

**LESSON: Investigating the Invisible****GRADE: 1st****TIME: 45 min.****SUMMARY:**

After examining animal camouflage examples in the book *How to Hide a Butterfly* by Ruth Heller, students identify camouflaged animals in the book and practice naturalist skills such as being quiet and full of wonder as they listen. Next, students discuss the definition of camouflage and what it means to them in their own words. They make predictions and ask questions about how animals might camouflage in the prairie. Afterwards, they go outdoors and search for examples of camouflaged animals. Students reflect upon their discoveries and why camouflage might be important for prairie animals.

**OBJECTIVES: Iowa Core
Science****Next Generation Standards**

- **1-LS1-1** Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
- **1-LS1-2** Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

Literacy**Reading**

- **RL.1.1.** Ask and answer questions about key details in a text.

Speaking and Listening

- **SL.1.1.** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.1.6.** Produce complete sentences when appropriate to task and situation.

Writing

- **W.1.8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.



MATERIALS & RESOURCES:

- *How to Hide a Butterfly* by Ruth Heller
- Blank paper or nature journals
- Pencils
- Clipboards

PRESENTATION:

Write the word “Camouflage” on the board. Ask students to share what they know about camouflage. Discuss that camouflage is when animals hide by blending in with their environment.

DIRECTIONS:

1. In the book *How to Hide a Butterfly* by Ruth Hellers, animals become nearly invisible because they are so well camouflaged. Before showing students the illustrations, tell students they will look carefully on each page to find a picture of animal in its environment. If they find the animal, they should put their hand over their mouth to show that they know what it is. They should not to point at the animal or shout it out because that would ruin it for everyone else in the class.
2. Open the book to the first picture and walk around the classroom so that each student has chance to find the animal. Once everyone has viewed the picture, then ask one student to show you where they spot the animal. Choose a few more animals to show the students and repeat these steps.
3. After reading the book, ask students to define camouflage in their own words to ensure they understand the concept.



4. Next, explain to students that they will be searching outside for animals that blend into their environment using camouflage. They will have to look very closely to find animals that are camouflaged. Ask students to predict how animals might camouflage on the prairie. Provide them with examples as well.
5. Pass out a clip-board, paper and pencil to each student. Explain that when students find a camouflaged animal, they should draw that animal in its environment and write down how it is camouflaged.
6. Remind students to behave like naturalist- people who are quiet, curious, full of wonder, explorers- while they are outside.
7. Once outside, give students clear boundaries to observe camouflaged animals. Remind them that their success will depend on how quietly they search. Students spread out, observe creatures, draw animals found, and write about its camouflage. After about 10 minutes of exploration, call students back to line-up.
8. Take the students back inside. Have students raise their hands to share their discoveries about camouflaged animals.

REFLECTION/JOURNAL PROMPT:

What did you learn about camouflage today? Describe how animals camouflage themselves. Why is camouflage important?



Investigating the Invisible

Whiteboard lesson set-up:

On whiteboard:

Camouflage

Make your journal WIN!

Words


Illustrations

Numbers

Page Setup:

Journal

NSNWR	Name		
Weather	<u>Camouflage</u>	Date	
Temp			Time



I think the
moth I found is
using colors that
match the prairie
plants to camouflage.
I think the
shape of its wings
matches the leaves
on the plants which
also helps it hide.

Students should find a camouflaged animal in the prairie, draw a picture of it in its environment, and use words to describe how they think it is using camouflage.