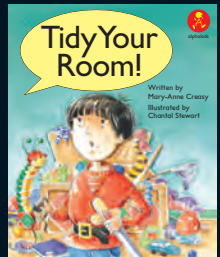
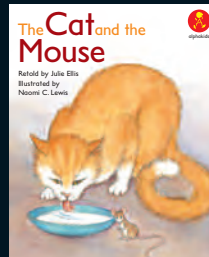
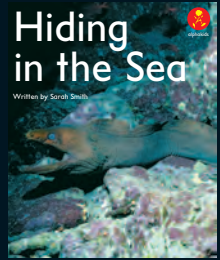
This book is a narrative about a lizard's search for her tail.

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Other books at this level



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