

Early Lesson Plan

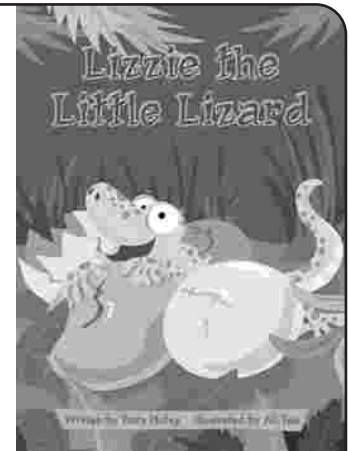
Lizzie the Little Lizard

Early Level 11

Lesson rationale

The students will

- Recognize and analyse repeated structures in a text



Before the lesson

Read the story and familiarize yourself with the patterns and structures that give the writing form. See how they work and change throughout the text. Study the lesson plan and prepare the materials you will need for the follow-up activity.

For this lesson it may be beneficial for the students to hear the story read aloud. By listening to the story read in a fluent expressive manner, the structure may be easier to pick up. Decide whether the students are capable of decoding the text sufficiently and able to focus on the structure of the writing at the same time. This exercise will be easier if the students are familiar with the story.

Reading and thinking

Discuss with the students the focus of the lesson. Explain how this comprehension strategy will help them become 'thinking readers'.

Introduce the book by reading the title and looking at the cover illustration.

Begin reading the text at page 2, to pause at the end of page 5.

Ask the students to give you a brief summation of the story.

Ensure the students are focused on close reading as the patterns in the text start evolving now.

Read pages 6, 7, 8 and 9.

Again ask the students to summarize what has happened in the text. This summary will need to be more detailed than the last one. It should include the following points:

- How Lizzie feels when she calls for help
- An animal answers her and offers help
- What the animal will do to help
- Lizzie thinks
- Lizzie answers giving her reasons for not wanting help
- Lizzie runs away
- The animal feels sad for not helping

It would be helpful to record this information so that it can be referred back to.

Read pages 10, 11, 12 and 13.

Discuss the similarities and differences between this passage and the previous one. Refer to the recorded information if required.

Read pages 14, 15, 16 and 17.

Once again discuss this passage in relation to what has been read before.

Ask the students if there are other interesting points they may wish to discuss. Encourage the students by asking them how Lizzie was feeling each time, the language that describes how the animals would 'help' and Lizzie's reasons for turning down the animals' offers of help.

Enjoy reading the story through to the end.

More thinking

Compare the writing and language used in the story by completing a comparison organizer (BLM 2, 4, 6 and 7). Use the points noted above as the constants as you focus on each animal; the elephant, the snake and the crocodile. In each 'box' record the language the writer has used in each case.