

## A CHAMELEON NAMED HENRY

Note: The transactional processes suggested in CISCE curriculum are highlighted in grey.

### Learning Outcomes

- To learn to treat animals with respect and to enjoy with animals that are normally considered scary
- To appreciate humour in situations
- To activate prior knowledge, make predictions and inferences and extend ideas beyond the text
- To engage in a range of collaborative discussions

### Pre-reading

#### Whole class Activity

Ask students:

1. What animals do people usually keep as pets?  
Show the students a picture of a chameleon and ask them to guess what it is.
2. Do people usually have chameleons as pets?  
KWL Chart (Activate prior knowledge and make predictions)

Draw the KWL table on the board or a chart.

K	W	L

Introduce the “K” section by telling the students that this section is for all the facts and information the class knows about chameleons. Along with the students, create a list of facts students currently know about chameleons. (Use pre-reading questions to generate the lists).

Introduce the “W” section. With responses from students, create a list of things they would like to learn about chameleons.

Fill in information students know, in column K and information students are unsure about, in column W.

*What does a chameleon look like?* (A lizard) *Are chameleons reptiles?* (Yes, some are reptiles some are amphibians) *Can they see?* (Yes) *Can they hear?* (No, but most of them can sense vibrations) *Can they climb?* (Yes) *Where do we usually find a chameleon?* (In the garden / outdoors) *What are some features/characteristic of chameleons?* (They can change colour, camouflage, they have long tongues) *How would you react if you saw a chameleon now? Why?* (Reason for reaction) *Are chameleons dangerous / poisonous / venomous?* (No)

Finally, explain that the “L” section will be the section that they will revisit and fill after reading the text. This is the section where they will list all the things they learned about chameleons after reading the story and discussing it together. (Have the students fill this section after they finish the listening task.)

(K – what they know about the topic, W – what they want to know and L – what they have learnt from the lesson)

## READING

*Students comprehend the story, listen, communicate and answer questions*

*Jig-saw method* (collaborative learning)

Preparation: Prior to the class arrange for: 1 chart for each group along with drawing material.

Now that the students are familiar with the main character in the story, tell them that they are going to experience the jig-saw method of reading.

1. Divide the class in groups (6 students in each group). This group is called their "home group".
2. Determine 2 reading selections:
  - a. **Getting to know Henry:** From "*this is the story... in a different direction!*"
  - b. **The incident:** From "*Although Henry did not ... on any more adventures.*"
3. Assign *Getting to know Henry* to 3 students in each group and *The incident* to the other 3 students in each group.
4. Now create "expert groups" that consist of students across "home groups" who were assigned to read the same selection.
5. Ask students to move to their "expert groups". (Half the class will now consist of expert groups reading *Getting to know Henry* and the other half will consist of expert groups reading *The incident*).
6. Tell students that they will only read and discuss their assigned passage. Encourage individual involvement telling them that they are going to inform and teach the other students about their assigned passages as they are going to be the "experts" for their passage.
7. Give all students a framework for managing their time on the various parts of the jigsaw task.
8. Framework for Jig-saw tasks

*Task 1:* Reading the passage aloud

Groups read their assigned passage aloud, taking turns to read.

*Task 2:* Answer and discuss questions.

The respective expert groups are given a copy of their questions, which they will discuss and answer.

### Questions for Getting to know Henry groups

*Why were the people shouting and throwing stones?*

*What do you call a chameleon in your home language?*

*(Ans: Free response)*

*Say why you would like or not like to have a chameleon as a pet.*

*(Ans: Free response)*

*What did Henry do to cause the confusion? Who saved Henry? Why was Henry suspicious? Why did Henry blow himself up? What are two of Henry's notable possessions?*

### Questions for The incident groups

*Where did the incident take place? How did Henry get there? Why did Mrs. Gosh scream?*

*Are you scared of chameleons? If you were Mrs Ghosh, what would you do?*

*(Ans: Free response)*

*How did Henry react to the scream and why? List out all the people Henry frightened. What did he do to frighten them?*

*Task 3:* Group observations and assessments of the passage read.

Groups now list out their observations and assessment of the passage read.

9. Tell the students that they will go back to their home groups and will share their learning with their group mates.

10. Remind students that “home group” members are responsible to learn all content from one another.

b. Share and discuss questions.

c. Add additional observations from the home group members.

Rules when they get back to their home groups

a. Take turns to tell the other 3 members in your group, your assigned part of the story.

### Post-reading

Tell the groups that they will now prepare a summary chart or graphic organiser for each “home group” as a guide to organise the experts’ information report.

<b>GRAMMAR</b>	<b>Apostrophe — plural possessives; contractions</b>
<b>Plural possessives</b>	
Apostrophes are used to indicate possession in the following ways:	
<ul style="list-style-type: none"> <li>● If the noun does not end in -s (in most cases this means it is singular), add -'s. <i>The boy's book is on the table.</i></li> <li>● If the noun is singular and ends in -s, add -'s. <i>The bus's wheel is muddy.</i></li> <li>● If the noun is plural and ends in -s, add only an apostrophe. <i>His sons' school is near the park.</i></li> <li>● If the noun is plural and does not end in -s, add -'s. <i>The children's song received a lot of cheering.</i></li> </ul>	
<b>Activity</b>	
<i>Preparation:</i> Individual strips of paper with each of these sentences on them. Provide one set of the 16 individual sentences for each group. One set of smileys (happy and sad for each group)	
<i>Procedure:</i> Divide students into groups and give each group their set of sentences and a pair of smileys.	
Students stick the correct sentence on the happy smileie and the wrong sentence on the sad one.	
1. The ship's captain is in England.	9. The babys crib is colourful.
2. The pen's are on the table.	10. The students exam was easy.
3. I need some book's.	11. The teachers table was missing.
4. The doctor's patient is waiting.	12. The buses's wheel needs to be replaced.
5. Mr. Jones' shop is near the market.	13. The men's tournament was good.
6. The car's engine is not working.	14. Ram's handwriting is neat.
7. The childrens toys are in the box.	15. James' luggage is heavy.
8. The mans beard is long.	16. The ladies' cricket club opens in July.



## Answers

Correct	Incorrect
The ship's captain is in England.	The pen's are on the table.
The doctor's patient is waiting.	The childrens toys are in the box.
Mr. Jones' shop is near the market.	I need some book's.
The car's engine is not working.	The mans beard is long.
The men's tournament was good.	The babys crib is colourful.
Ram's handwriting is neat.	The students exam was easy.
The ladies' cricket club opens in July.	The teachers table was missing.
James' luggage is heavy.	The buses's wheel needs to be replaced.

## Apostrophe in contractions

Demonstrate the concept of contractions with the help of a rubber band. Show students that when you stretch a rubber band it expands and when you release it, it contracts. This is the same thing we do with words – we are just making them smaller.

Write these words on the board:

<i>I am</i>	<i>she will</i>	<i>cannot</i>	<i>have not</i>	<i>is not</i>	<i>you will</i>	<i>you have</i>	<i>would not</i>	<i>I will</i>
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Demonstrate the contractions.

Cut out the *I / am* and replace it with an apostrophe (') *I'm*

*She will = She'll*      *Cannot = Can't*      *Have not = Haven't*      *Is not – Isn't*

*You will = You'll*      *You have = You've*      *Would not = Wouldn't*      *I will = I'll*

### Activity

Ask students to write two sentences about what they can or cannot do. They might also want to write about what they do not know how to do or what they would and would not do. Encourage students to be creative. Example:

*I can ride a bicycle.*      *I don't know how to swim.*      *I would like to climb Mount Everest*

*I can't bake cakes.*      *I do know how to play the piano.*      *I wouldn't like to eat frog pizza.*

They should write one sentence with a contraction and one without a contraction. Now put the sentences of all the students in a box or a hat and randomly draw papers. Read the sentence aloud or write it on the board. Have volunteers write or say the sentence with or without a contraction. Then the class can guess whom the sentence is about!

## VOCABULARY

## Suffix -less

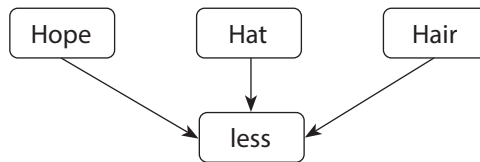
Write these words on the board:

Careless	Faultless	Hatless	Harmless	Fearless
Powerless	Flawless	Priceless	Restless	

Ask students to explain what they notice about these words. Students will most likely say that words all end with *less*.

Explain that they noticed a *suffix* in all the words. Explain that a suffix is a group of letters that come after a root or base word. The suffix is a special group of letters because it can change the meaning of the root word and make an entirely new word. Emphasise that the root word is a word that is a word on its own. A suffix is a group of letters and not a word that can stand on its own.

Explain how the meanings of these words change when *-less* is added to them.



## SPEAKING

## Narrate an anecdote

**Describe a funny situation that made you laugh.**

You should say:

- When this situation took place
- What happened
- How you reacted and why you found the situation funny

## LISTENING

## While listening – television show

### Pre-listening

Tell the class to recollect and have a look at their pre-reading KWL chart. Ask them to look at W and inform them that the listening audio might answer some of the questions they had about chameleons.

### Listening

Tell students that they are going to listen to a part of a TV show about chameleons. Let students read the questions and the options before listening, as this will help prepare them for the task. Now let them listen to the audio and tick the correct answers as they listen. Play it again for them to check their answers.

## Post-listening

Tell students to work out the L column of the KWL chart.

## WRITING

## Poster

*Note:* Help students set their objectives (Why do I want to write this?)

Guide students through every step. Share the sample poster and guidelines with them but encourage them to make their own poster.

*What is a poster?*

A poster is a very short piece of writing in formal style. Individuals and organisations use it to announce events and celebrations or to give information. A poster should:

- give complete information
- be clear and lucid
- be in easily understandable language

*How do I write a poster?*

For any type of poster, the following points should be followed:

- The poster should be given an appropriate heading
- Mention the date, time and venue
- Include the name of the person/organisation issuing the poster
- Include the contact person's telephone number and email address

Follow the input given in the Reader for more details.

Activity: Divide the class into groups of 4. Let them create an A4 size poster for the question in their books.

## PRONUNCIATION

*/ch/*

Read the list of words and sentences as given in the book. Draw attention to the way the stress is laid on the target syllables –*ch*. Demonstrate the difference in sounds – *chameleon* and *chair*, and ask them to enunciate correctly. Monitor the activity and correct students if required.

## STUDENTS' BOOK ANSWER KEY

### A Chameleon Named Henry

#### Pre-reading

*Free response*

## Comprehension

A. 1. F                      2. T                      3. F                      4. F                      5. T

- B. 1. 'He' refers to Henry the chameleon. One day, when a group of men had attacked Henry by shouting, throwing stones and waving sticks at him, the speaker's grandfather had rescued him and brought him home.  
The speaker was friendly and playful towards Henry and often tickled Henry, even though it made Henry very angry. The speaker would often put his finger in Henry's mouth, but Henry would never bite his finger. He would simply wait for the speaker to take it out again. Sometimes, the speaker would feed Henry by holding the food (an insect) between his fingers, Henry's tongue would do a sort of boomerang and in a flash the insect would be between Henry's jaws.
2. The speaker's grandmother had sent some papayas to Mrs Ghosh in a basket. While the basket of papayas was lying on the table, Henry managed to slip into the basket. The gardener dutifully carried the basket to the school and left it in Mrs Ghosh's office. After returning to her office, when Mrs Ghosh was admiring and examining the lovely ripe papayas, Henry popped out of the basket. This frightened Mrs Ghosh a great deal and she screamed.  
Terrified by the sound of Mrs Ghosh's scream, Henry looked up at her, both eyes revolving furiously. When Mrs Ghosh screamed again, Henry's colour changed from green to yellow to red. His mouth opened, as though he too, would like to scream.
3. The sound of the assistant teacher's scream terrified Henry.  
He was very frightened and fled from the office, down the corridor and into one of the classrooms. There, he climbed on to a desk while the children ran in different directions. Finally, Henry went out of a window and disappeared into the garden.
- C. 1. *Answers may vary. Accept all logical answers. Suggested answer:* Grandmother did not tell Mrs Ghosh that Henry belonged to her family because Mrs Ghosh was her friend and she did not want Mrs Ghosh to be angry with her because of the confusion caused by Henry.
2. *Answers may vary. Accept all logical answers. Suggested answer:* Henry had been terrified that day and he did not want to be in such a situation again.
3. *Free response*

## Grammar

- A. 2. Ali shouldn't go out when he's ill.  
3. The girls' bags were kept in another coach.  
4. The section for women's clothes is on the other side.  
5. Thomas' friends can't visit him on Sunday.  
6. They weren't going to Dev's house yesterday.

B. 2. its                      3. It's                      4. its                      5. It's, its

## Vocabulary

2. heartless                      3. careless                      4. helpless                      5. restless  
6. useless                      7. priceless                      8. sleepless

## Speaking

*Free response*

## Listening

### Listening text

Chameleons are reptiles and belong to the lizard family. They can change the colour of their skin. This happens due to changes in light or sometimes when they are frightened. They also change their colour when there is a change in temperature. They can look in almost all directions without turning their head because of their special eyes. Chameleons feed on insects and young birds. They mostly live in forests and deserts. Like other lizards, they stick their tongues out to catch prey. Their tongue can sometimes grow as long as their body and moves at a speed of thirteen miles an hour! Chameleons grow throughout their lives. Some chameleons use their tails to support themselves as they climb branches. Chameleons are not poisonous and are not harmful to people

### Answers

1. a                      2. b                      3. a                      4. b

## Writing

### Free response

## Spelling

### Spelling text

1. arrow                      2. doom                      3. battle                      4. nozzle  
5. cooker                      6. thrill

### Answers

1. arrow                      2. doom                      3. battle                      4. nozzle                      5. cooker                      6. thrill

## ANSWER KEY TO WORKSHEET 2

- A.** 1. The horses' hooves made a clicking noise as they ran around the yard.  
2. My parents' car is red in colour.  
3. The geese's feathers are white and very soft.  
4. The Joneses' garden has different kinds of plants growing there.  
5. The bridesmaids' gowns are made of lace and are very pretty.  
6. The cricketers' bags are heavy because they are filled with cricketing gear.
- B.** 1. They'll go to Delhi tomorrow.  
2. She mustn't bite her nails.  
3. It's already time for lunch.  
4. Cara's ready and waiting to be picked up.  
5. Why haven't you finished your homework?  
6. They could've taken the train instead of the bus.  
7. They shouldn't have waited in the lobby.  
8. I would've moved to Mumbai last year, but I couldn't, because I was unwell.
- C.** 1. powerless  
2. painless  
3. thankless  
4. helpless  
5. thoughtless
- D.** *Free response*



## QUESTION BANK

### A Chameleon Named Henry

#### A. Answer in brief.

1. According to the author, how did people react when they spotted a chameleon?

**Ans:** Some people thought that the chameleon was a dangerous animal as it appeared scary, and when they spotted one sitting on a shrub in Grandfather's friend's garden, they thought it would poison them. They threw stones, waved sticks and shouted, hoping to scare the poor creature away.

2. Why did Henry not bite the narrator?

**Ans:** Henry, the chameleon, was a timid, harmless and suspicious creature. He eyed even the friendliest gestures of the narrator, with suspicion. However, when the narrator put his finger into his wide mouth, he would not bite as he was convinced that he was supposed to use his teeth for chewing food and not for biting fingers.

#### B. Answer in detail.

1. How did Henry gain entry into the narrator's house? How was he treated there?

**Ans:** Grandfather had gone to visit his friend when he was distracted by a noisy scene at the garden gate, caused by the presence of a chameleon which was calmly sitting on a shrub in the garden. Nobody believed that the reptile was harmless and they tried to get rid of the innocent creature. The timely intervention of Grandfather saved the poor creature. He took him home. The family named him Henry and took care of him like a member of the family. The narrator was very fond of Henry and spent a lot of time with him watching and admiring every movement of the reptile.

2. How did Henry reach the nursery school? How was he welcomed there?

**Ans:** One day when Henry accidentally reached a nursery school, there was confusion in the principal Mrs. Ghosh's office. Henry slipped into a basket of papayas which Grandmother sent for Mrs. Ghosh. Mrs. Ghosh was delighted to get the basket of her favourite fruit and while admiring the fruit, out popped Henry, startling Mrs. Ghosh and the others in the room. Everyone ran for their lives. Totally confused at what was happening around him, Henry was terrified and made his escape after innocently creating havoc in the school.

#### C. Choose the correct answer.

*After that, Henry spent the rest of his days in the garden and did not go on any more adventures. Do you think he spent the rest of his days in the garden?*

- a. Henry did not want to experience any more adventures at the school again.
- b. Henry realised that the school did not have fruits, but the garden had plenty of fruits.
- c. Henry must have realised that there was safety in the narrator's garden.

**Ans:** c

#### D. Read the lines and answer the questions.

1. *Then it would stop, and the other eye would look in a different direction!*
  - a. What would stop according to the narrator?
  - b. What was unique about the eye movement?
  - c. Was that a pleasant sight?

- Ans:** a. The narrator is talking about the movement of the chameleon's eyeball which would stop on seeing the narrator clearly.
- b. Henry could move one eye ball without disturbing the other and each eyeball wobbled up and down and backward and forward.
- c. No, it was not a pleasant sight. The movements he made with his eyes made him appear quite scary.

**E. Answer in brief. (Think and answer)**

1. What tells you that Henry was as fond of the narrator and his family as they were of him?

**Ans:** Henry, terrified by the screaming students and teachers, made a quick escape from the nursery school. When Grandfather heard about the incident, he thought they would never see him again, but surprisingly, after three days Henry came back to the garden and never left them at all.

2. What, according to you, was the most hilarious scene in the story?

*Free response Suggested answer:* There was total chaos in the school after Mrs. Ghosh saw a chameleon popping out of the fruit basket. It was hilarious to read about the frightened Mrs. Ghosh, the teachers, and screaming students running helter-skelter. Henry, terrified by all this, escaped into the garden.

**F. Answer in detail. (Think and answer)**

Henry was a unique pet. What other unique pets can you think of? Why do you think some people get attracted to such out-of-the-ordinary pets?

*Free response*