

Lesson Plan Title

Camouflage in a Habitat

Grade Level

Kindergarten

Subject Area

Science

MSCCRS

L.K.3B Students will demonstrate an understanding of the interdependence of living things and the environment in which they live.

L.K.3B.1 Observe and communicate that animals get food from plants or other animals. Plants make their own food and need light to live and grow.

L.K.3B.2 Create a model habitat that demonstrates interdependence of plants and animals using an engineering design process to define the problem, design, construct, evaluate, and improve the habitat.

Art Form

Visual Art

MSCCR Creative Arts Standards

VA: Cr2.3.K Organize and develop artistic ideas and work. INVESTIGATE. Create art that represents natural and constructed environments.

VA: Cr3.1.K Refine and complete artistic work. REFLECT / REFINE / COMPLETE. Explain the process of making art while creating.

Duration

2 hours (one hour each for 2 days)

Materials

The book 'Babes in Grassland' (this big book should be in every kindergarten room)

Various nonfiction books about animals

1 part liquid glue to one part water

Brushes for watered-down glue

Paper plates (1 per student)

Copy paper (2 per student)

Crayons

Chart paper

Tissue paper (green, blue, orange, yellow, brown)

4 paper plate collage samples using the following combination of tissue colors:

- blue/green
- yellow/orange
- green/brown
- yellow/green

Chart paper and marker

Scissors (1 per student)

Glue sticks

Objectives

Students will understand that plants and animals live in a habitat.

Students will understand the concept of camouflage

Students will understand that horizontal means side to side, which represents restfulness, vertical means up and down, which represents stately and strong, and diagonal means corner to corner, which indicates excitement.

Students will understand that lines have different directions and meanings in a work of art.

Students will understand the difference between warm colors (orange, red, yellow) and cool colors (blue, green, purple). Brown can be either warm or cool, depending on how much blue or red is used to make that brown.

Students will create a habitat with tissue paper.

Vocabulary

Habitat

Natural

Herbivorous

Carnivorous

Omnivorous

Camouflage

Horizontal

Vertical

Diagonal

Zig-zag

Curve

Swirl

Collage

Warm colors

Cool colors

Lesson Description

Day 1

Where do we live? *Allow for discussion.*

Where does a lion live? A squirrel? A shark? A cactus? A flower? *Allow for discussion.*

Say 'habitat'. What do you think that word means? *Allow for discussion.*

Habitat is the natural home or environment of animals and plants.

Do we live in a habitat? *Allow students to justify their answers.* (No, our home is not natural; it was built by someone)

Read 'Animals Babies in Grasslands' by Jennifer Schofield (a Reading Street big book) or watch the video of the book: [Animal Babies](#).

Discuss the habitat of these animals.

Now discuss what a few of these animals eat.

If an animal eats plants and grass, it is herbivorous.

If an animal eats other animals or meat, it is carnivorous.

What do we eat? Both, so we are carnivorous.

What does a flower eat? *Allow for discussion.*

A flower gets its food from water, the soil and the sun.

We are going to use tissue paper to create a habitat. (this can be done during an art center).

Pass out the following color combinations:

***green/blue, orange/yellow, green/brown, green/yellow

Show your samples. What habitat do you think each represents? *Allow for discussion.*

- Green/blue...river or ocean
- orange/yellow...desert
- green/brown...forest
- green/yellow...grasslands

Pass out the paper plates. Write name on back!

1. Have the students paint a small area using the watered down glue on their paper plate.
2. Have the students tear a piece of tissue paper (about the size of their thumb touching their first finger).
3. Continue until the plate is covered.
4. Brush another coat of the glue on top to smooth down the edges.

Set aside to dry.

What did we learn about animals today? *List their answers on chart paper.*

Day 2

Share the pictures in a nonfiction book about a carnivorous animal (or read if the book is on grade level).

Talk about what the carnivorous animal eats.

How do you think the [smaller animal] feels? *Allow for discussion.*

How could that animal hide or get away from the carnivorous animal? *Allow for discussion.*

Watch this video on camouflage:

<https://www.youtube.com/watch?v=YOIRci0CKzq>

Go back to your book. How does the [smaller animal] hide from the carnivore animal? *Allow for discussion.*

We are going to do an art activity that will help you understand camouflage.

(Pass out copy paper, write name on the back!)

Can you draw a line on your paper using your favorite color crayon?

Share your line with your neighbor. How are they alike or different? *Allow for discussion.*

I'm going to show you different types of lines.

On chart paper draw:

- A vertical line
- A horizontal line
- A curvy line
- A zig-zag line
- A curvy line
- A swirl

Remember that lines are not always straight!

Allow the students to practice, along with you, several of each line on the paper using their favorite color crayon.

Pass out another piece of copy paper.

Have the students fold the paper in half and then half again.

Color the first square (or quadrant) green, color the next square yellow, color the next square blue and the last square yellow (again).

Now we are going to draw some of these lines on our paper.

- Cover the green square with brown vertical and horizontal straight lines.
- Cover the yellow square with green diagonal lines, both directions.
- Cover the blue square with green horizontal curves.
- Cover the last yellow square with orange horizontal zig-zags.

Yesterday, you made a habitat using tissue paper. Today you are going to hide or camouflage a make-believe animal in your habitat. (pass out habitats from yesterday)

1. Choose the square with the colors that will best match your habitat.
2. Cut out an oval bigger than the circle you make with your thumb and first finger.
3. Add some eyes!
4. Use the glue stick to attach your animal to your habitat.

Allow the students to share their plates. Ask the other students if the habitat is a good camouflage for that make-believe animal. *Have them justify their answer.*

What can we add to our list yesterday? What else do we know about animals?

Recommended Resources

Various nonfiction books of animals from different habitats.

Extended Learning Activities

Have the students write about their make-believe animal using the following prompt:

My animal lives in the _____ and eats _____. It hides from a _____.

Have the students add legs, antennae, wings, etc. using other materials.

Sources

<https://artclubblog.com/2012/05/09/creature-camouflage/>

Tips

***have the tissue paper already sorted.

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