

# UNIT 4: Chameleons *at a glance*

## WORDS

| LEVEL 1 | LEVEL 2 |
|---------|---------|
| Bumpy   | Grumpy  |
| Match   | Hatch   |
| Tongue  | Lizard  |
| Horn    | Swirl   |
|         | Wrinkle |

## SUGGESTED BOOKS

Expository

- *Chameleon, Chameleon* by Joy Cowley
- *Chameleons are Cool* by Martin Jenkins and Sue Shields

## DRILL AND PRACTICE

- ❖ Guess the Word
- ❖ BINGO

## CONCEPTUAL ACTIVITIES

- ❖ Being a Chameleon
- ❖ Creating the Chameleon's Colors

## COMMON CORE STANDARDS FOR SCIENCE

|   |   |
|---|---|
| K | Strand 4 Life Sciences, Concept 3 Organisms and Environments:<br>PO 1. Identify some plants and animals that exist in the local environment                             |
| 1 | Strand 4 Life Sciences, Concept 3 Organisms and Environments:<br>PO 1. Identify some plants and animals that exist in the local environment                             |
| 2 | Strand 4 Life Sciences, Concept 1 Characteristics of Organisms:<br>PO 1. Identify animal structures that serve different functions (e.g., sensory, defense, locomotion) |

## CHAMELEONS: WORDS AND DEFINITIONS

| LEVEL 1 WORDS | DEFINITION  |
|---------------|---|
| Bumpy         | not smooth  |
| Horn          | a hard thing growing on the head of some animals like sheep or cows |
| Match         | to be the same as something else                                    |
| Tongue        | pink thing inside the mouth for eating and talking                  |

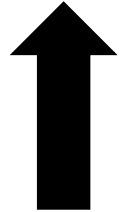
| LEVEL 2 WORDS | DEFINITION  |
|---------------|---|
| Grumpy        | in a bad mood   |
| Hatch         | to break out of an egg  |
| Lizard        | a reptile with rough, scaly skin, four legs, and a long tapering tail |
| Swirl         | a curving shape or line   |
| Wrinkle       | a fold in cloth or skin   |

bumpy



not smooth

match



to be the same as something else

tongue



pink thing inside the mouth for eating and talking

grumpy



in a bad mood

hatch



to break out of an egg

horn



a hard thing growing on the head  
of some animals like sheep or  
cows

lizard



a reptile with rough, scaly skin, four  
legs, and a long tapering tail

swirl



a curving shape or line

wrinkle



a fold in cloth or skin

## CHAMELEONS: ASSESSMENTS

| WORD           | PRE-INTERVENTION<br>SCREENING | POST-INTERVENTION<br>ASSESSMENT |
|----------------|-------------------------------|---------------------------------|
| <b>LEVEL 1</b> |                               |                                 |
| Bumpy          |                               |                                 |
| Horn           |                               |                                 |
| Match          |                               |                                 |
| Tongue         |                               |                                 |
| <b>LEVEL 2</b> |                               |                                 |
| Grumpy         |                               |                                 |
| Hatch          |                               |                                 |
| Lizard         |                               |                                 |
| Swirl          |                               |                                 |
| Wrinkle        |                               |                                 |

# CHAMELEONS: INTERACTIVE BOOK READING QUESTIONS

Before reading the book, place each question on a sticky note and place it on the corresponding page.

| Book 1: <i>Chameleons are Cool</i> by Martin Jenkins and Sue Shields |        |               |   |
|--|--------|---------------|---|
| Reading  | Page # | Question type | Question  |
| 1  | 10-11  | competence    | What is a chameleon's skin like?  |
| 1  | 20-21  | abstract      | Why do you think chameleons walk so slowly?                               |
| 1  | 24-25  | relate        | The chameleon uses its tongue for catch food. How do you use your tongue? |
| 2  | 15     | competence    | Why does the chameleon look grumpy?                                       |
| 2  | 18-19  | abstract      | Why do you think the chameleon's tail is swirled?                         |
| 2  | 26-27  | relate        | The Chameleon eats bugs. What food do you like to eat?                    |

| Book 2: <i>Chameleon, Chameleon</i> by Joy Cowley |  |               |  |
|---|--|---------------|--|
| Reading   | Picture                                    | Question type | Question                                       |
| 1   | gecko on tree                              | competence    | What do you see that matches the tree?         |
| 1   | scorpion                                   | relate        | What are you afraid of?                        |
| 1   | meeting the other chameleon                | abstract      | What do you think the other chameleon will do? |
| 2   | catching lunch                             | competence    | What did he use to catch the caterpillar?      |
| 2   | starting down the tree (beginning of book) | abstract      | Why does he need a new home?                   |
| 2   | Meets girl chameleon                       | relate        | How do you let others know you are upset?      |

# CHAMELEONS: CONVERSATION PROMPTS

Use the space provided to script an anticipated conversation with your student.  
Consider the following:

- What will you do if the student responds with only one word?
- What will you do if the student responds off topic?
- What will you do if the student doesn't respond at all?

**Prompt 1: Nothing has been going right for me today. I am feeling really grumpy.**

Materials needed:

| Turn    | Script | Conversational Strategy |
|---------|--------|-------------------------|
| Teacher |        |                         |
| Student |        |                         |
| Teacher |        |                         |
| Student |        |                         |

**Prompt 2: The chameleon changes her color to let the other chameleon know she is friendly. How might you dress if you are happy? Friendly? Grumpy? Sad?**

Materials needed: *Chameleon, Chameleon* by Joy Cowley

| Turn    | Script | Conversational Strategy |
|---------|--------|-------------------------|
| Teacher |        |                         |
| Student |        |                         |
| Teacher |        |                         |
| Student |        |                         |

**Prompt 3: The chameleons are grumpy about being on the same branch. Why do you think they feel this way? Tell me about a time you felt grumpy.**

Materials needed: *Chameleon, Chameleon* by Joy Cowley (pages 16-17)

| Turn    | Script | Conversational Strategy |
|---------|--------|-------------------------|
| Teacher |        |                         |
| Student |        |                         |
| Teacher |        |                         |
| Student |        |                         |



## CHAMELEONS: DRILL AND PRACTICE

### Activity: Guess the Word

|           |  |
|-----------|--|
| Purpose   | To provide practice on the target vocabulary words and definitions multiple times.   |
| Objective | The child will express target words and definitions in response to the teacher prompts.  |
| Materials | <ul style="list-style-type: none"><li>• 2 sets of 10 target word cards</li><li>• Headbands with paper clips</li></ul>  |
| Procedure | <ol style="list-style-type: none"><li>1. Review the words and definitions.</li><li>2. Each player gets a pile of target words (10 cards). For more players, distribute the cards evenly.</li><li>3. Players pick one of the target word cards and put it in their headband, without looking at the card.</li><li>4. Player 1 uses the definition to describe the word in Player 2's headband.</li><li>5. Player 2 guesses what the word is. If Player 2 cannot guess the word, Player 1 provides more description without using the word. For example, for the word "dentist", Player 1 could say "This person looks at your teeth. They check to see if you have decay."</li><li>6. After Player 2 guesses the word, s/he describes the word in Player 1's headband for Player 1 to guess.</li><li>7. Player 1 guesses the word.</li><li>8. Continue taking turns until all of the cards have been described.</li></ol> |

## ACTIVITY: BINGO

|           |   |
|-----------|---|
| Purpose   | To provide practice on the target vocabulary words and definitions multiple times.  |
| Objective | The child will express target words and definitions in response to the teacher prompts.   |
| Materials | <ul style="list-style-type: none"><li>• BINGO cards</li><li>• Markers</li><li>• Vocabulary Cards</li></ul>  |
| Procedure | <ol style="list-style-type: none"><li>1. Print out BINGO cards or make BINGO cards by gluing pictures of the vocabulary words on the BINGO template. If you are working in a group, each card should have the pictures and free spaces in a different order.</li><li>2. Review the words and definitions for target words.</li><li>3. Each player takes a turn picking a vocabulary card from the pile. The player says the word and the definition for that word. Each player marks that word on his card with a marker.</li><li>4. Continue taking turns until one player gets a BINGO with all the words in a row, diagonally or a blackout.</li></ol> |

|  |             |  |
|--|-------------|--|
|  |             |  |
|  | <b>FREE</b> |  |
|  |             |  |

# CHAMELEONS: CONCEPTUAL ACTIVITIES

| ACTIVITY: Being a Chameleon |   |
|-----------------------------|---|
| Purpose                     | To engage the student in a conversation about the topic while engaging in an activity.  |
| Objective                   | Child will express target words and definitions in response to teacher prompts.   |
| Materials                   | <ul style="list-style-type: none"><li>• Sticky Hands</li><li>• Pictures of bugs, lizards, spiders, caterpillars, other chameleons</li><li>• Different colored fabrics, shirts, or scarves</li><li>• Construction paper with matching colors to the fabrics</li></ul>  |
| Procedure                   | <p>Part 1:</p> <ol style="list-style-type: none"><li>1. Place pictures of bugs, lizards, spiders, caterpillars, and other chameleons around the room upside down.</li><li>2. Student pretends to be the chameleon and uses the sticky hand to find pictures of food. Student says, "I am a hungry chameleon and I am looking for something to eat."</li><li>3. When student finds something suitable to eat (e.g., bug), student pretends to eat it and says, "I love to eat ____, but I am still hungry."</li><li>4. When student finds something unsuitable to eat (e.g., chameleon), the student says, "Yuck, I am a chameleon and I do not like to eat ____."</li><li>5. Conversation: Talk about what it felt like to be a chameleon looking for food.</li></ol> <p>Part 2:</p> <ol style="list-style-type: none"><li>1. Place different pieces of construction paper around the room.</li><li>2. Student stands on a color and finds the fabric that matches the construction paper.</li><li>3. Conversation: While the student is walking from paper to paper and changing colors, talk about the experience of changing your colors to blend in with your surroundings.</li></ol> |

| ACTIVITY: Creating the Chameleon's Colors |   |
|---|---|
| Purpose                                   | To engage the student in a conversation about the topic while engaging in an activity.  |
| Objective                                 | Child will express target words and definitions in response to teacher prompts.   |
| Materials                                 | <ul style="list-style-type: none"> <li>• Chameleon outline found at:<br/><a href="https://www.pinterest.com/pin/227361481162889306/">https://www.pinterest.com/pin/227361481162889306/</a></li> <li>• Tissue paper (multiple colors) – cut or ripped into small squares</li> <li>• Pencil</li> <li>• White glue</li> <li>• Cup</li> </ul> |
| Procedure                                 | <ol style="list-style-type: none"> <li>1. Put glue in a cup.</li> <li>2. Put piece of tissue paper on the end of a pencil and dip into glue.</li> <li>3. Cover chameleon outline with tissue paper.</li> </ol>  |