

The Mixed Up Chameleon (and other reptiles and amphibians)

Submitted by: Jason Pavia, Kaiulani Elementary School

Grade: 3

Standards: Hawaii Content and Performance Standard iii Science 3.4.1 Compare distinct structures of living things that help them to survive

Objective: Students will understand that animals possess unique and distinct structures (i.e. sharp eyes, good ears, fast feet) that help them to survive in the habitat in which they live.

Materials:

The Mixed Up Chameleon by Eric Carle

The Mixed Up Chameleon video -

http://www.teachertube.com/video/the-mixed-up-chameleon-353086?utm_source=video-google&utm_medium=video-view&utm_term=video&utm_content=video-page&utm_campaign=video-view-page



Various reptiles and amphibians (or pictures of reptiles and amphibians) set up at various stations around the classroom

Student notebooks

Lesson (Part 1):

1. Read *The Mixed Up Chameleon* to students. As each new animal is introduced, discuss what characteristics make the animal unique and discuss how those characteristics help it to survive in its natural habitat.
2. Have students draw a 3-column chart in their notebook as follows:

What animal does the chameleon turn into?	What characteristics make this animal unique?	How do these characteristics help it survive in its natural habitat?

3. Show the video of *The Mixed Up Chameleon*. As students watch the video, have them record their observations in their notebook.
4. Have students share their observations within small groups.

Lesson (Part 2):

1. Have students draw a 3-column chart in their notebook as follows:

Animal	What characteristics make this animal unique?	How do these characteristics help it survive in its natural habitat?

2. Have students observe various reptiles and amphibians stationed around the classroom. *I use our class pet box turtle as 1 station. I use my personal sulcata tortoise and red ear slider as 2 additional stations. I also set up 3 or 4 additional stations depending on what I am able to catch that year. Fortunately, I live next to a forest, so I'm always able to catch a variety of reptiles and amphibians in my own yard. In the past, I've brought cane toads, poison dart frogs, brown anoles, green anoles, Madagascar geckos, house geckos, metallic skinks, and Hawaiian blind snakes for observation.* Have students record their observations in their notebook.
3. Have students share their observations with the class.

Evaluation: Students are evaluated based on the statewide standard rubric.

Advanced	Proficient	Partially Proficient	Novice
Group living things by the distinct structures that help them to survive and provide justification for the grouping	Compare distinct structures of living things that help them to survive	Describe a few ways in which distinct structures of living things help them to survive	Name distinct structures of living things that help them to survive