

# Camouflage Menagerie

## NGSS Alignment:

- [Science and Engineering Practices:](#)
  - Asking questions
    - What are some ways our skin protects us?
    - How do animals end up different colors?
  - Developing and using models
    - Turn the classroom/space into a model of a habitat in which animals camouflage
- [Crosscutting Concepts:](#)
  - Patterns
    - What kind of animals are more likely to adapt camouflage?
  - Cause and Effect
    - When an animal is removed from the environment it's adapted to, what happens?
    - Evolving different adaptations is the result of a long chain of cause and effect; how does that cause and effect chain result in a camouflage adaptation?
- [Disciplinary Core Ideas:](#)
  - Life Sciences
    - K-LS1, 1-LS1, 2-LS4, 3-LS3, 3-LS4, MS-LS1-4, MS-LS2-4, MS-LS4-4, HS-LS4-3,



## Materials:

- Painter's Tape
- Scissors
- Crayons
- Animal templates
- Hide and seek slideshow

## Recommended Procedure:

- Prep:
  - Print and cut out paper animals
  - Color in a couple to hide around your space; pick two to switch so that they stand out
- During the lesson:
  - Lead your learners in a discussion about adaptations that help animals survive in specific habitats

## Recommended Procedure (Cont.):

- During the lesson (cont.):
  - Use the hide and seek slideshow to help your learners think about camouflage as an adaptation
    - You can lead this as a game! Either have learners guess what animal is hiding in the picture popcorn style before revealing the answer, or split them into teams and have them write down their guesses
  - Ask your learners what adaptations an animal would need in order to camouflage in your space
    - Point out the examples you put up, and draw attention to the ones that are in the wrong spot; since they aren't adapted to the spot they're in they really stand out!
  - Pass out a handful of paper animals to each group and instruct them to pick a spot to camouflage an animal into.
    - They can bring their animal over to the spot they choose and color it to match, carefully matching color and pattern
    - They can color their animal first and then try to find a spot where it blends in
    - Remember that the goal is for the animals to hide in plain sight, not tucked under or behind anything.
  - If you have multiple groups using the same space, have later groups try to find the animals hidden by earlier groups!
- After the Lesson:
  - Ask your learners what they noticed while camouflaging their animals
    - For the learners who colored their animal to exactly match its background: What happens when that animal needs to move to get food or escape a predator?
    - For the learners who colored their animal first and then tried to find somewhere it would blend in: How did your animal's color limit where it could live? Was anyone not able to find a spot that matched what they had drawn?
  - Camouflage is one important way some animals are protected by their skin; what are some other ways our skin protects us?