

CHAMELEONS ARE COOL

by MARTIN JENKINS illustrated by SUE SHIELDS

COMPREHENSION FOCUS
Asking and Answering Questions
 Green Questions (Literal)

STANDARD CORRELATION
 With prompting and support, ask and answer questions about key details in a text.



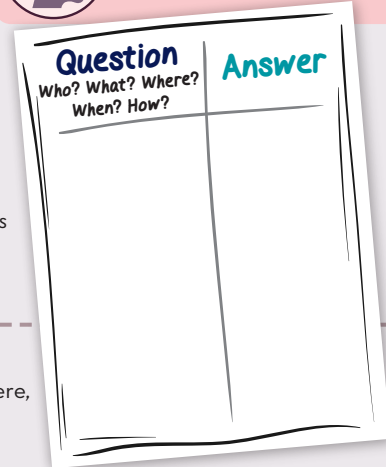
SEL CONNECTION
 Curiosity

PREPARE

Please refer to the page numbers provided by the publisher for this lesson. Place a sticky flag on the following pages: 9, 13, 16, 19, 25, and 29.

Create the anchor chart template as shown; it will be completed during the lesson.

Write the following questions on individual sticky notes: *How big is the biggest chameleon? What does a chameleon's skin look like? What do chameleons do when they bump into each other? When do chameleons change color? Which body part does a chameleon use to catch its food?*



STEP 1

EXPLAIN WHAT THE STRATEGY IS AND WHY READERS USE IT

When we take a fact or detail from a book and turn it into a question using the words Who, What, Where, When, and How, we are asking a Green Question. Green Questions can be answered using the book. Asking and answering questions about important information in the text helps us remember what was read. Using the Green Questions strategy helps us recall information that is directly stated in a text.

STEP 2

INTRODUCE THE NEW BOOK

Chameleons are lizards. Let's read and learn facts about this cool kind of lizard.

STEP 3

READ AND DEMONSTRATE HOW TO USE THE STRATEGY

As I read the story aloud, listen for important or surprising details. We will turn the details into questions. Add the question sticky notes to the chart one at a time at the appropriate point in the lesson. Then record the answers on the chart.

Read pages 6-9. *We just learned a lot of cool facts about chameleons. Let's use the fact on page 8 that says the biggest chameleon is the size of a small cat. Let's turn that fact into a question: How big is the biggest chameleon? The answer is right here in both the words and the picture (size of a small cat).*

Read pages 10-13. *Let's stop here and turn a fact into a question. Let's use the word What to begin our question. What does a chameleon's skin look like? The book says it is wrinkly and bumpy. The illustration also shows that its skin is wrinkly and bumpy.*

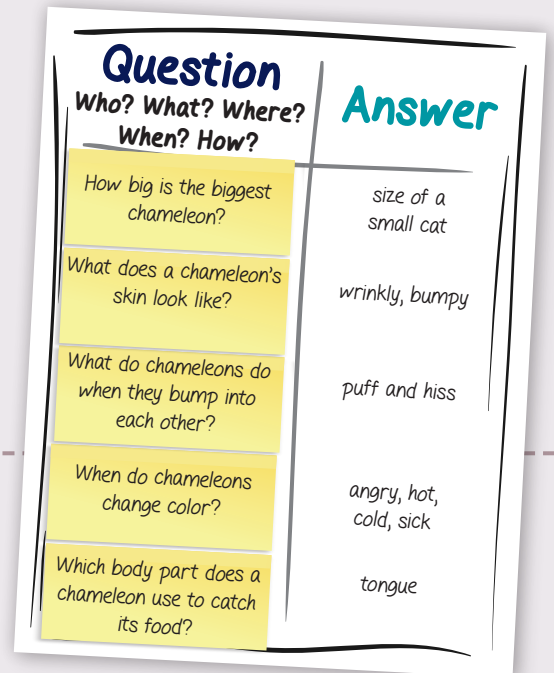
Read pages 14-16. *Let's think about what we learned on page 16. Paraphrase the text. What do chameleons do when they bump into each other? Turn to your partner and discuss the answer (they puff and hiss and sometimes fight). Add the answer to the chart.*

Curiosity is important to learning. Asking questions helps us learn!

Read pages 17-19. *When do chameleons change color? Turn to your partner and discuss the answer (chameleons change color when they are angry, too hot, too cold, or sick). Add the answer to the chart.*

Read pages 20-25. *Which body part does a chameleon use to catch its food? Look at the illustration. On the count of three, let's all say the answer: tongue. Add the answer to the chart.*

Read pages 26-29. *Work with your partner to come up with a question about a fact from page 27. Reread page 27. Begin your question with What does ...?*



STEP 4

INDEPENDENT PRACTICE

Download the activity sheet from pioneervalleybooks.com/st and have students draw a picture of a chameleon. Show pages 18-19 of the book. Encourage students to use many colors when coloring their chameleon. Display the pictures on the wall.

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STEP 1

REVIEW THE BOOK

Review the book by asking and answering questions about chameleon facts. Have students take turns asking and answering the questions with a partner.

STEP 2

DICTATE THE SENTENCE(S)

What makes a chameleon cool?

STEP 3

INTERACTIVE WRITING

Let's write: What makes a chameleon cool? Repeat that with me. As students say the sentence with you, draw a line for each word on a piece of chart paper.

Have students help write the dominant sounds in each word in the sentence. Use the ABC Wall Poster to create the sound-letter link. Share the marker with students and have them help write any familiar sight words on the chart. Demonstrate proper letter formation on a dry-erase easel. As one student writes a letter on the chart paper, have other students practice letter formation by writing it in the air. Every time you write a new word, have students repeat the sentence; this will help them remember the story.

After you write the sentence, have students create an answer. Add their answer to the chart paper.

Reread the entire sentence. Display the chart paper next to the students' pictures from Day 1.

STEP 4

EXTEND AND CONNECT THE LEARNING

Repeat this Green Questions interactive read-aloud lesson with other narrative and informational texts. As part of the discussion during a small-group reading lesson, have students practice orally asking and answering Green Questions.

