# Grade K: Unit 5, Lesson 24

**Title:** *Chameleon, Chameleon*

**Essential Question:** What do chameleons do to help them survive?

**Week 1 Comprehension**

1. Read aloud the selection for the week.
2. After you read the text a second or third time, ask your students the questions below. Use large public notes (chart paper) or individual note catchers to capture student learning. Use the optional questions to prompt reflection; sample answers provided for teacher reference.

**Sample Chart Responses**

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| **Title: *Chameleon, Chameleon*** | |
| Write, Draw, or List | |
| **Questions (optional)** | **Sample Responses** |
| *Why does the chameleon have to find a new home?* | *He’s hungry and there is no food where he lives now.* |
| Why does the chameleon climb down the tree? | *To find a tree with more food.* |
| How is the scorpion different from the animals the chameleon has seen up to this point? | *The scorpion is poisonous. It could hurt the chameleon.* |
| Why is the other chameleon friendly now? Why does she like the other chameleon? | *She sees the chameleon’s friendly colors and knows that he is friendly. Because the other chameleon will not hurt her.* |
| What does it mean when a chameleon shows light, soft colors? | *The chameleon is resting and is calm.* |
| Why does the chameleon move slowly as it leaves the tree? | *He is cautious of other predators.* |

**Shared Writing**

Create a four-square anchor chart describing what the chameleon does when he encounters other animals: gecko, scorpion, caterpillar, chameleon. Use the anchor chart for small group or independent writing.

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| **Gecko**  -watching for danger  -creeps  -climbs slowly down the tree | **Scorpion**  -creeps carefully past  -climbs up a tree |
| **Caterpillar**  -the chameleon knows that is food  - catches the caterpillar with his long tongue | **Other Chameleon**  -greets her with bright colors  -she sees he is friendly  -she shows him pale, happy colors |

**Small Group or Independent Writing:**

Choose one of the following:

1. The text says that the Chameleon creeps and “steps” slowly. Using the pictures and text, explain how this helps the chameleon survive.

**Sample Student Response**

The chameleon is cautious and sees dangerous animals, such as the scorpion, before it is too late.

**Written Response**

1. Using the pictures and the text, draw or write what the chameleon does to survive.

**Sample Student Response**

He looks this way and that way. He climbs step by step. He creeps and watches for danger. He climbs slowly up and down the tree.

**Week 2, Building Knowledge: Extending the Topic**

**Essential Question:** What do animals do to survive?

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| **Cumulative Activities** – The following activities could be completed and updated after reading each resource this week. The purpose of these activities is to capture knowledge building from one resource to the next and to provide a holistic snapshot of central ideas of the content covered in response to the essential question. *It is recommended that the class and/or students complete one of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for Week 2.* |

**Rolling Vocabulary: “Fabulous Four” Sample**

* Read each resource then, with students, pick 4 important words. The Rolling Vocabulary may be kept as a large public interactive chart with words and pictures or drawings.
* Collaboratively use the 4 words to write about the most important ideas of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the text set.
* After reading all the selections on the topic, go back and review your words.
* Now select the “Fabulous Four” words from ALL the word lists.
* Use the “Fabulous Four” words to write an interesting sentence or sentences about the topic.

**Sample Student Response**

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| **Title** | **Four Vocabulary Words & Sentences** |
| *Chameleon, Chameleon* | **Words:** **harm, welcomes, peaceful, dangerous**   1. The frog will not **harm** him, either. 2. She **welcomes** him with pale colors. 3. His skin has **peaceful** colors. 4. It is not **dangerous** to walk on the sidewalk. |
| *Red Eyes or Blue Feathers* | **Words: prey, predators, tundra, surroundings**   1. The bug was **prey** for the frog. The frog ate him! 2. **Predators** think the little frog is a leaf. 3. The polar bear’s snow-colored coat blends in with the Arctic **tundra**. 4. The seahorse can quickly change color to blend in better with its **surroundings**. |
| *Amazing Animal Bodies* | **Words: scientist, layers, enemies, snouts**   1. This **scientist** studies animals. 2. They have thick **layers** of fat to help keep them warm. 3. This makes it hard for their **enemies** to see them. 4. Anteaters have long **snouts** to help them eat. |
| *The Lion* | **Words: lion, wake, eat, sleep**   1. The **lion** can **eat**. 2. He can **sleep**. 3. Can I **wake** him up? |
| *Bugs for Dinner* | **Words: lizard, spider, bat, bug**   1. A **lizard** eats a bug. 2. A bug eats a bug. (Text Feature labeling: **spider**) 3. A **bat** eats a bug. 4. A frog eats a **bug**. |
| *What Animals Eat* | **Words: animals, flowers, catch, caterpillar**   1. Look at all the **animals**. 2. He likes to eat **flowers**. 3. Look at him jump up to **catch** a bug. 4. The **caterpillar** likes to eat plants. |
| *Keeping Cool* | **Words: sweat, pant, radiate, desert**   1. Not all animals **sweat** when it is hot. . 2. Dogs **pant** to cool off. 3. Some animals **radiate**, or give off, heat. 4. The fennec fox survives in the hot **desert** by radiating heat from its large ears. |
| *Busy Bird* | **Words: twigs, pile, branch, busy**   1. The bird had **twigs** in its beak. 2. The bird was **busy**. 3. The bird put the twigs on a **branch**. 4. The twigs were in a **pile**. |
| *Camouflage: Animal Hide and Seek* | **Words: camouflage, blend, patterns, invisible**   1. **Camouflage** is a way for animals to confuse or hide from other animals. 2. Lots of animals **blend** in with their environment. 3. Some animals get help from the **patterns** on their skin and fur. 4. When it is covered up, the crab is nearly **invisible**. |
| *Jackrabbit* | **See Read Aloud lesson for words and definitions** |
| **Fabulous Four: adaptation, predators, camouflage, invisible** | |
| **Summary:**  Animals use different forms of **adaptation** to survive. Some use **camouflage** to become **invisible**. Others hide from their **predators** by blending into their environment. | |

**Rolling Knowledge**

1. Read each selection in the set, one at a time.
2. After you read *each* resource, stop and think what the big learning was. What did you already know about this from your other reading? Write or draw in the first box. This can be done collaboratively in small groups or individually depending on your students.
3. What did you learn that was new *and important* about the topic from *this* resource? Write, draw, or list what you learned from the text about (topic).

**Sample Student Response (most likely these would be drawings!)**

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| **Write, Draw, or List** | | |
| **Title** | **What I already knew from my other reading…** | **What I learned from reading this…** |
| 1. *Chameleon, Chameleon* | Chameleons change colors for survival. | Bright colors mean that chameleons are upset or angry. Soft colors mean that they are calm and rested. |
| 1. *Red Eyes or Blue Feathers* | Adaptation is a way for animals to survive in their environment. | Tree frogs are green so they can hide in the leaves of the trees. Polar bears are white to blend in with the snow in the Arctic. |
| 1. *Amazing Animal Bodies* | Animal bodies help them survive in different ways. | Whales have thick layers of fat to keep them warm. Anteaters have long snouts to help them eat. |
| 1. *The Lion* | Animals eat and drink to survive. | Humans are like lions because we also have to eat, drink and sleep to survive. |
| 1. *Bugs for Dinner* | Lots of different animals eat bugs for nutrition. | Frogs, bats, birds, and lizards eat bugs for breakfast, lunch, and dinner. |
| 1. *What Animals Eat* | Animals eat different kinds of things. | Some animals eat plants, some animals eat other animals. |
| *7. Keeping Cool* | People sweat when they are hot. | All animals do not sweat. Dogs pant when they are hot and the fennec fox radiates heat from its ears. |
| *8. Busy Bird* | Birds stay very busy to survive. | Birds work hard to build nests from twigs. |
| *9. Camouflage: Animal Hide and Seek* | Animals use camouflage to hide from their predators. | Tigers have stripes to blend in with the grass. Fawns blend in with the sun peeking through to the forest floor. Sharks blend in with the water both above and below them. |
| *10. Jackrabbit* | Some animals use their speed to survive. | Jackrabbits jump, run, and hide from their enemies. |

**Written Response Week 2**

Using the pictures and illustrations in the text, draw a picture and write a sentence describing a characteristic that helps jackrabbits survive.

**Sample Student Response**  
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**Title:** *Chameleon, Chameleon*

**Essential Question:** What do chameleons do to help them survive?

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| --- | --- |
| **Title: Chameleon, Chameleon** | |
| Write, Draw, or List | |
| **Questions** | **New and important learning about the topic or evidence** |
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**Writing**

Choose one of the following:

1. The text says that the Chameleon creeps and “steps” slowly. Using the pictures and text, explain how this helps the chameleon survive.
2. Using the pictures and the text, draw or write what the chameleon does to survive.

**Student Response**

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**Building Knowledge: Extending the Topic**

**Essential Question:** What do animals do to survive?

**Rolling Vocabulary**

As you read each book, keep track of the new words you are learning. Collect the most important words from each book, website or video as you read and learn. Think about the words and write or draw a picture to help you remember them.

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| **Title** | **Vocabulary Words & Sentences** |
| *Chameleon, Chameleon* | Words: |
| *Red Eyes or Blue Feathers* | Words: |
| *Amazing Animal Bodies* | Words: |
| *The Lion* | Words: |
| *Bugs for Dinner* | Words: |
| *What Animals Eat* | Words: |
| *Keeping Cool* | Words: |
| *Busy Bird* | Words: |
| *Camouflage: Animal Hide and Seek* | Words: |
| *Jackrabbit* | Words: |
| **Fabulous Four:** | |
| **Summary:** | |

**Rolling Knowledge**

As you read each book, keep track of what you are learning. Write and draw what you already knew in the box on the left. In the box on the right, write and draw about what you learned from this book.

|  |  |  |
| --- | --- | --- |
| **Write, Draw, or List** | | |
| **Title** | **What I already knew from my other reading…** | **What I learned from reading this…** |
| *1. Chameleon, Chameleon* |  |  |
| *2. Red Eyes or Blue Feathers* |  |  |
| *3. Amazing Animal Bodies* |  |  |
| *4. The Lion* |  |  |
| *5. Bugs for Dinner* |  |  |
| *6. What Animals Eat* |  |  |
| *7. Keeping Cool* |  |  |
| *8. Busy Bird* |  |  |
| *9. Camouflage: Animal Hide and Seek* |  |  |
| *10. Jackrabbit* |  |  |

**Written Response Week 2**

Using the pictures and illustrations in the text, draw a picture and write a sentence describing a characteristic that helps jackrabbits survive.

**Student Response**

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