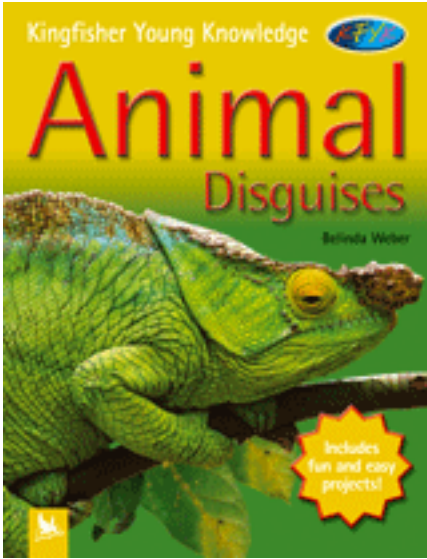


A Teacher's Guide



Animal Disguises

by Belinda Weber

- Discussion
- Vocabulary
- Language Arts/Writing
- Art
- Activity Sheet

Discussion

Begin your study of *Animal Disguises* by Belinda Weber with a discussion about what your students know about disguises. Questions can include:

- Name some animals that camouflage themselves.
- When do some animals disguise their appearances?
- What are some ways different animals disguise themselves?
- Can fish become camouflaged?
- Why is it important that a baby animal be camouflaged?

As the children give their answers, start creating a **KWL** chart to keep track of the many things they know and would like to know about animal disguises. As the class reads the book, refer back to the **KWL** chart and add new things they learn.

Sample KWL Chart:

<i>Animal Disguises</i>		
What we k now about animal disguises	What we w ould like to learn about animal disguises	What we l earned about animal disguises
Some animals can change their appearance when the weather changes.	Why does the arctic fox get a white coat in the winter?	The arctic fox gets a white coat in the winter so it can sneak up on its prey and not be seen against a snowy landscape.

Standards:

Language Arts:

- Generates questions about topics of interest
- Uses a variety of sources to gather information
- Makes contributions in class and group discussions
- Relates new information to prior knowledge and experience

Vocabulary

Highlighted vocabulary words are found at the bottom of the pages in the book. Additional words from the text that you should focus on are:

camouflage (page 6)

blend (page 8)

rain forest (page 11)

riverbed (page 15)

algae (page 21)

countershading (page 22)

squabble (page 30)

tufts (page 30)

menu (page 36)

anglers (page 37)

Standards:

Language Arts/Reading:

- Uses word reference materials to determine the meaning and pronunciation of unknown words
- Uses a variety of context clues to decode unknown words

Language Arts/Writing

Have the children pick a camouflaged animal they would like to write about. As a prewriting activity, have them answer these questions: What animal are you? What environment do you live in? Is it dry? It is cold? How do you camouflage yourself? Are you a predator or prey? How does being camouflaged help you?

Ask them to write a first person narrative about what they are thinking while camouflaged as a predator hiding to catch its food or as the prey trying to hide from the predator. They should leave the type of animal out of their stories, so that when they present their stories to the class, the others can guess which animal they are. Be sure the students provide clues to which animals they are. Clues should include predator or prey, color, how they camouflage themselves, environment, and so forth.

Standards:

Language Arts/Writing:

- Uses a variety of sources to gather information
- Summarizes information in own words

Language Arts/Communication Skills:

- Organizes ideas for oral presentations
- Makes basic oral presentations to class

Art

Materials that might be needed:

shoe box or small carton
paintable clay
cotton
grass clippings
white glue
soil

twigs
tempra
oak tag
scissors
sand

Using the stories that your students wrote in the activity above, ask them to make dioramas about their animals. They should camouflage them as they would be in their environments. The children could draw and mount the animals on sticks or model them using paintable clay. The list above suggests some materials that could be useful. They should decide what other materials they can use to make their dioramas more realistic. Display the projects with the stories the children wrote in your science center.

Standards:

Visual Arts:

- Uses visual structures and functions of art to communicate ideas
- Knows the different kinds of media, technique, and processes that are used to create works of art

Activity Sheet

Animal Disguises Match

Each animal has a particular way that it camouflages itself to hide from other animals. Match the animal to its camouflaged disguise.

- | | |
|-----------------------|---------------------------------------|
| 1. Leaf-tailed gecko | a. coat blends with shadows on grass |
| 2. Crocodile | b. false eyes |
| 3. Giraffe | c. coat turns white in winter |
| 4. Milk snake | d. can be mistaken for a floating log |
| 5. Shingleback lizard | e. looks like the forest floor |
| 6. Stargazer fish | f. coat looks like patches of shade |
| 7. Tiger | g. its tail looks like its head |
| 8. Marsupial frog | h. looks like dead leaves |
| 9. Snowshoe hare | i. buries itself in the seabed |
| 10. Butterfly fish | j. looks like the coral snake |

Answers to "Animal Disguises Match":

- | | |
|------------------------------|--|
| <i>1. Leaf-tailed gecko</i> | <i>h. looks like dead leaves</i> |
| <i>2. Crocodile</i> | <i>d. can be mistaken for a floating log</i> |
| <i>3. Giraffe</i> | <i>f. coat looks like patches of shade</i> |
| <i>4. Milk snake</i> | <i>j. looks like the coral snake</i> |
| <i>5. Shingleback lizard</i> | <i>g. its tail looks like its head</i> |
| <i>6. Stargazer fish</i> | <i>i. buries itself in the seabed</i> |
| <i>7. Tiger</i> | <i>a. coat blends with shadows on grass</i> |
| <i>8. Marsupial frog</i> | <i>e. looks like the forest floor</i> |
| <i>9. Snowshoe hare</i> | <i>c. coat turns white in winter</i> |
| <i>10. Butterfly fish</i> | <i>b. false eyes</i> |