

Lesson Plan Title

Camouflage and Environment

Grade Level

4th Grade

Subject Area

Science

MSCCRS

L.4.2.1 - Compare and contrast life cycles of familiar plants and animals.

L.4.2.2 - Develop and use models to explain the unique and diverse life cycles of organisms other than humans (e.g., flowering plants, frogs, or butterflies), including commonalities (e.g., birth, growth, reproduction, or death).

Art Form

Visual Arts

MSCCR Creative Arts Standards

VA: Cr1.2.4 Generate and conceptualize artistic ideas and work.

a. Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.

VA: Cr2.2.4 Organize and develop artistic ideas and work.

a. When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.

VA: Cr3.1.4 Refine and complete artistic work.

a. Revise artwork in progress on the basis of insights gained through peer discussion.

Duration

30 minutes

Materials

10 6X8 inch (approximately) sheets of red construction paper

10 6X8 inch (approximately) sheets of blue construction paper

10 6X8 inch (approximately) sheets of orange construction paper

5 large sheets of Red construction paper

white writing/drawing paper

scissors

markers or colored pencils

pencil

Objectives

Students will be able to identify various animals that use camouflage as a defense mechanism.

Vocabulary

Camouflage

Adaptation

Survival

Extinct

Environment

Predator

Art Vocabulary

Collaborate

Generate

Utilize

Lesson Description

Opening to Lesson

Let each student choose a piece of red, blue or orange construction paper (you can choose different colors for the class, but only 3 colors total).

Lead students in cutting out butterflies from the paper that they have.

Have students make 4 butterflies each, they don't have to be of equal size.

They are NOT to draw on the butterflies or fold them, they should stay flat with no markings.

Body of Lesson

Guided Practice

The teacher will then lie out 4 large sheets of red construction paper, or enough to cover a desk or 2.

Call students up a few at a time to bring their butterflies and spread them out on the colored construction paper.

All of the students' butterflies should be spread out evenly on the papers.

Now ask students to raise their hand if they made red butterflies, count the students and multiply the number of students by 4 to figure out how many red butterflies there are.

Ex. $10 \times 4 = 40$ red butterflies

Now ask students to raise their hand if they made orange butterflies, count the students and multiply the number of students by 4.

Ex. $10 \times 4 = 40$ orange butterflies

Now ask students to raise their hand if they made blue butterflies, count the students and multiply the number of students by 4.

Ex. $10 \times 4 = 40$ blue butterflies

Now have students line up and tell them that they will be predators. They are to quickly choose 1 butterfly and then keep walking. They should choose the first one they find without looking carefully.

Have students repeat this step multiple times. (but they only take 1 butterfly at a time.)

Monitor students and make sure that they are choosing quickly and not searching for their own or their friend's butterflies.

When you see that one of the colors of butterflies has "gone extinct" stop the line and have students go back to their seats.

Count the remaining butterflies. You should have 0 butterflies from one group (maybe blue), maybe you will have less than 10 of the other group (maybe orange), and you should have nearly all of the butterflies from the red group, as the red butterflies were harder to spot on the red construction paper.

Find a student that has all blue butterflies, ask them why they "hunted" only blue butterflies.

Lead a discussion on why the blue (for example) group went extinct before the other group.

Ask them what advantage the red group of butterflies had over the other colors. (they blended in with the environment)

Write Camouflage on the board

Lead a discussion about the benefits of camouflage and ask students what animals they know that can camouflage.

Show a video or read a book about animals that can camouflage.

Top 10 Animal Camouflage

<https://www.youtube.com/watch?v=3TNv3t8XI-4>

Independent Practice

If materials are available, allow students to research an animal that uses camouflage as a defense. This could be a great activity during computer lab if available.

Tell students to draw a picture of an animal hiding in its environment. For example: they can draw a green frog in a tree or a snowy owl or polar bear in the arctic.

Have students write a summary of the animal that they drew. For example: The snowy owl is cool for many reasons. It lives in the snow and is white. Its white color helps the snowy owl hide from its predators and stay camouflaged. As you can see, the snow owl is a master of disguise!

Closing

Students can show their pictures and read their summary to their partners, and then the teacher can choose students to read the summary and show their animal to the class.

Recommended Resources

Top 10 Animal Camouflage

<https://www.youtube.com/watch?v=3TNv3t8XI-4>

Author

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