

**Overall lesson topic/title:** Camouflage Study**Name:** Devon Orrin**Grade:** 3**Subject:** Science**Date:** Wednesday, December 5th**GLCE(s):**

L.EV.03.12 Relate characteristics and functions of observable body parts to the ability of animals to live in their environment (sharp teeth, claws, color, body coverings).

**Learning Target/Objective(s):**

- Students will recognize camouflage as an adaptation that allows animals to survive in their environment.
- Students will engage with the brief PowerPoint and National Geographic website, with their knees and eyes turned toward the screen.
- Students will understand that there are four types of camouflage.
- Students will be able to give a brief description of each type of camouflage.
- Students will be able to determine what kind of camouflage best fits their given biome.
- Students will work independently to create and color a creature that has their determined type of camouflage, to help it survive in that biome.

**Materials:**

- ELMO
- Computer
- National Geographic Website
- Worksheets (see appendix)
- Scissors
- Crayons
- Pencils

**Rationale:**

Students have been working quite a bit with animal adaptations. They recognize camouflage as an animal adaptation, but were surprised to find out how many different kinds of camouflage there are. They could recognize some of the different kinds of camouflage when prompted and supported, but in order for them to internalize these different kinds of camouflage, and apply their knowledge themselves, I felt it appropriate to give them an opportunity to do so. They will make a connection between seeing the National Geographic camouflage examples and recognizing camouflage, to being able to produce the camouflage through coloring an animal to adapt in a given environment.

**Procedures and approximate time (45 minutes total)****LAUNCH (15 minutes)**

Teacher will review the definitions and examples of different kinds of camouflage that we had discussed the previous day. She will enlist students to contribute what they remember.

**Terms:**

Cryptic Coloration - blends into background

Disruptive Coloration - dazzles and confuses predators

Mimicry - imitates something else

Countershading - is dark on top, light on the bottom

**Academic, Social and Linguistic support:**

The review will serve as both review for the students who need extra support in remembering, as well as initial instruction for those who were absent or out due to

<p>At the conclusion of the descriptions, teacher will ask a few students to re-explain to the class what each type of camouflage looks like.</p> <p>Teacher will go to the National Geographic "Art of Deception" website with several professional pictures of camouflaging insects. If there is time, teacher will ask students if they can match the type of camouflage to the picture.</p> <p>Website location:  <a href="http://ngm.nationalgeographic.com/2009/08/mimicry/ziegler-photography">http://ngm.nationalgeographic.com/2009/08/mimicry/ziegler-photography</a></p> <p><b>EXPLORE (20 minutes)</b>  The teacher will introduce the directions of the assignment.</p> <p>Students will go back to their seats, and get out their crayons, scissors and pencils.</p> <p>Teacher will give students biome/description worksheets.</p> <p>Students will read through the camouflage types, choose one and circle their choice, and color their creature in that style of camouflage.</p> <p>Students will turn in these creations, or put them in their red folders to finish when they have time.</p> <p><b>SUMMARIZE (5 minutes)</b>  If there is time, showcase a student example or two on the ELMO, and review the type of camouflage.</p>	<p>services.</p> <p>Visual learners, including ELLs, will benefit from the National Geographic pictures and identification task, as they will be able to see the animal, and apply a camouflage label to it with the support of their teacher and classmates.</p> <p>The teacher will encourage all students to share ideas, and maintain the expectation of respect for every student's responses and ideas.</p>
<p><b>Formative Assessment:</b> The teacher will informally assess the students' behavior, as well as participation. The teacher will review students' worksheets, and gauge whether they understand camouflage in general, and the specific style of camouflage that they chose.</p>	

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