

# Animal Adaptations

**Background information:** Blending with the environment is a great way to avoid being eaten by another animal, but camouflage is not limited to only animal prey, it is important for the predators to be able to blend in and not be easily seen.

**Materials required:** 60 objects in varying colors (colored pasta, beans, popcorn, breakfast cereal) chart paper, markers, paper and pencils, pictures of camouflaged animals (on computers??)

**Unit goals:**

- TLW understand that it is important for animals to blend in to their surroundings to avoid being eaten!
- TLW demonstrate their knowledge of how camouflage is used for protection.
- TLW work with others on their team to gather “food”.

**Iowa Core Concepts addressed:**

*Life Science; Intermediate (3-5):* Understand and apply knowledge of organisms and their environments including: Structures, characteristics, and adaptations of organisms that allow them to function and survive within their habitats. How individual organisms are influenced by internal and external factors.

This 5E Learning Plan will coincide with the activity “Birds and Worms” from *Project Learning Tree* (activity 25, page 111)

Phases of the lesson: learning activities and key questions (and time allocation)	Student activities/ anticipated student reactions or responses	Teacher’s response to student reactions/ Things to remember	Evidence of Student Understanding/Engagement				
<b>ENGAGE:</b> (@5-10 minutes)	TSW name advantages that bullfrogs have because they are green and polar bears have because they are white. What it is called when animals blend in with their surroundings.	Write responses on a chart <table border="1" style="margin-left: 20px;"> <tr> <td>Bullfrog</td> <td>Polar Bear</td> </tr> <tr> <td> </td> <td> </td> </tr> </table>	Bullfrog	Polar Bear			Will be able to give examples of animal camouflage.
Bullfrog	Polar Bear						
<b>EXPLAIN:</b> (@10 minutes)	Divide students into two-four teams and go outside. Give students directions. Various types of “tasty animals” are scattered here and that they will be “hungry birds”. Arrange them into lines (relay race). We will chart each teams results.	Make sure to tell students they will not be picking up actual bugs and worms, they are “simulated”					

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<b>EXPLORE:</b> (@20-30 minutes) This activity will be done in the grassy area off of the kitchen/cafeteria..	Students will find the “bugs and worms” and bring them back to a container that I will provide them.	Bring containers!!	
<b>ELABORATE:</b> (@10 minutes) Charting results	Students will count each color of worm or bug in each column and record on a paper.		Discussion of patterns, was one color or “insect” more difficult to find? Why? Was one easier? Why? Is there an order in which the bugs/worms were found? Does this pattern have any significance?
<b>EVALUATE:</b> (@15-20 minutes)	Students will graph their results on charts back in the classroom.	Provide chart paper, students may use crayons or colored pencils to color their chart.	Charts will then be displayed in hallway on science bulletin board.
<b>ENRICHMENT OPPORTUNITIES</b>	Repeat this activity in a different setting. (If first time done in grassy area, do on asphalt)	Have students use assorted art supplies to create a make believe camouflage animal. As a writing component, students will tell about their animal and how their camouflage helps them in their habitat.	

\*\*We will do this activity on a “Science Day”, where we will take more than our 20 minutes allotted. Since this includes math also, we will build it into our math time.\*\*