



The Mixed-up Chameleon

Adapted from a story by Eric Carle

This book is about a chameleon who isn't happy with himself and wants to be like everyone else. With each new animal he meets, he takes on features of that animal until in the end, he realizes he is much happier just being a chameleon... This book is very good for talking about how we are alike and how we are all different and special. Chameleons are very interesting creatures also.

Standards Met

- 1.1: Communication – Interaction
- 1.2: Communication – Interpretation
- 1.3: Communication – Production
- 3.1: Connections – Reinforce other content areas
- 4.1: Comparisons – Chinese language patterns
- 5.1: Use Chinese beyond school

Essential Questions

Inquiring into Essential Questions gives teaching and learning purposeful, meaningful and "big picture" focus for learning details and ideas. It engages higher mental and emotional capacities at a time when "high stakes" testing trivializes students' thinking and learning.

1. Essential questions are "important questions that recur throughout all our lives." They are "broad in scope and timeless by nature."
2. Essential questions point to core, big ideas.
3. They hook and hold the attention of your students.

In posing essential questions of this type, we teach our student that "education is not just about learning 'the answer' but about learning how to learn"

Help students to personalize the questions. Have them share examples, personal stories, and articles.

Essential Question:

Why do we all want to be something that we are not?

Introductory Activity

Chameleon Puzzles

Trace the chameleons found on the link below onto a variety of paper of various colors textures and patterns. Cut up each chameleon and put the parts in a small plastic bag. Give one bag to each student and have them piece their chameleon together. They can then look at the variety of chameleons in the class.

<http://kizclub.com/storypatterns/chameleon.pdf>

KWL Chart

Students will create a KWL Chart about chameleons. First they will brainstorm all of the facts they know about chameleons. Then they will brainstorm all of the things they would like to find out about chameleons

<http://www.thevirtualvine.com/themixedupchameleon.html> Simple fun fact.

<http://switchzoo.com/profiles/chameleon.htm> facts

<http://twistedstifter.com/2012/11/ten-things-you-didnt-know-about-chameleons/> great pictures and 10 facts didn't know

<http://www.bestfunfacts.com/chameleons.html> fun facts

Backward Design

Backward Design –Begin with the end in mind.

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What do you want students to know and do?

Step 1 Identify Desired Results – What do you want your students to know and be able to do? These are your lesson objectives.

Step 2 Determine Acceptable Evidence – Assess for students' performance of the objective with oral questions, observations, dialogues, or traditional quizzes and tests.

Step 3 Plan Learning Experiences and Instruction. What activities, materials, and resources will be used to help the student learn and reach the desired results.

Objectives – desired results	Assessments – Acceptable Evidence
1. I can act out the verbs in the story.	1. As the teacher says an action, the students will act it out.
2. I can identify and say the color words.	2. As the teacher points to an object, the student will say its color.
3. I can identify the animals in the story.	3. The student will match an animal picture with its correct word.
4. I can demonstrate adjectives found in the story.	4. As the teacher says an adjective from the story, the student will demonstrate that adjective.
5. I can create my own animal and describe it.	5. The student will create his/her own unique animal and describe it to the class using Chinese.
6. I can identify and say nature words.	6. I can locate and label nature words on a picture.
7. I can retell the story.	7. The student will retell the story to a partner.
8. I can list facts about chameleons.	8. The students will complete a KWL chart.
9. I explain Face Changers in the Chinese opera.	9. Students will write a paragraph comparing chameleons to face changers in the Chinese opera.

Objective – Verbs	Learning Experiences
1. I can act out the verbs in the story.	<ul style="list-style-type: none"> • Revealed TPR action with each verb • Draw that verb • Flyswatter Game • Inside/Outside Circle • Verb Charades

TPR Action

Assign an action for each of the verbs in the story. Model that action for the students and then have them practice the action several times.

Draw that Verb

Have students draw the action of the verb.

Flyswatter Game

Students love the flyswatter game (I do this at the board, but students can have a set at their tables and work with a partner as well.) The teacher calls out the translation, and the students

must slap the correct answer on the board (or at their table). The first student to slap the correct translation wins. The answers on the board can be vocabulary, but I most often use verbs and these can be written on the board or written on laminated pieces of paper to prevent tearing – these are then taped on the board. I call out three verbs, students race to see who can hit these first. Those at the front can change with other students in the room, or the winner can stay until he/she is beaten. You can play as individuals or as two teams.

Inside-Outside Circle

This activity is a great way to review verbs. The teacher forms the class into concentric circles: an inside circle facing outward and an outside circle facing inward with each student having a partner. Each student has an index card with a verb to be reviewed written on it. The student needs to tell the meaning of the verb and use it in a simple sentence. After 15 seconds, the teacher calls change, and the outer circle moves one person to the right and shares their verbs. This process continues until students have their original partners.

Verb Charades

Divide the class into teams. One person on a team gets a verb. That person acts out the verb, and his teammates try to guess which verb he is acting out. If the team is successful, a point is awarded to the team. Play continues until all of the verbs are acted out, and the winner is the team with the most points.

Objective – Colors

Learning Experiences

<p>2. I can identify and say the color word.</p>	<ul style="list-style-type: none"> • Find the Color • Exchange Places • Guess the Color • Color the Chameleon • Color Trio Game
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Find the Color

On the top of a piece of paper write classroom. Select a color. Now you must look all around the classroom for 10 things in that color. Each time you see something that color, draw it. (You can also label it in the target language.) Once you have 10 things on your paper, pick another color and start a new sheet of paper. Look for 10 things in that new color. Keep playing until you’ve gone through the entire list of colors. At the end, you will have a rainbow of papers and colors. This game can also be played with partners.

Exchange Places

Students are in a circle. Each student is given a magic marker of a different color. Students say in Chinese what color they have. The student in the center of the circle names two colors. Students having these two colors must exchange places as the student in the center tries to take the place of one of the students in the outer circle.

Guess the Color

Students are given a 3X5 card with a color in Chinese written on it. Taking turns, each student must touch three things of that color in the room. The class guesses which color the student has on his/her card.

Color the Chameleon

Have a picture of a chameleon. The students are in partners. One person tells his/her partner in Chinese how to color the picture. They should use a variety of colors so that each chameleon is different.

Color Trio Game

The teacher divides the class into groups of three. Each group is given a set of color cards (11 colors in all). The teacher names a series of three colors in Chinese. Each group must find those three colors in the order said to the class. For example, the teacher says, "hóng sè , lǜ sè , bái sè." The teams need to stand and hold up the red, green, and white cards in that order. Each team member must be holding on to a card. The teacher observes the cards as they are held up.

Objectives – Animals

Learning Experience

3. I can identify the animals in the story.	<ul style="list-style-type: none">• Frayer Model• Mind Sketching• Animal Guessing Game• Animal Sounds• Animal Switcharoo• Who am I?• Guess the Animal• Hot or Cold• Class Survey
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Frayer Model

Have the students complete a Frayer Model for every animal. The student must write a definition of the animal in his/her own words, make a list of characteristics of the animal, write examples from his/her own life in reference to the animal and draw a picture of the animal.

Mind Sketching

Say the animal in Chinese and have the students visualize that animal in their minds.

Animal Guessing Game

Show only part of the animal, and the students will need to guess the animal in Chinese.

Animal Sounds

Discuss the way different languages mimic animal sounds. Below is a comprehensive list of animal sounds in many different languages.

<http://www.eleceng.adelaide.edu.au/personal/dabbott/animal.html>

For example, in English a dog says Bow Wow or Arf Arf , in Spanish a dog says Guau Guau or Guf Guf, in French a dog says Ouah Ouah, and in German a dog says Wau Wau or Wuff Wuff., In Chinese a dog says xiǎo gǒu zěn me jiào.

Animal Switcharoo

In advance, the teacher makes 2 sets of identical animal cards of different sizes (dà , zhōng , xiǎo)The teacher instructs the students to sit in a circle by saying “huà gè yuán quān hòu zuò xià.” (The students should sit on chairs.) The teacher hands out an animal card from one set to a student. The cards match from the other set should be given to another student so that all of the cards in play have a match. If there are an odd number of students, the teacher will also need a card. The student should look at the card and then put it under his/her chair. The teacher models the game by standing in the center of the circle and saying the size and name of an animal (i.e. yī zhī dà shān yáng). The students who have “the big goat” should stand up. When the teacher says “jiāo huàn,” the students standing switch places as the teacher also tries to get to the student chairs before they do. The person who does not have a chair goes into the middle, and the game continues

Who am I?

Tape the label of an animal on the back of each student. Students need to determine what they are by asking questions of their classmates. They may not ask who or what they are directly. They can only ask each person two questions. The questions can be in English or in Chinese depending on the level of the students.

Guess the Animal

Get cheap stuffed animals at garage sales or use picture of animals and put them in a bag. Describe the animal and have the students guess which animal in the bag you are describing. Extend the language as appropriate to the age and knowledge of the teacher and students.

Hot or Cold

After a student leaves the room, the teacher hides the picture of the animal. The student returns to the classroom and searches for the picture. As the student gets closer to the picture, the other students say louder the animal in the target language. As the student moves away from the picture, the other students say the animal in the target language in a softer and softer voice.

Class Survey

Give each student a question about what animal in the story they want to be; for example, "Do you want to be a fox?", "Do you want to be an elephant?" Each student must ask every other student in the class his/her question. These results can then be graphed and reported back to the class.

Objective – Adjective

Learning Experiences

4. I can demonstrate adjectives found in the story.	<ul style="list-style-type: none">• I Wish I Could Be• Match the Animal• Guess the Adjective• Adjective Flashcards• Magic Circle
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I Wish I Could Be...

Make up index cards containing statements describing the animals in the story. For example, these cards could include "I wish I could be big and white like a polar bear." or "I wish I could be smart like a fox." Distribute these cards to your students. They then need to find other students who have the same wish.

Match the Animal

Get the animals from the following site:

<http://www.thevirtualvine.com/images/mixedupchameleon/MixedUpChameleonPocketchartPictures.pdf>

Write adjectives on cards that match the animals such as pink flamingo, big polar bear.

Distribute the pictures and the adjective cards. Students must ask each other questions in

Chinese to find the adjective that matches his/her picture. You can also post the pictures around the room and have the students go stand by the picture that matches his/her adjective.

Guess the Adjective

Each person is given a flash card with an adjective in Chinese written on it. The students then mingle with the other students until the teacher says freeze. One of the students acts out the adjective written on his/her card while the other student guesses the adjective. The roles are then reversed. The students then exchange cards, and the game continues.

Adjective Flashcards

Use index cards to make adjective flashcards. Cut out pictures from magazines or draw them yourself. Choose pictures that represent neutral, angry, sad, happy and afraid etc adjectives. Shuffle the cards when they are finished. Place the cards on the table face down. The first player picks up a card, but doesn't show it to anyone. The player mimics the face and the opponent tries to correctly guess the emotion. Then it's the next player's turn to pick a card and mimic an adjective.

Magic Circle

Students will bring a picture from a magazine showing an adjective found in the story. In a "Magic Circle," the students will tell what adjective in Chinese they have brought; for example "This man is strong." After everyone has shared their pictures, each student in the circle will then point to another student and say in Chinese what adjective their picture illustrates.

Objective – Animal and Adjective

5. I can create my own animal and describe it.	<ul style="list-style-type: none"> • My Animal Creation
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My Animal Creation

The student will create his/her own unique animal and describe it to the class using Chinese. The following web sites have animal parts that the students can use to create their animals.

http://www.wordsalive.org/vol_resources/ELIBookEnrichmentGuide_TheMixedUpChameleon.pdf

Objective – Nature

Learning Experiences

6. I can identify and say nature words.	<ul style="list-style-type: none"> • Nature Pictionary • Nature Walk • Draw that Picture • Find Your Match • Map Game
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Nature Pictionary

Write the nature vocabulary in Chinese on 3 X 5 cards, a separate word on each card. Divide the students into two teams A and B. The first person on a team A takes a card and draws on the white board what is written on the card. His teammates try to guess what nature vocabulary word he/she is drawing. If the team guesses correctly, the team gets two points. If not, team B gets a chance to earn one point if they guess the word correctly.

Visualize that Picture

Give the students a nature picture. The more advanced the class, the more difficult the picture. Allow the students to look at the picture for two minutes and then turn the picture over. They then have to write in Chinese as many things as they can remember that are in the picture. After compiling a class list, ask the students questions in Chinese about the picture. You can have them look at the picture or answer the questions from memory.

Nature Walk

The class will take a nature walk. During the walk, they will record in Chinese all of the nature vocabulary that they see. More advanced classes can create a creature from items they picked up during the walk such as a branch, a leaf, a weed etc. After creating their creature, they write about it and present it orally to the class.

Draw that Picture

Give each student a sheet of white paper with six squares. Tell the students in the target language something from nature such as a blue river, and the students draw what the teacher indicates. They then pass the paper to their right. Tell the students to draw something else from nature in a second square and then again pass the paper to the right. Continue this procedure until all squares are filled. Each student will then have six squares with objects from nature. These may then be cut up and used as flash cards.

Find Your Match

Draw several different pictures of nature on 3 X 5 cards, and then make an exact duplicate of each card. For example, one card may contain a mountain with snow; another may contain a white cloud with lightning coming from it etc. Distribute the cards to the class. Students then must find their exact match by only speaking Chinese

Map Game

Give everyone an outline map of the target language. Brainstorm details that can be found on maps, such as rivers, mountains, forests, roads, cities etc. As you show the map of the target

language country and describe where the mountains, rivers etc. are found, students will draw and label the features on their individual maps

Objective – Story	Learning Experience
7. I can retell the story.	<ul style="list-style-type: none"> • Using the Power point the teacher tells the story and the students will act out the verbs. • As the teacher reads the story, the students do a living order. • The teacher uses circling. • Matching visuals to words. • Draw the story. • Ask questions about the story. • Teacher retells story as students fill in the blank. • With a partner, students retell story using prompts.

Objective – Chameleons	Learning Experience
8. I can list facts about chameleons.	<ul style="list-style-type: none"> • The students will complete a KWL chart.

Objective – Chinese Face Changers	Learning Experience
9. I can explain Chinese Face Changers.	<ul style="list-style-type: none"> • Students will view a video of Chinese face changers. • The students will jigsaw information about the Chinese face changers. • The teacher will summarize the important facts about Chinese face changers • The students will compare the face changers to the chameleon.

Face changing is not only a phrase, but also a special performance art in Sichuan Opera. Performers wear brightly colored costumes and vividly colored masks, and underlined by dramatic music they wave their arms and twist their hands as their painted masks change within a fraction of a second.

It is said that face-changing first appeared in Sichuan Opera during the reign of Emperor Qianlong in the Qing Dynasty (1644A.D.-1912A.D.). It reflects the character's mood – different colors of Chinese opera facial make-up represent different emotions. The Chinese Face Changers can be compared to the chameleon in this respect.

Resources for the face changers of the Chinese opera

<http://www.theworldofchinese.com/2012/09/behind-the-masks-of-the-face-changers/>

<http://www.youtube.com/watch?v=KwfGdJlzYZs>

http://theatrebeijing.com/shows/face_changing/

<http://www.travelchinaguide.com/intro/focus/sichuan-opera.htm>

Projects

Class Book

After reading The Mixed Up Chameleon, we went around a circle and each student made his/her statement, "I'm as _____ as a _____." The students wrote their statements in Chinese on a 12 x 18 inch piece of manilla paper. They could also include the statement "I would like to be..." The students then drew pictures to go with their statements. (In the end, we had a great class book.

<http://www.eric-carle.com/bb-chameleon.html> Other ideas for class books. These can be adapted to any level.

Question Scavenger Hunt

Trip through the Zoo

Select an animal. Research that animal and find 15 unique facts about it. Create a poster with ten facts written in interesting, understandable sentences in the target language. On your poster, include a picture of the animal. This picture may be from the Internet or drawn. From the information on your poster, write in the target language two questions and their answers to be turned into the teacher. The teacher types these questions to create a question scavenger hunt. On zoo day, the students complete this question scavenger hunt through the animal posters.

Rubric

_____ picture (5)

_____ ten facts (interesting, understandable, grammatically correct) (20)

_____ questions and answers (5)

_____ neatness and creativity (10)

_____ completed scavenger hunt worksheet (20)

_____ Total points (60)

Resources:

<http://www.eric-carle.com/bb-chameleon.html> Another fun activity about chameleons.

<http://www.thevirtualvine.com/themixedupchameleon.html> printables to be used with the story – lots of great ideas

http://www.wordsalive.org/vol_resources/ELIBookEnrichmentGuide_TheMixedUpChameleon.pdf pocket story idea (really good)

<http://www.dltk-kids.com/animals/mchameleon.htm> art project

<http://pinterest.com/sharonlayjones/book-the-mixed-up-chameleon/> creative ideas