

Volunteer Teaching Outline: Animal Disguise and Surprise

All around us, animals may be hidden in plain sight. They can be variously colored, patterned or shaped to blend into their surroundings. Those with the best disguise or surprise will survive and pass along these important adaptations to their offspring.

UNIT VOCABULARY

Disguise	Camouflage
Matching color	Disruptive coloration
Countershading	Masking
Warning coloration	Mimicry
Flash coloration	

SUGGESTED OUTDOOR ACTIVITIES

Color Hunt and Peck
Where in the Wild?
Critter Camouflage
Upper Grades Challenge: Disguise or Surprise?

BOOKS FOR KIDS

- Arnosky, Jim. *I See Animals Hiding*. Scholastic, 1995. (Informational; Age 4 and up; Grade preschool and up; Lexile 680L)
- Heller, Ruth, *How to Hide a Butterfly*, Grosset and Dunlap, 1992. (Informational; Age 4-8; Grade K-4)
- Jenkins, Steve, *Living Color*, Houghton Mifflin Books for Children, 2007. (Informational; Age 6-9; Grade 1-4)
- Kalman, Bobbie, and John Crossingham, *What are Camouflage and Mimicry?*, Crabtree Publishing, 2001. (Informational; Age 7 and up; Grade 2 and up; Lexile 930L)
- Kipling, Rudyard, "How the Leopard Got His Spots" from *Just So Stories*. (Fiction; Age 9-12; Grade 4-7)
- Pascoe, Elaine, and Dwight Kuhn (Illustrator), *Animals Hide*, Gareth Stevens Publishing, 2001. (Informational; Age 3 and up)
- Smith, Penny, *Animal Hide-And-Seek*, DK Publishing, 2006. (Informational; Age 5-7; Grade K-2)

THIS MONTH'S ACTIVITIES

Puppet Show: introduce some different types of animal disguises and protective coloration.

Hide and Seek Shapes: use camouflage to hide cutout shapes on backgrounds of matching color and pattern.

Animal Disguise and Surprise Slide Show: see examples of different types of protective coloration.

Color Hunt and Peck: experience how color can help objects blend in or stand out.

Where in the Wild?: search for household objects along a trail, noting how color, texture and shape can make them hard to detect.

Critter Camouflage: construct a creature that will blend in a chosen habitat.

Upper Grades Challenge: Disguise or Surprise?: test one of the types of protective coloration by building a creature designed to either blend in or stand out in a particular location.

Journal Activity: create a setting in which a creature blends in using color, shape, etc.



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ANIMAL DISGUISE AND SURPRISE ALIGNMENT WITH NEXT GENERATION SCIENCE STANDARDS

Grades K-2

- **Core Idea LS1A:** All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find and take in food, water and air. p.144
- **Core Idea LS1C:** All animals need food in order to live and grow. They obtain their food from plants or from other animals. p.147
- **Core Idea LS1D:** Animals have body parts that capture and convey different kinds of information needed for growth and survival – for example, eyes for light, ears for sounds, and skin for temperature or touch. Animals respond to these inputs with behaviors that help them survive (e.g. find food, run from a predator). p.149
- **Core Idea LS2A:** Animals depend on their surroundings to get what they need, including food, water, shelter, and a favorable temperature. Animals depend on plants or other animals for food. Animals can move around but plants cannot, and they often depend on animals for pollination or to move their seeds around. p.151
- **Core Idea LS4D:** There are many different kinds of living things in any area, and they exist in different places on land and in water. p.166

Grades 3-5

- **Core Idea LS1A:** Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior and reproduction. p.144
- **Core Idea LS1C:** Animals and plants alike generally need to take in air and water, animals must take in food. p.148
- **Core Idea LS2A:** The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Either way, they are “consumers.” p.151-152
- **Core Idea LS4D:** Scientists have identified and classified many plants and animals. p.167

Grades 6-8

- **Core Idea LS1C:** Animals obtain food from eating plants or eating other animals. p.148
- **Core Idea LS4D:** Biodiversity is the wide range of existing life forms that have adapted to the variety of conditions on Earth, from terrestrial to marine ecosystems. p.167

Note: The Disciplinary Core Ideas listed above are taken from Grade Band Endpoints in *A Framework for K-12 Science Education*. Additionally, our activities give children opportunities to engage in many of the Science and Engineering Practices and reflect on the Crosscutting Concepts as identified in the Next Generation Science Standards.

ANIMAL DISGUISE AND SURPRISE ALIGNMENT WITH COMMON CORE STANDARDS

Grades K-2

- **Common Core Mathematics Standard K.CC:** Count to 100 by ones and tens. Understand the relationship between numbers and quantities; connect counting to cardinality. Count to answer “how many?” questions about as many as 20 things.

Note: The Common Core Standards listed here are in addition to the ones that our activities typically address, as listed in the Four Winds document, *The Nature Program: Alignment with Learning Standards*.

