

A Teaching Guide: Grades K-5

The Legend of LIZARD LICK

A North Carolina Folktale

by Karen Matthews

Through this delightful story with beautiful illustrations students of all ages can learn about community, teamwork, sharing, forgiveness, sports competitions and more.

Use this book as a springboard into doing **non-fiction** research on frogs, lizards, ponds, clean water and more. The book can also be used as part of a **community helpers unit**.

As a standalone read-aloud it takes about 20-30 minutes. If you add in the suggested discussion it could be a 45-minute lesson. A 2-part lesson would allow students complete suggested activities.

Suggested 45-minute lesson: Read-aloud with discussion

- Prior to reading, review the difference between an author and an illustrator.
- Discuss what a folktale is. Review the difference between fiction and non-fiction.

Questions to ask: Would a folktale be fiction or nonfiction?

Would the book we are about to read be fiction or non-fiction?

Page by page discussion and questions for The Legend of Lizard Lick

Page 1

Define the word 'community'. Speculate on how the community got the name 'Lizard Lick'.

Pages 2-3

Match the lizards with their pictures. Where does the water come from to fill the pond? How else can the pond get water in it? Where do the lizards live? In the illustration what do you think the 'L' stands for?

Pages 4-5

Match the frogs with their pictures. Where do the frogs live? Define flotilla. (group of floating lilly pads)

Pages 6-7

Define the word 'drought'. The frogs and the lizards look a little alike. How can you tell them apart? (compare their feet and tails)

Pages 8-9

Define the word 'habitat'. Why did the lizards need water?

Pages 10-11

Define the word 'frond' Are throwing fronds a good way to solve the problem? Suggest other ways.

Pages 12-13

What are the lizards using to be mean to the frogs? Is their behavior a good way to solve the problem? Suggest other ways. What is Swimmy doing in the illustration?

Pages 14-15

Why doesn't Mayor Walla want to have a swimming race?

Pages 16-17

Discuss what each event is. Why is it important to practice? What types of things do students practice?

Pages 18-19

Define the word 'referee'.

Pages 20-21

How did Leapin' Larry know when to 'go'? After the event, what should the number '0' under the word frogs be changed to?

Page 22-23

What race did Lickety Split win? How many frogs participated in the tug of war? How many lizards?

Page 24-25

Who encouraged the froggers to pull harder? Point out Flycatcher - the frog who stumbled?

Page 26-27

Who did you want to win - the lizards or the frogs? Why?

Page 28-29

How did Lizard Lick get its name? Why did Mayor Walla decide to let the frogs stay?

Page 30-31

Discuss what the word 'forgiveness' means. Who forgave who? How many lizards and frogs do you see catching raindrops?

Look on the back for related activities and to see how this book can be used to meet ELA Common Core Standards

Related student activities

Card Catalog Practice: Have students see what other books the media center has on frogs and lizards. Students can write down the call number, title, indicate fiction or nonfiction and if the book is available.

Non-Fiction: Read non-fiction books about frogs and lizards. As a group, make a list of facts about frogs and lizards.

Non-Fiction vs Fiction: Have a stack of non-fiction and fiction books about frogs and lizards. Flip through the books with students and discuss how to determine if the book is fiction or non-fiction.

Technology: Using books and web sites; students conduct research on frogs or lizards. Create a report using presentation software.

Writing Skills: Students write a letter to the author telling her why they did or did not like the book.

Science: Water Pollution; Clean water: For younger students read books aloud on water pollution, clean water, and where water comes from. Older students can do research using books and web sites to do a report on water pollution.

Physical Activity: For younger students. Divide students into 2 groups: frogs and lizards. Set up an area for a long jump. Tape a tape measure or yardstick to the floor. Measure the length of the jump and record. Combine the total for the frogs and lizards for a group winner, or determine a separate winner.

Verbal Skills: Go around the room. The first student says 'A lickin lovely day to you.' to the student next to him/her. That student responds 'A croakin' good day to you, too!' Ask students to add an accent or try to sing the response!

Related student discussions

Civics Discussion: (Community Helpers) Identify all the community helpers in the story. What do mayors do in a town? Who is the mayor of Lizard Town? Who is the mayor of Frogville? What does a police chief do? Who is the police chief in Lizard Town? Who is the police chief in Frogville? What do deputies do in a town? Who are the deputies in Lizard Town? Who are the Deputies in Frogville? Why did the frogs complain to Mayor Hairy Frog? What is it called when people complain and carry signs to try and get the government to do something? What role did Hoot Owl fulfill in the town? (As a referee, he was like a judge deciding who was playing fair).

Sports Discussion: Why is it good to play sports? (Exercise, teamwork, health, fun, relaxation, happiness). What is good sportsmanship? Did the lizards and frogs show good sportsmanship? (Not before the tug of war). Did the frogs accept defeat well? Did the lizards display sympathy for the frogs' loss?

Moral Discussion: Was it right for the frog deputies to throw things at the lady lizards when they were fetching water? Is fighting the best way to solve a conflict? Was it right for the lizard deputies to throw pebbles at the frogs and destroy their homes? What are some better ways to solve a dispute? Should the lizards have let the frogs stay in Sweetwater Pond since they won the contest fair and square? Why did they let them stay?

Meeting English Language Arts Reading Standards with this book

Literature

CCSS.ELA-Literacy.RL.K.1: With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RL.K.2: With prompting and support, retell familiar stories, including key details.

CCSS.ELA-Literacy.RL.K.3: With prompting and support, identify characters, settings, and major events in a story.

CCSS.ELA-Literacy.RL.K.4: Ask and answer questions about unknown words in a text.

CCSS.ELA-Literacy.RL.K.5: Recognize common types of texts (e.g., storybooks, poems).

Foundational Skills

CCSS.ELA-Literacy.RF.K.1: Demonstrate understanding of the organization and basic features of print.

CCSS.ELA-Literacy.RF.K.1a: Follow words from left to right, top to bottom, and page by page.

CCSS.ELA-Literacy.RF.K.1b: Recognize that spoken words are represented in written language by specific sequences of letters.

CCSS.ELA-Literacy.RF.K.1c: Understand that words are separated by spaces in print.

CCSS.ELA-Literacy.RF.1.1a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Speaking & Listening

CCSS.ELA-Literacy.SL.K.1a, 1.1a, 2.1a: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

CCSS.ELA-Literacy.SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CCSS.ELA-Literacy.SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.