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## Research Lesson Version 4

### The Mixed-Up Chameleon

#### **Overall goal**

The Ps understand an English story for children, draw fantasy animals following written instructions, communicate about and present the animals

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#### **Foreign language learning goals**

**GK2/GK4 Deskriptor(en)/descriptors** (translation, relevant parts highlighted)

[http://www.oesz.at/OESZNEU/UPLOAD/gk2gk4\\_infolder\\_sept2017\\_web.pdf](http://www.oesz.at/OESZNEU/UPLOAD/gk2gk4_infolder_sept2017_web.pdf)

**CEFR Companion Volume**

<https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>

#### **Listening and Understanding**

**L1** Can recognise everyday, familiar words, provided they are delivered clearly and slowly in a clearly defined, familiar, everyday context. (Council of Europe, 2018, p. 55)

**L2** Can understand short, very simple questions and statements provided that they are delivered slowly and clearly and accompanied by visuals or manual gestures to support understanding and repeated if necessary. (Council of Europe, 2018, p. 55)

**L3** Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions. (Council of Europe, 2018, p. 58)

**4L2c** Can understand the content of longer texts, e.g. stories, fairy tales, fables and sketches, which are appropriate to the age of the reader and may be adapted for different languages.

#### **Spoken Production**

**SP1** Can produce simple mainly isolated phrases about animals. (Adapted from Council of Europe, 2018, p. 69)

**SP2** Can describe animals, what they do and what they look like. (Adapted from Council of Europe, 2018, p. 70)

**SP3** Can say how the chameleon is feeling using simple words like 'happy', 'alone'... accompanied by body language. (Adapted from Council of Europe, 2018, p. 70)

**SP4** Can give a simple description of a fantasy animal using basic words, phrases and formulaic expressions, provided he/she can prepare in advance. (Adapted from Council of Europe, 2018, p. 70)

### ***Spoken Interaction***

**SI1** Can ask and answer questions about animals, using short, formulaic expressions and relying on gestures to reinforce the information. (Adapted from Council of Europe, 2018, p. 82)

**SI2** Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can act on basic instructions. (Adapted from Council of Europe, 2018, p. 86)

### ***Reading and understanding***

**4R1b** Can read and understand words and word groups (e.g. on word cards, in the form of instructions and information).

**4R2a/b** Can read and understand simple questions, answers and statements.

### ***Intercultural and social competences***

**4IC1a** Know simple children's books in other languages and from different cultures.

**4SC2b** Can actively participate in class, group and pair work.

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**Year:** 4 of primary school

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**Topic:** Storytelling, animal body parts and particular features, describing animals

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**Language:** vocabulary on animals, animal body parts, colours

**Functions:** asking questions, listening to and understanding simple statements and questions, describing animals

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**Materials:** Picture book "The Mixed-up Chameleon", picture and word cards of animals from the book, True/False cards, laminated cards, worksheets M1, M2, M3; assessment grid "spoken production" M4, drawings of all animals in A4 format

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### **References:**

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

Council of Europe. (2018). *Common European Framework of Reference for Languages: Learning, teaching, assessment. Companion Volume with New Descriptors*.

<https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>

ÖSZ. (2017). Grundkompetenzen Fremdsprache 2. und 4. Schulstufe (GK2/GK4).  
Orientierung geben. Kontinuität sichern. Graz: ÖSZ & BMB.

[http://www.oesz.at/OESZNEU/UPLOAD/gk2gk4\\_infolder\\_sept2017\\_web.pdf](http://www.oesz.at/OESZNEU/UPLOAD/gk2gk4_infolder_sept2017_web.pdf)

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**Resources:**

Pictures for the activities are from pixelio.de

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| Time & Goals   | Phase   | Classroom management & aids  |
|--|---|--|
| 20min<br><br>L1<br>L2<br>4L2c<br><br>SP1<br>SP2<br>4Sc2b | <b>CONTEXTUALISATION</b><br><br>1) T welcomes the children, invites them to sit in a circle (front/back) of the classroom and reads the story to the Ps.<br><br>2) T presents pictures and talks about the animals and body parts, puts them on the board and the words underneath (optional: Do games i.e. What's missing? mouth the words, mime the words)                                    | 1) picture book<br>WCT<br><br>2) picture and word cards M1<br>WCT, IW          |
| 5min<br><br>L3<br>4L2c<br><br>SP3<br>4IC1a<br>4Sc2b      | <b>FOCUSSING</b><br><br>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. The Ps hold up true or false cards.<br>4) T asks the children what the story is about? Why is the chameleon not happy? What does it want/do? | 3) true/false cards M2<br>WCT<br><br>4) open question                          |
| 10min<br><br>4R1b,<br>2a, 2b<br><br>SI1                  | <b>PRACTICE</b><br><br>5) 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  | 5) worksheet M3<br>IW, PW  |
| 10min<br><br>SP4<br>SI2                                  | <b>USE</b><br><br>6) The twins present their mixed-up chameleons to the class; (4 facts about their animals and each P presents two)<br>7) Ps guess which animal is being described   | 6) assessment of spoken production M4<br><br>7) all animals on board, numbered |
| 2 min<br><br>L2  | <b>CLOSING</b><br><br>8) T thanks for collaboration and asks for feedback.  | 8) open question   |

Abbreviations: Bo ... board, IW ... individual work, M ... teaching material, Ps ...pupils, PW ... pair work, T ... teacher, WCT ... whole class teaching

Version 3 of this research lesson shows the original research lesson, which included writing. The lesson plan includes all picture cards, assessment tools etc.

Link: <https://bit.ly/2Je57gK>