

## Science Lesson Plan: Camouflaged Critters

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Life Sciences: Camouflaged Critters

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Grade Level: 1

**Academic Standards:** Environment and Ecology Standard – Threatened, Endangered, and Extinct Species – 4.7.4 – B. Know that adaptations are important for survival.

\* Explain how specific adaptations can help a living organism to survive.

### Objectives:

- Students will be able to define camouflage and discuss it in relationship to animals.
- Students will be able to list several ways animals use camouflage in their habitats. (Examples: to find food, to escape from predators, survival)
- Students will be able to name species of animals that use camouflage

**Cross-Curricular Integration:** Reading, Art

**Materials:** Lizard strips, crayons, markers, crayons, sticky-tack

**New Vocabulary:** Camouflage, adaptation, predator, prey, habitat

### Instructional Procedures:

- **Anticipatory Set:** I will capture the students' attention by walking in with a camouflage Army jacket and hat. I will ask the students to raise their hand if they know what the pattern on my jacket is called. We will briefly discuss camouflage and how it enhances the ability of animals to escape from predators and to capture prey. I will write the key vocabulary terms on the board, and then continue my lesson by reading the book, *Undercover Creatures* by Katherine Kenah.
- **Developmental Activities:** As I read the book, I will ask the students to look closely and try to identify the animals in *Undercover Creatures*.
- We will collectively discuss camouflage and ways in which animals or people use camouflage. We will continue on with our discussion about how camouflage is one method of adaptation used by living things.
- Reinforce new vocabulary terms.
- Distribute lizard strips, crayons, markers, scissors, and sticky-tack to each student.
- Students will look around the room and locate a "habitat" for their paper lizard.
- The students will color their lizard to match the "habitat" they selected. Explain to the students that the key to winning the game was to make their lizard hard to find by using camouflage colors.

- Make sure that the students stand their folders up so that their neighbor does not see how they color their lizard!
- When all the lizards are colored and cut out, half of the students will be asked to stand quietly out in the hall. The other half will place their lizard in the habitat they selected with the sticky-tack. No one may hide their lizard under or inside another object. At least one part of the lizard must be visible.
- When the first group has finished hiding their lizards, ask the group who went out into the hall to find the camouflaged animals. Then have the groups reverse roles. Prizes will be given to the individual in each group whose lizard is found last. Discuss with the students the idea that predators would most likely eat the lizards that were easily found.
- **Closure:** Discuss the ease and difficulty of finding paper lizards. Ask the students these questions: If the lizards were real, would the well-camouflaged lizards be more or less likely to capture flies and other insects? Why would well-camouflaged animals be more likely to find food and to survive capture from predators? What does adaptation mean? Why is it important for animals to be well-camouflaged?
- At the very end of the lesson, everyone will have a chance to pick a small toy lizard out of a basket to take home as a souvenir.

#### **Evaluation/Assessment:**

- Observation of students' level of participation and understanding of the concepts of camouflage and its benefits to animals will be used to evaluate the activity.
- Orally assess student understanding of the key vocabulary terms throughout the lesson. (Camouflage, adaptation, prey, predator, habitat)

#### **Extension/Enrichment:**

- Student may be encouraged to go to <http://www.longhorn-cattle.com/camo.html> to find the camouflaged critters.
- Students may be encouraged to go to <http://science.howstuffworks.com/animal-camouflage.htm> to learn more about camouflage.
- Students may be asked to go through old magazines at home and cut out an animal, paste it on a piece of construction board, and create a habitat for the creature. The student will be told to make sure that the creature is hidden very well by camouflage. The students will then have their fellow classmates try to find and identify the creature!

#### **Special Needs Adaptations:**

- Students with special needs can be partnered with a more advanced student to facilitate the activity
- Make the lizard strips much larger for the visually impaired students.
- For hearing impaired students, I would hand out large print instructions that they may follow along with.

