

Suggested Readings

Behler, J. L. (1999). *National audubon society: First field guide reptiles*. New York, NY: Scholastic Inc.

While this text has a wealth of information on reptiles in general, Behler also discusses specific features of lizards for each section introduced (i.e. Anatomy, Diet, Reproduction, etc.). For the Defense section, Behler goes into specific details of what adaptations lizards have that help them survival in the wild, including a discussion of “Camouflage clothing” with accompanying pictures. This text would be useful in a classroom when focusing on a certain aspect of lizard life as it provides brief introductory facts and colorful pictures to help students get a general idea of the new topic. This reading is suggested for Lesson 4.

Bell, R.L., Smetana, L. & Binns, I. (2005, October). Simplifying Inquiry Instruction: Assessing the Inquiry Level of Classroom Activities. *The Science Teacher*, 30-33.

This article discusses the meaning of inquiry instruction and provides a helpful overview for understanding the four-level model of inquiry. These levels range based on how much information is given to the student. Students will likely need experience with lower levels of inquiry before being prepared to take on a higher level of inquiry. This article provides examples to help understand the differences between the levels. This reading is suggested for Lessons 7 and 8.

Bishop, N. (2010). *Lizards*. New York, NY: Scholastic Inc.

This text would be a great resource in any classroom as it provides relevant lizards facts in a narrative tone with bright, bold pictures on each page. It covers a wide variety of lizard topics but still goes into great detail on certain subjects, such as anatomical features that students would find interesting. Additionally, visual learners and students with visual impairments or low vision would greatly benefit from this book as there are big pictures on each page that directly relate to the topic being discussed. Also, Bishop highlights the key topics of a page by enlarging the print and changing the color of a specific sentence or phrase, which can help students with reading comprehension. This reading is suggested for Lesson 5.

Collard, S. (2012). *Lizards*. Massachusetts: Charlesbridge.

This book talks about a lizard’s habitat, natural demeanor, home environment and domestication. It talks avidly about having lizards as pets and how careful observing of them will help you to get to know them well. The book talks about the most popular of lizards, the iguana and monitor, and how they compare to other types of lizards. After reading this book, you will learn about the lifespan of a lizard, how to catch one in the wild, and how are not advised to release a pet lizard (that you purchased from a store) into the wild for a variety of reasons. This book provides great general information on lizards as well as some specific areas of importance. This reading is suggested for Lesson 1.

Craats, R. (2010). *My Pet Gecko*. New York, NY: Weigl Publishers.

While the information on geckos as pets in this book should be used carefully, there is enough good general information about geckos that it is still a helpful resource. This book profiles different kinds of geckos, describes their life cycle, the essential parts of the gecko, their behavior, and includes some fun gecko stories/lore. This book has very engaging photographs of geckos. This reading is suggested for Lesson 8.

Florian, D. (2001). *Lizards, Frogs and Polliwogs*. San Diego, CA: Harcourt, Inc.

This picture book has some engaging poems and beautiful paintings to help introduce students to some unique characteristics of selected lizards (as well as other reptiles). The lizards include the skink, gecko, iguana, Komodo Dragon, Gila Monster and chameleon. Some of the poems and paintings are more playful and have some fantasy elements, but many are fact-based and provide a fun way to introduce special characteristics of reptiles. This reading is suggested for Lesson 6.

Kalman, B. (1998). *What are food chains and food webs?* New York: Crabtree Publishing Company.

This book explains various aspects of food chains, including vocabulary and discussion of ecological communities. Detailed photographs and charts help to further the information, providing a well-rounded knowledge base consisting of lots of valuable material. Targeted for an audience ages 7 and up, this book is suitable for this fourth grade lesson on food chains. Some of the photographs also show mating and births, allowing students to see the different aspects/events that surround the process of life. It also helps students to see up close the characteristic traits that allow for classification of Primary Consumer, Secondary Consumer and Tertiary Consumer to take place. This reading is suggested for Lesson 1.

Kudlinski, K. V. (2003). *How Plants Survive*. Broomhall, PA. Chelsea Clubhouse.

Plants may look like they have it pretty easy, but this book does a good job of describing how a plant's life is really a constant struggle. While the chapters are a little long, some of the titles (The Great Plant Contest, Water Wars, New Battlegrounds, etc.) may capture students' attention and make them think a little differently about plants. This reading is suggested for Lesson 7.

Marsh, L. (2012). *Lizards*. Washington, DC: National Geographic Society.

This Level 2 book from the National Geographic Kids series provides a good general overview on lizards with stunning photographs of many different kinds of lizards. By providing short fun facts, visually highlighting key terms and including visual key word cards at the back it can be a very accessible resource for students with students learning English and struggling readers. This reading is suggested for Lesson 6.

Moenich, D. (1995). *Lizards*. New Jersey: T. F. H. Publications, Inc.

This book provides information on lizards about topics such as environmental preferences, nutrition and health, and breeding. Written on a fairly in-depth level, one can learn about different types of lizards and the climate that they prefer to live in. You can also learn about different physical traits like skin, color and eyes. It talks about compatibility with other domesticated pets and what type of interactions to expect. Overall, this book provides lots of information on a pretty detailed level. This reading is suggested for Lesson 2.

Ryder, J. (1990). *Lizard in the Sun*. New York, NY: William Morrow & Company, Inc.

This picture book describes a day in the life of an “American Chameleon” (a green anole common to the southeastern United States) with beautiful illustrations. It highlights how this lizard can rapidly change the color of its skin and how males show off their large, brightly colored throat fans when they are courting or defending their territory. The book opens with a young boy waking up and turning into the green anole, but the remainder of the book is the lizard reacting to the outside environment, including predator and prey situations. This reading is suggested for Lesson 6.

Stebbins, R. C. (2003). *A field guide to western reptiles and amphibians*. Boston, MA: Houghton Mifflin Company.

This book has detailed information regarding a wide variety of lizards with accompanying pictures. Stebbins also goes into great detail of many Alligator Lizards as far as identifying specific features that differ between a Sierra, San Francisco, San Diego, and Oregon Alligator Lizard. Students would benefit from this text as it discusses both the small differences between each type of Alligator Lizard and the larger changes between a Northern and Southern Alligator Lizard. Additionally, for a lesson specifically on a lizard’s environment, this type of book works great as students can read about how each type of Alligator Lizard has unique features that match its environment. This reading is suggested for Lesson 3.

Trueit, T. (2003). *A true book lizards*. New York: Children’s Press.

This book covers a multitude of topics about lizards, some of which are the type of environment they prefer, senses that they possess and physical abilities. It shares a wide range of information that allows the reader to grasp a well-rounded perspective of the creature and how it survives in the world. The book also covers specific types of lizards like the Chameleon and talks briefly about geckos, a very similar reptile to the lizard but slightly different in appearance and ability. It also shares information on geographic regions that lizards can be found in providing a global perspective. This reading is suggested for Lesson 2.