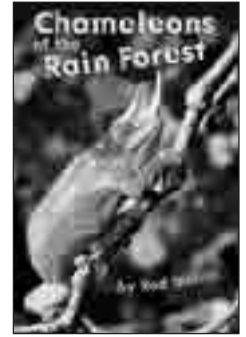


# Chameleons of the Rain Forest

by Rod Morris



## Book Summary

More than half the world's chameleons live on Madagascar. *Chameleons of the Rain Forest* contains many interesting facts about these creatures and how they live, as well as information about other animals that live on the island.

## Features of the Book

- Captioned photographs
- Labelled diagram
- Life cycle
- Measurements
- Specialised vocabulary – *absorb, endangered, extinct, mammal, predator, prey, reptile, scales*

## Word Study Opportunities

- Hard “ch” sound – *chameleon*
- “ly” word ending – *slowly, quickly*
- Multisyllabic words – *chameleon, Madagascar, predators*
- Regular and irregular plurals – *trees, leaves, branches, chameleons, patches, years, bushes*
- Rhyming words – *prey, away*

## Purpose

*Chameleons of the Rain Forest* can be used to introduce and reinforce the following skills:

- S** asking and answering questions about the text;
- S** extending vocabulary by using a glossary;
- S** using visual, structural, and meaning cues to read unknown words;
- Ph S** exploring rhyming words;
- S** interpreting information in diagrams, charts, and graphs;
- S** showing an awareness of the topic and audience.

## The Guided Reading Lesson

- S** Asking and answering questions about the text
- S** Extending vocabulary by using a glossary
- S** Using visual, structural, and meaning cues to read unknown words

## Materials needed

- A copy of the text for each child and one for the teacher
- A whiteboard or chart paper and felt-tip pens
- A world map or globe
- Optional: the blackline master, felt-tip pens, and a pencil for each child

## Introducing the text

Write the heading “Chameleons” on the board or chart paper and read the word aloud.

- *Do you know what a chameleon is?*
- *What do you know about chameleons?*
- *Where do they live?*

List the children’s ideas under the heading.

Tell the children that this book is about chameleons and that most chameleons live in Madagascar. With the children, find Madagascar on a world map or a globe.

Look at the cover of the book and read the blurb on the back cover together. Discuss possible answers to the questions in the blurb. Write the children’s answers on the chart.

- *What would you like to find out about chameleons?*

Write the children’s questions on the chart.

## Reading and discussing the text

This can be taken over two days. If your group can read the book with less support, adjust the lesson plan accordingly.

### Day One

Discuss the contents page. Ask the children to read pages 3 and 4 silently.

- Why is the word “scales” in bold text?
- What does “scales” mean?

Use this word to demonstrate how to use the glossary.

Ask the children to read to the end of chapter 1. Encourage them to use the glossary to find the meaning of any unfamiliar words in bold text.

Ask the children to read to the end of page 11. Discuss the labelled diagram on pages 10 and 11.

- Which words on this diagram did you find difficult?
- What strategies did you use to work them out? (reread, read on, and then reread; think about which word would look right, sound right, and make sense)

The children can now read to the end of chapter 2 independently. Discuss what they have read. Add any further questions or answers to the chart.

### Day Two

Use the list of questions and answers to review what the children have learnt so far. Briefly review suitable strategies for reading unfamiliar words.

Ask the children to read chapter 3.

- Who looks after the baby chameleons?
- Do you think this works well? Why?
- How does a chameleon change as it grows older?

Review how to use a glossary. The children can now read the rest of the book independently. When they have finished reading, write the answers they have found to any of their questions. If there are any unanswered questions, discuss where the children could find the answers.

## Revisiting the Text

The activities below can be used immediately after the guided reading lesson or during later reading sessions as mini-lessons or individual activities.

### **S** Exploring rhyming words

Ask the children to turn to page 15. Point out that the words “prey” and “away” are spelled differently but have the same “ay” sound.

- What other words do you know that have this sound?

List the children’s suggestions under “prey” and “away” according to their spelling pattern. List words with other spelling patterns separately, for example, “weigh”. Encourage the children to add to the lists as they find other rhyming words in their reading. Discuss the ways this can help them with reading and writing.

### **S** Interpreting information in diagrams, charts, and graphs

Ask the children to turn to the labelled diagram on pages 10 and 11. Discuss the features of the diagram.

- Why is the information presented in this way?
- How does the diagram help you?

Now look at the life cycle diagram on pages 22 and 23. Discuss the ways this diagram helps the students to understand the information in the text.

### **S** Showing an awareness of the topic and audience

Discuss the facts about chameleons that interest the children.

- If you were to make a poster about protecting chameleons, what information would you include? Why?
- Who do you think might read the poster?

Discuss the importance of thinking about the audience when you are planning a piece of writing.

### **B** The children can complete the blackline master on page 75.