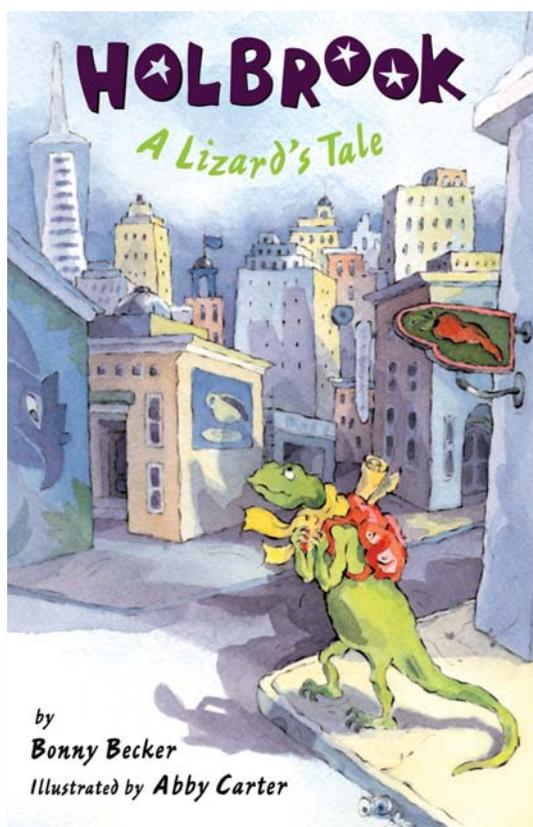




Unit Plan for

# HOLBROOK, A LIZARD'S TALE

Written by Linda Easterly, Third-grade teacher, Littleton, CO



## A NOTE TO TEACHERS

*Holbrook: A Lizard's Tale* is a rare gem for a classroom teacher. Children will seek to find their own talent as well as to appreciate a variety of talents of classmates. Bonny Becker has woven a suspenseful tale of artistic animals that will promote meaningful classroom discussion.

Please feel free to use these lesson plans in any way – to edit or change them to your discretion.

Fondly,  
Linda Easterly, Third-grade Teacher  
Littleton, Colorado

## INTRODUCTION

### Study/Research of the World Biomes

1. Aquatic
2. Forests
3. Grasslands
4. Tundra
5. Deserts
  - a. Deserts cover 1/5 of the earth's surface
  - b. Less than 50 cm/year of rain
  - c. Relatively few large mammals because they are not capable of storing enough water or tolerating high temperatures
  - d. Many animals are nocturnal (they stay protected and quiet in the day and are active at night)

For more information, see [www.enchantedlearning.com/biomes](http://www.enchantedlearning.com/biomes)

## WRITING ACTIVELY

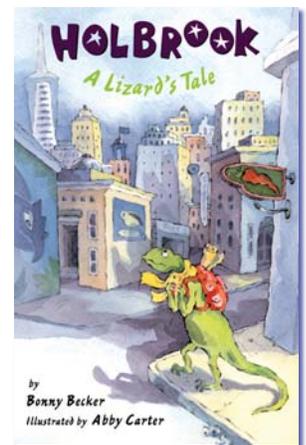
### Class book, where each child contributes at least one page

#### Mini Lesson: Alliteration

- Read book ALLIGATORS ARE AWFUL by David McPhail
- Activity: Select one desert animal and write an alliteration. Example: Wally the weasel was waltzing with his wife, Wendy. Complete sentences!
- Illustrate a desert setting.

Introduce book, HOLBROOK, A LIZARD'S TALE by Bonny Becker. Explain that children will learn to appreciate a number of talents.

Discuss **talent** with entire class. Emphasize the huge range of ideas and the importance of accepting and appreciating a wide variety.



#### Vocabulary Development

Every chapter will have a “Wow Word” to be discussed before reading the chapter:

Chapter 1	ancient
Chapter 2	feelings
Chapter 3	exhibition
Chapter 4	squiggly (introduce Van Gogh's <i>Starry Night</i> )
Chapter 5	skyline (see #1, art project)
Chapter 6	extraordinary
Chapter 7	pedestrian
Chapter 8	<u>a</u> somebody and <u>a</u> nobody
Chapter 9	riffraff
Chapter 10	creativity ( <i>implied</i> in the chapter)

Chapter 11	cable cars (study of San Francisco)
Chapter 12	payment
Chapter 13	sweat shop ( <i>implied</i> in the chapter)
Chapter 14	obligation
Chapter 15	palettes
Chapter 16	commotion
Chapter 17	rescue ( <i>implied</i> )
Chapter 18	earn
Chapter 19	dumpster
Chapter 20	respected (see #2, writing assignment)
Chapter 21	deception (see #3, discussion)
Chapter 22	generous (other than money)
Chapter 23	air – double meaning
Chapter 24	conjecture
Chapter 25	hors d'oeuvres
Chapter 26	congratulate
Chapter 27	vegetarian (see #4, class cookbook)
Chapter 28	Most Promising
Chapter 29	museum

### #1: Art Project

Use large sheets of black construction paper, classified ads pages from a newspaper, white chalk, scissors, and rubber cement.

Cut columns of classified ads into interesting shapes and glue onto black paper to create a city skyline. Use chalk for stars, etc.

Mount children's work (touching each other) all around the classroom to create a huge city skyline.

### #2: Writing Assignment

Write a prediction about what will happen. How will it happen?

### #3: Discussion

Use crayon boxes to describe adjectives – class discussion on the names of crayons.

### #4: Class Cookbook

Write a class vegetarian cookbook. Each child will enter at least one creative recipe.

Encourage:

- Creative name of dish
- At least 8 ingredients (favorite fruits, vegetables, spices)
- Direction for how to prepare

Goal: Make something they would love to eat.

## ASSESSMENTS

### Comprehension

Write a paper that answers the following questions:

1. What was Holbrook's talent?
2. What was Holbrook's biggest problem?
3. How did he solve it?
4. What is your opinion of the animals who made fun of Holbrook?

### The Arts

Each child will display his or her talent to the class. This could be: a song, a poem, a picture, a sculpture, a dance, playing an instrument, etc.

After each performance, allow classmates to verbalize positive comments.

### Library & Computer Skills

Research a famous person. This can be one of the people in the author's note, or another famous artist, author, athlete, chef, musician, etc. Write a research paper.

- Research
- Write
- Edit
- Type on Computer
- Print

### Vocabulary Assessment

Match each of the following definitions to the words that they describe:

- |  |                   |
|--|-------------------|
| 1. ____ A place that has very little rain and few large animals                      | a. ancient        |
| 2. ____ Something to eat before a meal   | b. nocturnal      |
| 3. ____ A person who does not eat meat   | c. vegetarian     |
| 4. ____ A place to throw trash   | d. hors d'oeuvres |
| 5. ____ Very, very old   | e. desert         |
| 6. ____ Animals that are active at night   | f. sweat shop     |
| 7. ____ A place where people are forced to work too hard for a small amount of money | g. dumpster       |

(Add other words and definitions that arise in class discussions.)