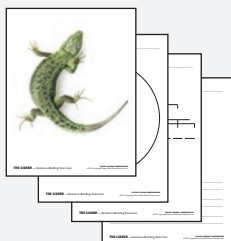




THE LIZARD

Sentence-Building Exercise I



Materials:

photograph of lizard, students' circle-in-circle charts and branch organizers, lined paper, tape, three pieces of chart paper, dry-erase marker, watercolor marker



Before the Lesson:

1. At <http://fhautism.com/arc.html>, find the circle-in-circle chart, branch organizer, and lined paper. Print one of each for each student, plus a few extras.
2. On the chart paper, draw a blank circle-in-circle chart, branch organizer, and lined paper.
3. On the board, hang a blank circle-in-circle chart on the left and a branch organizer on the right. Make them large enough to write all the words you will need.
4. Write the date on the board.

Teaching the Lesson

1. Gather the children in a circle. Hold up the photograph of the lizard. Ask: "What animal is this?" If no one can identify the animal, ask an aide to answer, or answer the question yourself.
2. When a student says, "lizard," write "lizard" in the smaller, inner circle of the circle-in-circle chart.
3. Ask: "Who can tell me something about the lizard?" If no one answers, ask: "What can the lizard do?" If no one answers, prompt the students. Ask: "Can the lizard ride a bike?" If no one answers, ask an aide to answer, or answer the question yourself. Possible answers include climb, run, lie in the sun. Ask the question several times, and allow different children to answer. Write the answers in the large circle.

AUTISM & READING COMPREHENSION

- 4.** Ask: “What does the lizard have? If no one answers, prompt the students. Ask: “Does the lizard have four eyes?” If no one answers, ask an aide to answer, or answer the question yourself. Possible answers include four legs, a long tail, a tongue. Ask the question several times, and allow different children to answer. Write the answers in the large circle.
- 5.** Ask: “What does the lizard like? If no one answers, prompt the students with a guessing game. Say: “The lizard likes to eat an animal with six legs. It sometimes has wings. It has three body parts. Sometimes we call them insects.” Do this for the other two answers. If no one answers, ask an aide to answer, or answer the question yourself. Possible answers include leaves, bugs, worms. Ask the question several times, and allow different children to answer. Write the answers in the large circle.
- 6.** Praise students and pass out reinforcers.
- 7.** The children return to their desks. Pass out pencils and blank graphic organizers. On each desk, tape the circle-in-circle chart on the left and the branch organizer on the right.
- 8.** Say: “Write your name on your paper.” Make sure everyone writes his or her name. Then say: “Write the date. It is on the board.” Make sure everyone writes the date.
- 9.** Say: “Copy the words from the circle-in-circle chart on the board onto your circle-in-circle chart.”
- 10.** Say: “Now we will do the branch organizer.” On the branch organizer on the board, write “Lizard” on the top line and “Can,” “Has,” and “Likes” on the three spaces under the top line. Say: “Copy the words onto your charts.”
- 11.** Ask: “What can the lizard do?” Point to the words on the circle-in-circle chart. Encourage students to look at their own chart. If no one answers, ask an aide to answer, or answer the question yourself. Ask the question several times, and allow different children to answer.

If someone uses a nonsensical word, e.g., “bugs,” say the whole sentence. Say: “The lizard can bugs? Does that make sense? Let’s look back in the circle and find something the lizard can do.”
- 12.** Write students’ answers on the branch organizer on the board. For each answer, say: “Write (the answer) under the word ‘Can’ on your branch organizer.”

LEVEL 9: THE LIZARD

13. For each word that students write, say the whole sentence, e.g., “The lizard can run.” As you say each word of the sentence, point to the corresponding word on the branch chart.

14. Ask: “What does the lizard have?” Point to the words on the circle-in-circle chart. If no one answers, ask an aide to answer, or answer the question yourself. Ask the question several times, and allow different children to answer.

If someone uses a nonsensical word, e.g., “run,” say the whole sentence. Say: “The lizard has run? Does that make sense? Let’s look back in the circle and find something the lizard has.”

15. Write students’ answers on the branch organizer on the board. For each answer, say: “Write (the answer) under the word ‘Has’ on your branch organizer.”

16. For each word that students write, say the whole sentence, e.g., “The lizard has a tongue.” As you say each word of the sentence, point to the corresponding word on the branch chart.

17. Ask: “What does the lizard like?” Point to the words on the circle-in-circle chart. If no one answers, ask an aide to answer, or answer the question yourself. Ask the question several times, and allow different children to answer.

If someone uses a nonsensical word, e.g., “a tongue,” say the whole sentence. Say: “The lizard likes a tongue? Does that make sense? Let’s look back in the circle and find something the lizard likes.”

18. Write students’ answers on the branch organizer on the board. For each answer, say: “Write (the answer) under the word ‘Likes’ on your branch organizer.”

19. For each word that students write, say the whole sentence, e.g., “The lizard likes bugs.” As you say each word of the sentence, point to the corresponding word on the branch chart.

20. Praise students, pass out reinforcers, and take a short break.

21. Draw a large version of the lined paper on your chart paper, using the watercolor marker. Tape the chart paper to the board. Pass out the lined paper. Tape one to each desk, next to the branch organizer.

AUTISM & READING COMPREHENSION

- 22.** Say: “It’s time to make a sentence. Let’s make a sentence from the first column of the branch organizer, using the word ‘Can.’” (Example sentence: The lizard can run.) Point to the words on the branch chart on the board as you slowly say them, forming the sentence.
- 23.** Write the sentence on your “lined paper” on the board.
- 24.** Say: “Copy the sentence on the first line of your paper.”
- 25.** Say: “Let’s make a sentence from the second column of the branch organizer, using the word ‘Has.’” (Example sentence: The lizard has a tongue.) Point to the words on the branch chart on the board as you slowly say them, forming the sentence.
- 26.** Write the sentence on your “lined paper” on the board.
- 27.** Say: “Copy the sentence on the second line of your paper.”
- 28.** Say: “Today we are going to try making a longer sentence. We are going to use two words from the ‘Likes’ column of the branch organizer. Let me show you how.” Point to the words on the branch chart on the board as you slowly say them, forming the sentence. (Example sentence: The lizard likes leaves and bugs.)
- Use only one compound phrase per exercise.
- 29.** Write the sentence on your “lined paper” on the board.
- 30.** Say: “Copy the sentence on the third line of your paper.”
- 31.** Say: “Now we will read our sentences aloud.” Group students in pairs to read to each other, or let each child read aloud to you, an aide, or the whole class.
- 32.** Praise students and pass out reinforcers.
- 33.** Say: “Now we will draw a picture to go with our sentences.” Lead students to read the sentences. Then encourage them to remember and draw two or three details at once and incorporate them all into one lizard picture.
- 34.** Collect papers and pencils, praise students, and pass out reinforcers.