

ANIMALS IN DISGUISE



Time: 10-15 minutes for focus; 10-15 minutes for teach/model; 10-15 minutes for guided practice; 90-120 minutes for independent practice (may be divided over two class periods); 20-30 minutes for closure

Instructional Goals:

- The students will use the **PebbleGo** Animals online database to research an animal that uses camouflage to hide from its predators
- The students will use the **PebbleGo** Animals online database to identify animal habitats
- The students will work cooperatively to design an animal habitat and show how their animal hides within that environment

Integrated Content Standards

- AASL Standards Framework for Learners (<http://standards.aasl.org/wp-content/uploads/2017/11/AASL-Learner-Framework-Spread.pdf>)
- Common Core English Language Arts/Literacy Standards (www.corestandards.org/ELA-Literacy/)
- National Educational Technology Standards for Students (<https://www.iste.org/standards/for-students>)
- NCTE/IRA Standards for English Language Arts (www.ncte.org/standards/ncte-ira)
- Next Generation Science Standards (www.nextgenscience.org/)

Materials/Resources:

- **PebbleGo** Animals online database
- Photos of various animals (some that have the ability to camouflage and some that do not)
- Animals in Disguise Research Handout
- Tri-fold display board (science fair-type board)
- Craft supplies such as markers, crayons, ribbon, faux leaves, etc.

Procedures/Lesson Activities:

Focus

1. Prepare for the lesson by finding photos of various animals living in different environments. For example, you might show students a photo of a fish in the ocean or a tree frog in the rainforest. Be sure to include photos of animals that use camouflage and animals that do not. You can find photos from the **PebbleGo** Animals online database, free online educational resources, or books or magazines.
2. Bring students together and show them the animal photos. After students view the photos, ask leading questions such as:
 - What do you notice about the animal's physical features?
 - What do you notice about the animal's habitat?
 - Does the animal blend in or stick out?
 - Why might it be helpful for an animal to stay hidden?

- Record their responses and write the word “camouflage” on the board. Ask if any students know what the word means. If not, define the word for students by stating that it’s the way an animal hides or blends into its environment to protect itself from predators. In other words, it wears a “disguise” in nature. Ask students to brainstorm a list of animals that use camouflage and record their responses.

Teach/Model

- Explain to students that now that they know what camouflage means, they will have the chance to study an animal who uses camouflage to its advantage.
- Demonstrate accessing the **PebbleGo** Animals online database and navigate to one of the categories such as the “Insects” articles.
- Select one of the articles that describes an animal who uses camouflage, such as “Praying Mantises.” Click on different tabs within the article to demonstrate navigating through the information.
- Show students the readaloud feature by clicking the appropriate icon to the left of the text.
- Circulate the Animals in Disguise Research handout and read the instructions together.
- Explain to students that they will research facts about one animal, including its ability to camouflage itself. Allow students to choose one animal or assign it to them. Students may select an animal within the **PebbleGo** articles, even if it doesn’t specifically mention its ability to camouflage. As long as the animal uses camouflage and students can explain how, they may select this animal to research.

Guided Practice

- Gather your class and begin completing the Animals in Disguise Research handout together with an example animal until students understand how to proceed.
- Refer students to the bottom of the handout and explain that it is important to give credit to the source of information. Click on the “cite” button within the **PebbleGo** article and have the students assist you in filling out the bibliography portion of the handout.

Independent Practice

- Allow students ample time to complete the Animals in Disguise Research handout.
- Divide students into groups based on their animal’s habitat. For example, if a student selected a praying mantis, place them in a group with other living things that live in a forest or grassland.
- Provide each small group with a tri-fold board and art supplies. Ask them to decorate the board to look like their animals’ habitat.
- Have students place their animal drawing on the group’s tri-fold display to show its disguise in nature. For example, a student might place their green insect on a similarly colored green tree leaf.

Closure

16. Allow small groups to present their tri-fold environment to the class and let each member of the group explain how their animal “hides” within that environment.



Extend/Enrich

17. Invite students to look and move around the classroom and think about how they might camouflage themselves within their “habitat.” Take turns having students show how they blend in with their environment. Encourage students to use construction paper or other supplies to help them with their camouflage.

Name: _____



Animals in Disguise Research Handout

Use information from the PebbleGo Animals database to complete the handout.

Which animal did you choose to research?

Where does your animal live? What else might you find there?

What does your animal look like?

What does your animal like to eat?

List two interesting facts about your animal.

1. _____

2. _____

Describe how your animal uses camouflage to hide from its predators.

Draw a picture of your animal below. Color it in a way that shows its disguise in nature. Cut it out and place it aside until you can glue it to your display board to show how well it can hide.

Bibliography:
