

The Mixed-Up Chameleon

Types of animals



Competence(s):

The Ps are able to listen to an English story for children, classify animals and present their own fantasy animals (mixed-up chameleons)

GK2/GK4 Deskriptor(en)/descriptors:

Listening and Understanding:

2c: Kann altersgemäße, gegebenenfalls sprachlich adaptierte längere Texte, z.B. Geschichten, Märchen, Fabeln und Sketches, inhaltlich erfassen

Spoken production:

1b: Kann einfache Aussagen zu Familie und Freundeskreis, Schule, Tages- und Jahresablauf, Wetter und Kleidung, Befinden, Gesundheit und Ernährung, Freizeitgestaltung, zur näheren Umgebung, der Natur und zu anderen Themen aus verschiedenen Pflichtgegenständen (BE, BuS, M, ME, SU, WE) tätigen.

Spoken interaction:

1b: Kann im Unterrichtsverlauf einfache Anweisungen erteilen, um etwas bitten, Fragen stellen und Antworten geben.

2a: Kann sich an einfachen Gesprächen über Familie und Freundeskreis, Schule, Tages- und Jahresablauf, Wetter und Kleidung, Befinden, Gesundheit und Ernährung, Freizeitgestaltung, die nähere Umgebung, die Natur und andere Themen aus verschiedenen Pflichtgegenständen (BE, BuS, M, ME, SU, WE) beteiligen.

Reading and understanding:

1b: Kann Wörter und Wortgruppen (z. B. auf Wortkarten, in Form von Anweisungen und Informationen) lesen und verstehen.

2a: Kann einfache Fragen, Antworten und Aussagen adäquaten Schriftbildern richtig zuordnen und vorlesen.

2b: Kann einfache Fragen, Antworten und Aussagen lesen und verstehen.

Writing:

1b: Kann einfache, Lückentexte (mit Hilfe eines vorgegebenen Wortschatzes) ergänzen

1d: Kann einfache kurze Texte nach Vorgabe von Satzanfängen und vorgegebenem Wortschatz schreiben.

Intercultural and social competences:

1a: Kennt einfache Wörter, Phrasen, Reime, Lieder und Kinderbücher in anderen Sprachen und aus unterschiedlichen Kulturkreisen.

2b: Kann sich aktiv an Klassen-, Gruppen- und Partnerarbeit beteiligen

Year: 3 of primary school and year 5 (1st year NMS)

Topic: The mixed-up chameleon + body parts and particular features + classifying animals

Goals:

- Learners can understand the story “The mixed-up chameleon” by Eric Carle
 - Ps can classify animals according to their habitats and characteristics (CLIL)
 - Ps can ask for basic information concerning animals (“Where does it live”? “What does it eat?”) and answer appropriately.
 - Ps can draw their mixed-up chameleon and present it to their classmates.
-

Language: vocabulary on animals, colours, adjectives,

Functions: asking questions, listening and understanding, describing animals

Materials: picture book: “The mixed-up chameleon”, picture and word cards of animals from the book, True/False cards, laminated cards, lined sheet of paper, worksheets 1, 2 and 3, assessment grids Smartboard (optional)

References:

Carle, E. (1988). The Mixed-Up Chameleon. New York: HarperTrophy

Bentley, K. (2009). Primary Curriculum Box. Cambridge: Cambridge University Press.
Cambridge

Time	Phase	Classroom management & aids
	<p>CONTEXTUALISATION</p> <p>1) T welcomes the children and invites them to sit in a circle (front/back) of the classroom. Then T reads the story to the Ps <i>LU: 2c</i></p> <p>2) T presents pictures and talks about the animals and body parts, puts them up and puts the words underneath <i>LU: 2c</i> (optional: Do more games i.e. What's missing? mouth the words, mime the words)</p>	<p>1) picture book (PP optional) WCT</p> <p>2) Picture and word cards (11 animals of the story and their body parts) WCT + IT</p>
	<p>FOCUSSING</p> <p>3) T presents True/False cards to assess listening comprehension and new words; T makes up sentences about animals, colours and body parts i.e. The fish has feathers. The polar bear has scales. The polar bear is white. <i>LU: 2c</i></p>	<p>3) True/False cards WCT</p>
	<p>PRACTICE</p> <p>4) Find your twin activity: focus on body parts; Ps draw their animal according to the instructions on their WS and then they find their twin / triplet <i>R: 1b, 2a, 2b / Sl: 1b, 2a</i> The twins then present their mixed-up chameleons to the class; (4 facts about their animals and each P presents two) <i>SP: 1b</i></p>	<p>4) Worksheet 1 IW, PW</p> <p>Assessment of spoken production</p>
	<p>USE</p> <p>5) Ps fill in their grids (WS2) with the help of laminated cards (5 animals: flamingo, chameleon, fish, polar bear, fly) <i>R: 1b, 2a, 2b / W: 1b</i> PS walk around finding out about each other's animals. They complete the grid by exchanging the information. <i>Sl: 1b, 2a</i></p> <p>6) Ps choose an animal and write about it on the lined sheet of paper. Ps can choose one of the animals from the grid and use the sentence starters from their grid as well. More advanced learners can choose any animal they like. <i>W: 1d</i></p> <p>7) If time permits: Ps fill in WS 3 and hand it in when they are finished. <i>R: 1b, 2a, 2b / W: 1b</i></p>	<p>5) Worksheet 2, laminated cards IW, PW</p> <p>6) Lined sheet of paper IW</p> <p>Assessment of written production</p> <p>7) Worksheet 3 IW</p>

Abbreviations: Bm... Beamer, Bo ... board, C ... competence with number, IW ... individual work, M ... teaching material, Ps ...pupils, PW ... pair work, T ... teacher, TV ... television set/DVD player, WCT ... whole class teaching

1) The Mixed-Up Chameleon by Eric Carle

The book is read by the teacher. The text is very simple and the phrases are repetitive. The pictures illustrate the story well, so a lot of phrases are explained through the pictures.

Words: chameleon, polar bear, flamingo, fox, fish, deer, giraffe, turtle, elephant, seal, fly, white, pink, red, orange, brown, yellow, blue, purple, leg, ear, wing, beak, tail, fin, antler, neck, shell, trunk, flipper, scale

2) Vocabulary



chameleon

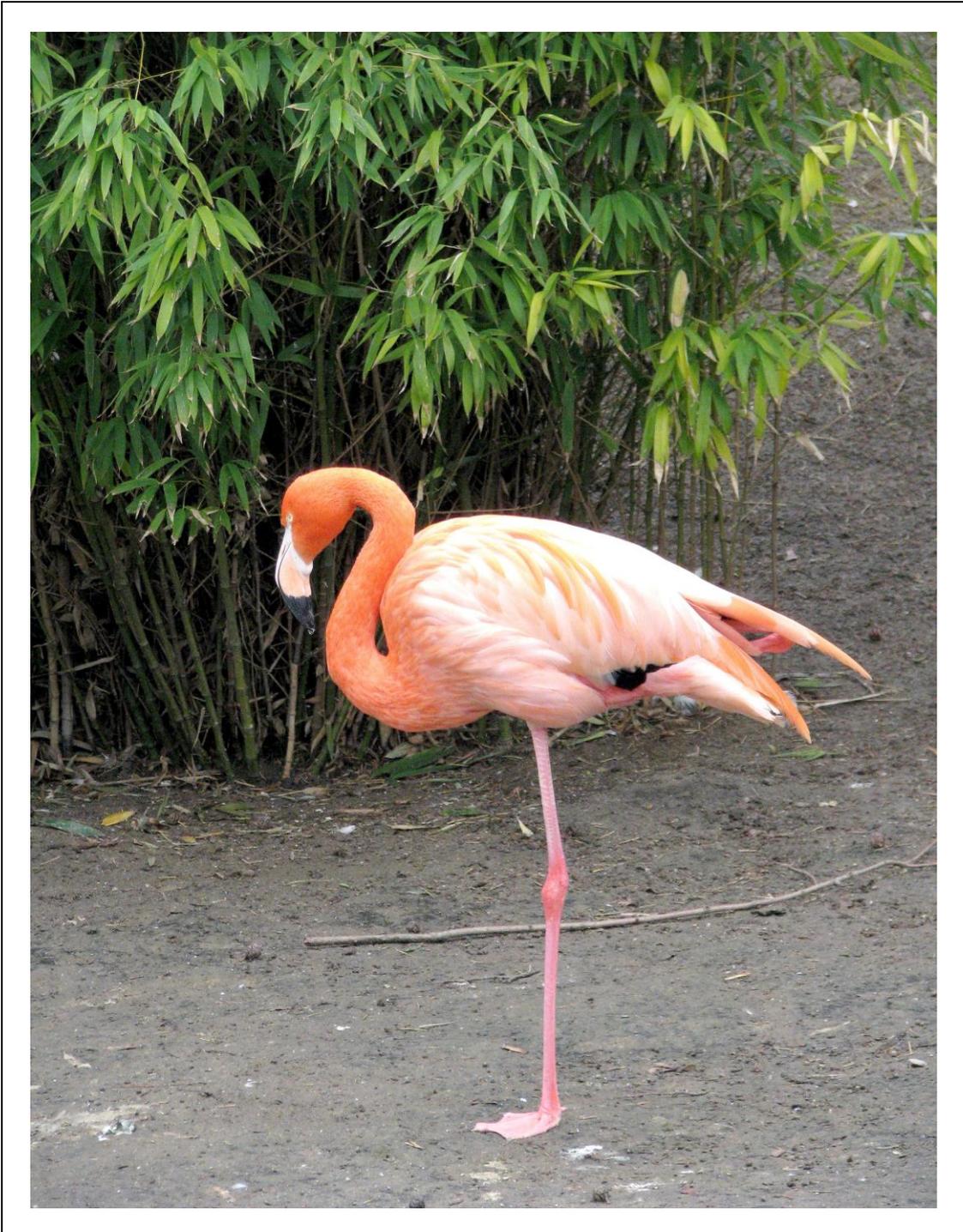


polar bear

flamingo

elephant

seal





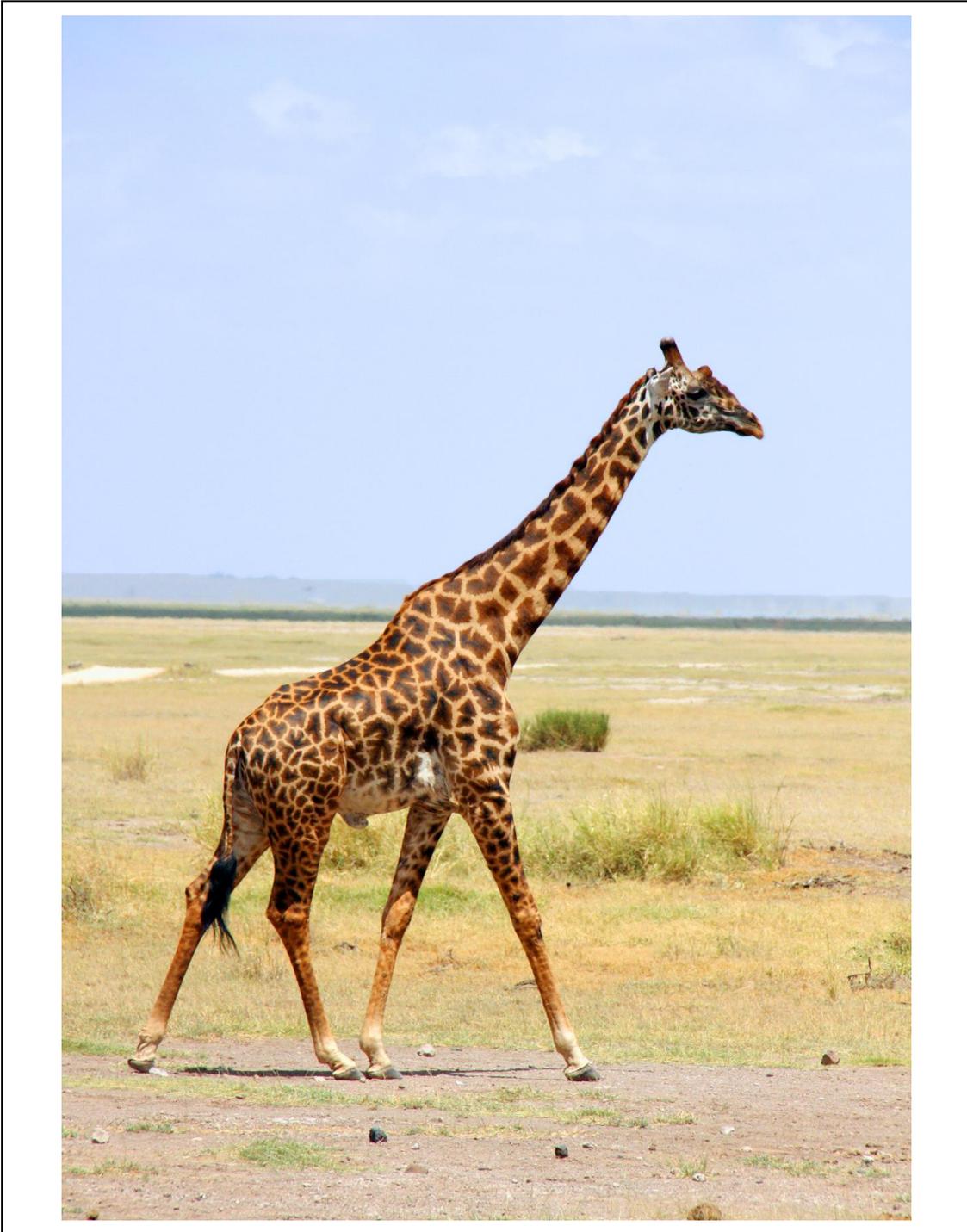
fox



fish



deer

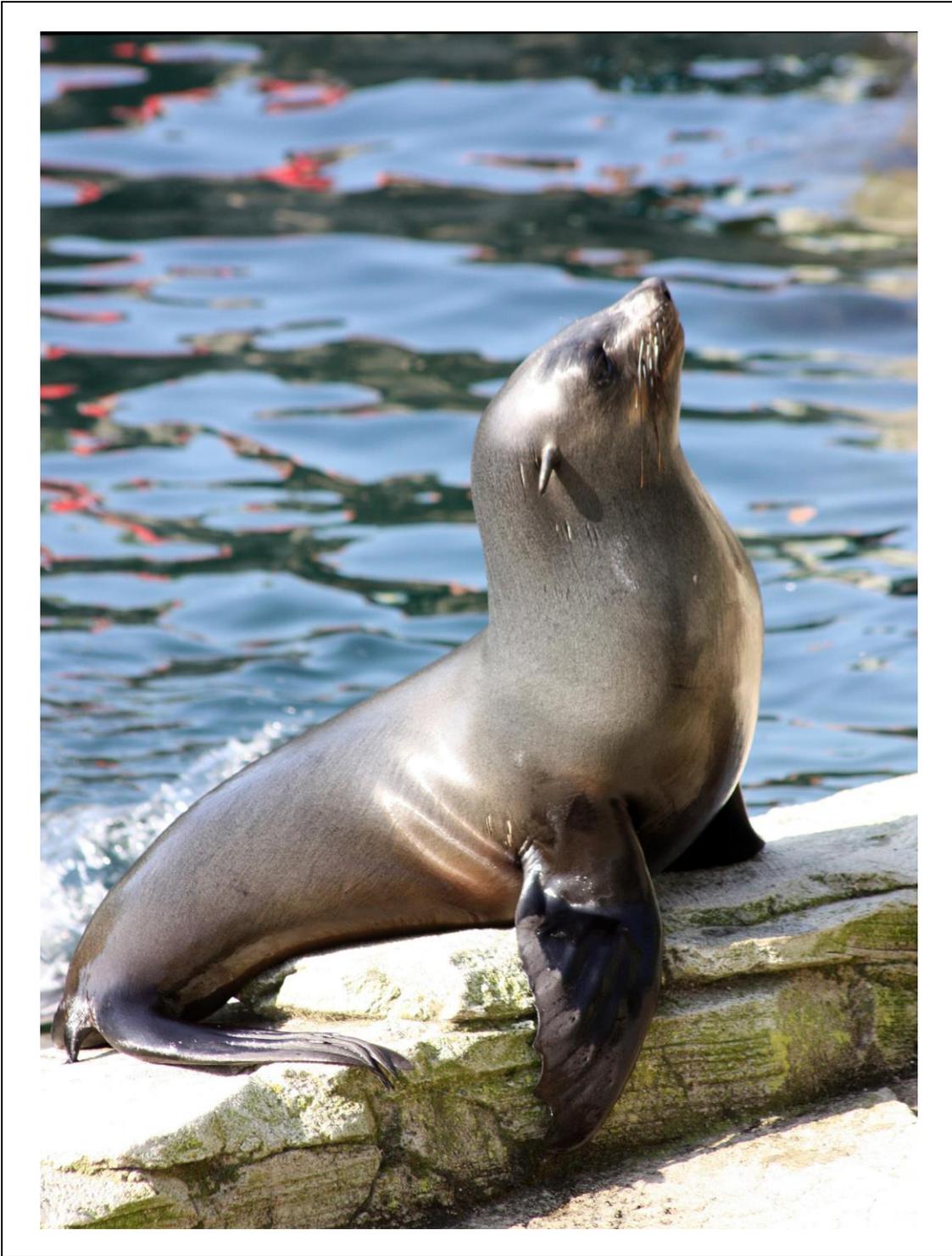


giraffe



turtle







fly

leg

ear

wing

beak

tail

fin

antler

neck

shell

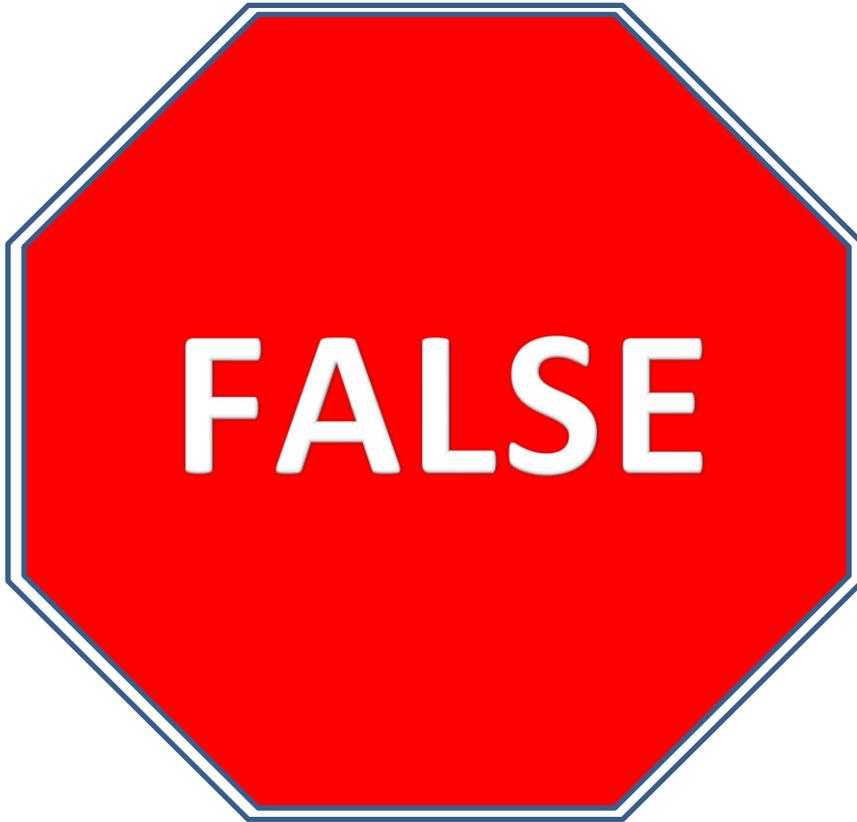
trunk

scale

flipper

3) True or False

Children use two-sided cards to signal if the sentence is true or false. They raise the correct symbol quickly and show their knowledge. The teacher takes mental notes.



4) Find your Twin

The teacher hands out little sheets of paper. First the children complete their individual drawing of an animal. Then they walk through the classroom to find their twin or triplet.

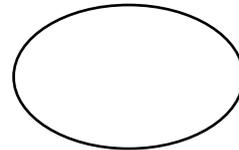
Additional words: small, big, short, long

FIND YOUR TWIN

Please read and draw. Finish drawing the animal.
Keep it a secret!

The animal has

- 3 long legs
- 2 small ears
- 5 blue fins
- 1 yellow trunk



Phrases you might use:

My animal has ...

What about yours?

Mine has ... too.

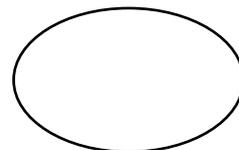
Mine doesn't have ...

FIND YOUR TWIN

Please read and draw. Finish drawing the animal.
Keep it a secret!

The animal has

- 2 short trunks
- 4 purple ears
- 1 long neck
- green antlers



Phrases you might use:

My animal has ...

What about yours?

Mine has ... too.

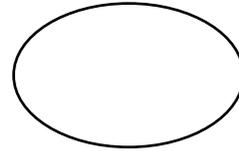
Mine doesn't have ...

FIND YOUR TWIN

Please read and draw. Finish drawing the animal.
Keep it a secret!

The animal has

- 5 short legs
- 1 big beak
- 1 orange shell
- 2 green tails



Phrases you might use:

My animal has ...

What about yours?

Mine has ... too.

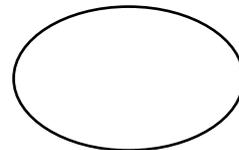
Mine doesn't have ...

FIND YOUR TWIN

Please read and draw. Finish drawing the animal.
Keep it a secret!

The animal has

- 3 big ears
- 4 brown wings
- 1 long tail
- 2 pink necks



Phrases you might use:

My animal has ...

What about yours?

Mine has ... too.

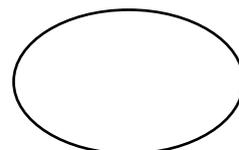
Mine doesn't have ...

FIND YOUR TWIN

Please read and draw. Finish drawing the animal.
Keep it a secret!

The animal has

- 3 purple flippers
- 2 long trunks
- red antlers
- 5 small ears



Phrases you might use:

My animal has ...

What about yours?

Mine has ... too.

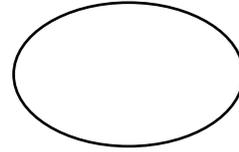
Mine doesn't have ...

FIND YOUR TWIN

Please read and draw. Finish drawing the animal.
Keep it a secret!

The animal has

- 4 short legs
- 3 yellow beaks
- 1 long trunk
- 2 purple fins



Phrases you might use:

My animal has ...

What about yours?

Mine has ... too.

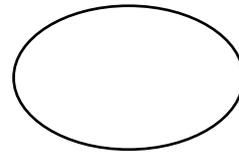
Mine doesn't have ...

FIND YOUR TWIN

Please read and draw. Finish drawing the animal.
Keep it a secret!

The animal has

- 2 brown ears
- 3 small fins
- 1 orange shell
- blue antlers



Phrases you might use:

My animal has ...

What about yours?

Mine has ... too.

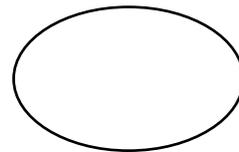
Mine doesn't have ...

FIND YOUR TWIN

Please read and draw. Finish drawing the animal.
Keep it a secret!

The animal has

- 3 long tails
- 3 long necks
- 2 blue ears
- 3 yellow wings



Phrases you might use:

My animal has ...

What about yours?

Mine has ... too.

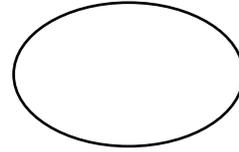
Mine doesn't have ...

FIND YOUR TWIN

Please read and draw. Finish drawing the animal.
Keep it a secret!

The animal has

- 4 purple legs
- 3 small wings
- 2 red trunks
- 1 big fin



Phrases you might use:

My animal has ...

What about yours?

Mine has ... too.

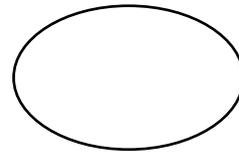
Mine doesn't have ...

FIND YOUR TWIN

Please read and draw. Finish drawing the animal.
Keep it a secret!

The animal has

- 3 short tails
- 2 blue beaks
- 5 orange fins
- 1 long trunk



Phrases you might use:

My animal has ...

What about yours?

Mine has ... too.

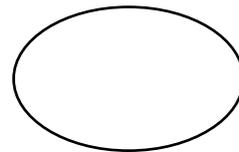
Mine doesn't have ...

FIND YOUR TWIN

Please read and draw. Finish drawing the animal.
Keep it a secret!

The animal has

- 1 small wing
- 2 short tails
- 3 purple trunks
- 4 green ears



Phrases you might use:

My animal has ...

What about yours?

Mine has ... too.

Mine doesn't have ...

5) Exchange Information

The teacher hands out little sheets of paper. First the children fill in their own information. Then they walk around the classroom to gather more information of two other animals. The five animals are exemplary for the classification of animals.

FLAMINGO



I live in South America and Africa.

I have two wings and a beak.

I can lay eggs and fly.

I eat insects and fish.

CHAMELEON

I live in Africa,
Europe and Asia.

I have four
strong legs, two
big eyes and a
long tail.



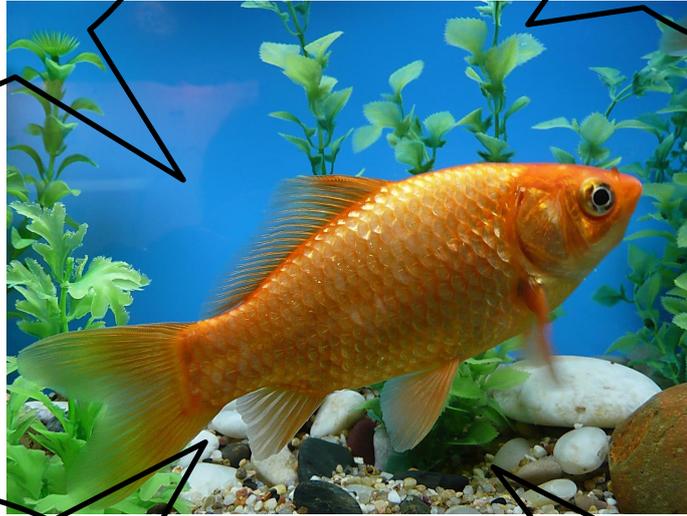
I can climb and
change colour.

I eat insects.

FISH

I live in water all over the world.

I have fins and scales.



I can lay eggs and swim.

I eat insects and plants.

POLAR BEAR

I live in the Arctic.

I have white fur



I can run and swim.

I eat seals.

FLY

I live in warm
places all over
the world.

I have big eyes,
six legs and
wings.



I can lay eggs and
fly.

I eat everything.

Name of the Animals				
Questions - Answers				Questions
What does it have? It has...				What do you have?
What does it eat? It eats...				What do you eat?
What can it do? It can...				What can you do?
Where does it live? It lives ...				Where do you live?

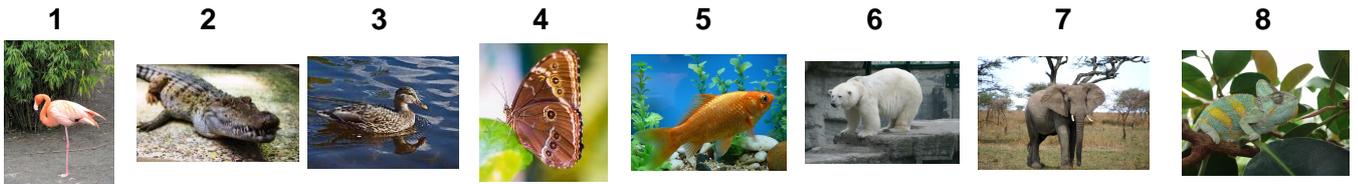
6) Write about an animal

The teacher hands out lined sheets of paper and the pupils write about an animal. They either use their collected information from the activity above or they write about any animal they can think of.

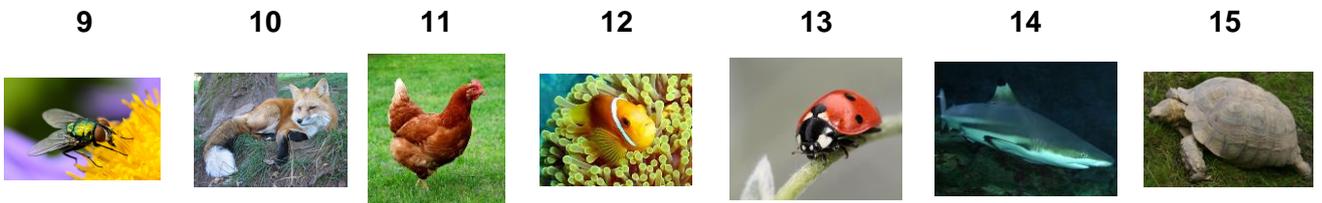
7) Classify the animals

The teacher hands out a worksheet and the pupils fill it in.

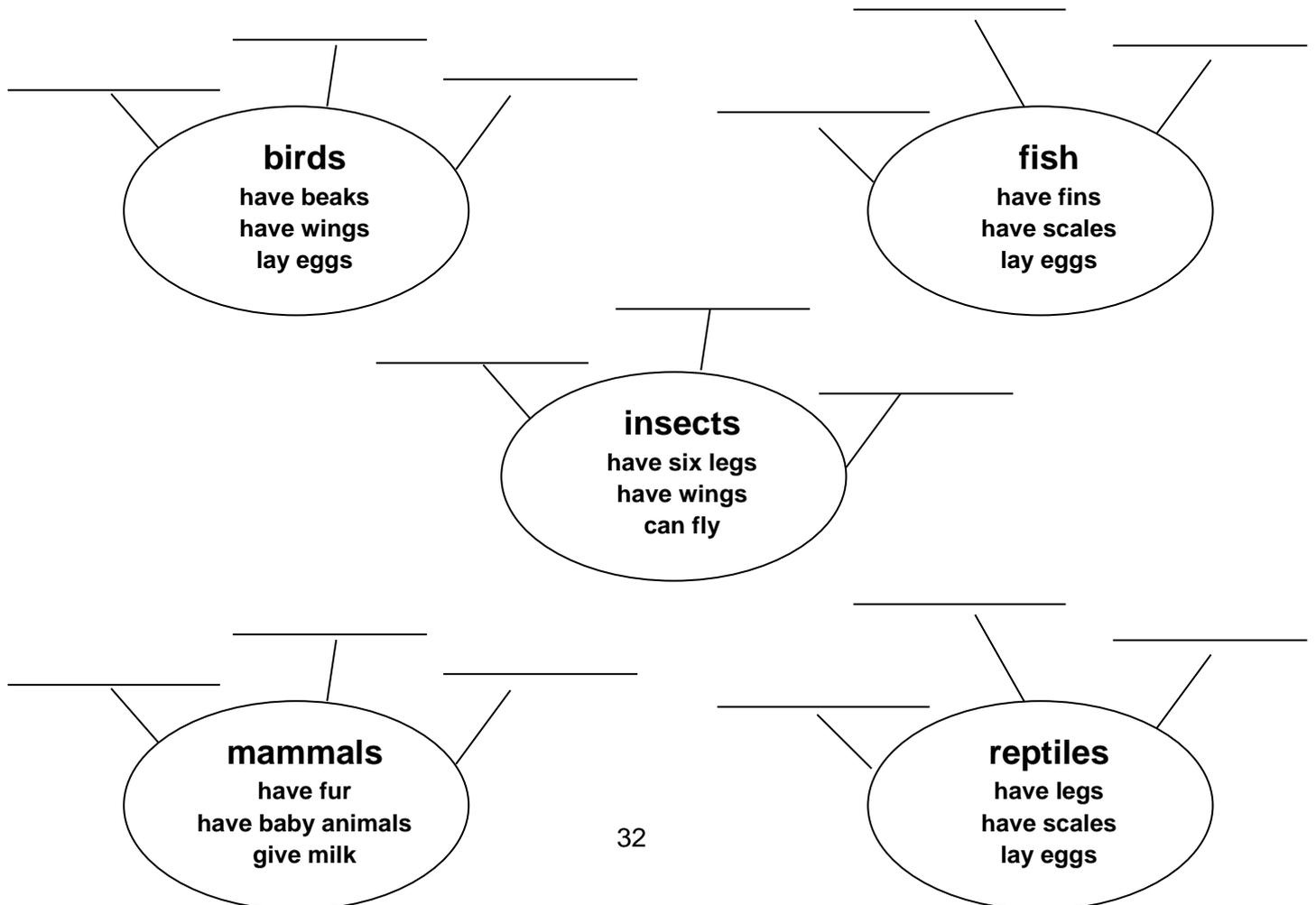
Match the pictures with the animal words.



- | | | | | | |
|-----------|--------------------------|------------|--------------------------|------------|--------------------------|
| butterfly | <input type="checkbox"/> | turtle | <input type="checkbox"/> | flamingo | <input type="checkbox"/> |
| duck | <input type="checkbox"/> | fox | <input type="checkbox"/> | fly | <input type="checkbox"/> |
| ladybird | <input type="checkbox"/> | clown fish | <input type="checkbox"/> | chameleon | <input type="checkbox"/> |
| gold fish | <input type="checkbox"/> | elephant | <input type="checkbox"/> | polar bear | <input type="checkbox"/> |
| crocodile | <input type="checkbox"/> | shark | <input type="checkbox"/> | chicken | <input type="checkbox"/> |



Write the animals in the right group.



8) Assessment

GK3/4 Assessment Scale: Spoken Production June 2018 Version

Name:

Date:

Delivery	4.0 (++)	3.0 (+)	2.0 (~)	1.0 (✓)
Impression of motivation and enthusiasm	throughout	most of the time	often given	sometimes given
Self-confidence	smiles and continuous eye contact	some eye contact	eye contact attempted	no eye contact
Voice	very loud and clear	loud and clear	not always loud and clear	hardly ever loud and clear
Language				
Linguistic range (vocabulary, phrases, structures ...)	good	sufficient	limited to deliver content	extremely limited
Naturalness (pronunciation, intonation & stress)	sounds natural	sometimes unnatural	often unnatural	sounds unnatural
Fluency	hardly any hesitations, pauses, false starts	some hesitations, pauses, false starts	several hesitations, pauses, false starts	many hesitations, pauses, false starts
Accuracy	hardly any mistakes, message clear	some mistakes, message clear	some mistakes	many mistakes
Overall mark				

GK3/4 Assessment Scale: Written Production June 2018

Name:

Date:

	4.0 (++)	3.0 (+)	2.0 (~)	1.0 (✓)
Legibility	all facts are clearly readable	most facts are readable	some facts are readable	hardly readable
Titles / Subtitles (if applicable)	all titles / subtitles are adequate and clear	all titles / subtitles are adequate	most titles / subtitles are adequate	few titles / subtitles are adequate
Writing	very well written and organized; clear, easy to follow	adequately written and organized; clear, reasonably easy to follow	mostly written correctly and organized	poorly written and organized; unclear, hard to follow
Accuracy (lexis, grammar, spelling)	few inaccuracies which don't impair communication	occasional inaccuracies which don't impair communication	some inaccuracies which can impair communication	frequent inaccuracies
Overall mark				

9) Additional Ideas

- Work with adjectives: warm, cold, hungry, long, sticky, beautiful, slow, weak, big, happy, handsome, smart, strong, funny,
- Phrase: I wish I could ...
- Record breakers: reading information about animal records and presenting them to the other pupils.
- Arts & Crafts: Create your own mixed-up chameleon with coloured tissue paper.
- Write about your creation.

10)References

- Picture from the cover page
<https://vivalatrenta.wordpress.com/2012/04/28/the-mixed-up-chameleon/>
- Pictures for the activities are from pixelio.de
755998_original_R_K_B_by_Sandor Somkuti_pixelio.de.jpg
421314_original_R_K_B_by_Siegfried Fries_pixelio.de.jpg
189653_original_R_K_by_Anguane_pixelio.de.jpg
467249_original_R_K_B_by_Sebastian Karkus_pixelio.de.jpg
164492_original_R_K_B_by_Kurt_pixelio.de.jpg
248201_original_R_K_B_by_Ruth Rudolph_pixelio.de.jpg
267751_original_R_K_B_by_Cornerstone_pixelio.de.jpg
610357_original_R_K_by_Bernd Kasper_pixelio.de.jpg
502294_original_R_K_by_Ulla Trampert_pixelio.de.jpg
279984_original_R_K_by_I.Friedrich_pixelio.de.jpg
198246_original_R_K_by_Ulla Trampert_pixelio.de.jpg
779405_web_R_K_B_by_Rike_pixelio.de.jpg
454338_web_R_K_by_tokamuwi_pixelio.de.jpg
696388_web_R_K_by_Margit Völtz_pixelio.de.jpg
184318_web_R_K_B_by_U. Herbert_pixelio.de.jpg
611510_web_R_K_B_by_Rudolpho Duba_pixelio.de.jpg
723123_web_R_K_B_by_Thomas Lieber_pixelio.de.jpg
515276_web_R_K_B_by_Anita Stöwesand_pixelio.de.jpg

11) Lesson Study Interview Schedule

TT_Lesson Study

Lesson Study Interview Schedule

Interview learners individually. The interview should not take longer than 5 minutes unless a learner shows serious trouble or addresses a problem that needs to be discussed.

Create a comfortable environment for the interview. If possible, conduct the interview outside the classroom, i.e. the library or another quiet place or corner. Leave the door open if you are alone in a room with a learner.

Audio or video record the interview. Ask the learner if they feel comfortable about this.

Question	Instructions or prompts	Goal
<i>You worked with today.</i>	You may show the material to the learner if they cannot remember. <i>Look, this is what I mean....</i>	To identify the material or activity you used so that the learner knows exactly what you are talking about
<i>What did you like about the?</i>	<i>Can you tell me more about?</i> <i>Why did you like the...?</i>	To find out if the learner liked the material or activity and what it was that they liked.
<i>After using, do you feel motivated to do more of this?</i>	<i>Can you tell me why?</i> <i>Why not?</i>	To find out if a material or activity is motivating the learner to carry on and do more.
<i>What did you not like about the?</i>	<i>Can you tell me more about?</i> <i>Why did you not like the...?</i>	To find out if the learner disliked the material or activity and what it was that they disliked.
<i>What did you learn through this?</i>	<i>Can you tell me more about?</i> <i>What can you do now that you could not do before using the</i> <i>What can you do better after using?</i> <i>How is it better?</i>	To find out about the learner's awareness about learning and the nature of their learning with the material.
<i>How would you change to make it better?</i>	<i>Why would you do this?</i>	To find out about potential improvement of the material or activity.

There is a template on the next page. Adapt it to your needs.

(c)Mewald

TT_Lesson Study

Question	Instructions or prompts	Notes
<i>You worked with today.</i>	<i>You may show the material or activity to the learner if they cannot remember. Look, this is what I mean....</i>	
<i>What did you like about the?</i>	<i>Can you tell me more about? Why did you like the...?</i>	
<i>After using, do you feel motivated to do more of this?</i>	<i>Can you tell me why? Why not?</i>	
<i>What did you not like about the?</i>	<i>Can you tell me more about? Why did you not like the...?</i>	
<i>What did you learn through this?</i>	<i>Can you tell me more about? What can you do now that you could not do before using the What can you do better after using? How is it better?</i>	
<i>How would you change to make it better?</i>	<i>Why would you do this?</i>	

(c)Mewald