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Second grade, Science

## Animal Hide and Seek

### **TEKS: §112.4. Science, Grade 2.**

. (2) Scientific processes. The student develops abilities necessary to do scientific inquiry in the field and the classroom. The student is expected to:

(E) construct reasonable explanations and draw conclusions using information and prior knowledge;  
and

(3) Scientific processes. The student knows that information and critical thinking are used in making decisions. The student is expected to:

(A) make decisions using information;

(B) discuss and justify the merits of decisions; and

(8) Science concepts. The student distinguishes between living organisms and nonliving objects. The student is expected to:

(A) identify characteristics of living organisms; and

(9) Science concepts. The student knows that living organisms have basic needs. The student is expected to:

(A) identify the external characteristics of different kinds of plants and animals that allow their needs to be met; and

**Objective:** The student will identify examples of camouflage among different types of animals.

**Focus:** Ask students if they play hide and seek? Have students describe how they play the game. Ask students how they avoid being discovered. Ask students if they believe animals play hide and seek.

**Instruction:** Show students photographs of iguanas, butterflies, and birds. Ask students to visually search each photograph of a camouflaged creature from a long distance away, about five feet. Ask students why it is so difficult to find each creature. As the teacher reviews each photograph with the students explain that the animals are difficult to find because they are “blending” into their environment. This is called camouflage. Explain that animals use this survival technique to hide from their predators. While other animals use this defense mechanism to go unnoticed, as they hunt for their own prey. While viewing each photograph define predator, prey, and defense mechanism. (Write on chart for all to see.) Ask students what colors and /or patterns these creatures need in order to go unnoticed.

Lead students in a discussion as to why these attributes are important to each of the creature's safety.

Assessment: Students will show understanding of the term camouflage by creating a poster. Students will choose pictures and photographs of animals, insects, or reptiles from internet or old Science/Nature magazines. The students will glue their selected picture onto a similar colored piece of construction paper, whereby creating an environment that their animal will feel protected from predators. Have them partner up to try and locate /distinguish other students' animals.

Closure: Teacher will bring students back to one large group for class discussion.

Extension: Using the word "Camouflage" students will create an Acrostic Poem