

## Overview:

Students discuss the ways animals protect themselves.

## Objectives:

The student will:

- discuss camouflage; and
- create a moth to play a camouflage game.

## Targeted Alaska Grade Level Expectations:

### Science

- [3] SC1.2 The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by describing how some traits (e.g., claws, teeth, camouflage) of living organisms have helped them survive as a species.
- [3] SA1.1 The student demonstrates an understanding of the processes of science by asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring, and communicating.

## Materials:

- *How to Hide a Butterfly and Other Insects* by Ruth Heller
- Chart paper
- One moth pattern (one per student)
- Crayons and/or markers (various colors to choose from)
- Tape
- Science journal

## Vocabulary:

**camouflage** – the method or result of concealing personnel or equipment from an enemy by making them appear to be part of the natural surroundings

**predator** – an organism that lives by preying on other organisms

**prey** – an animal hunted or caught for food

**survive** – to remain alive or in existence

## Activity Preparation:

1. Copy white moth pattern page and cut one out for each student.
2. Arrange to have an adult come in for the *Big Hungry Bird Game*.

## Activity Procedure:

1. Ask students how they protect themselves from danger and list responses on chart paper. Post the chart in the classroom.
2. Read the story *How to Hide a Butterfly and Other Insects* and discuss how the insects protected themselves. Be sure to include the various ways an animal protects itself (by changing color, making sounds, matching a surrounding item, changing shape, being the same pattern as another thing, moving quickly or slowly). Discuss and define the vocabulary words.
3. Tell the students they are going to play *The Big Hungry Bird Game*. The Big Hungry Bird will visit the classroom to hunt for food. They must color a moth so it will be camouflaged and not eaten!

3. Give each student a moth and ask them to color it so it will be hidden somewhere in the classroom. Have them look closely at where they want to tape their moth. The resting site must be visible from the middle of the room and not hidden behind anything. The surface must be easy to reach. Have students color the moth with markers or crayons. Roll a piece of tape and place on the back of the moth. Tape on the chosen surface. Count how many moths are hidden.
4. Invite the Big Hungry Bird (principal, another teacher, parent) to come in and eat (grab) as many moths as possible in one minute. Count how many moths were eaten. Let the Big Hungry Bird hunt for one more minute. Count how many moths were eaten.
5. Ask students: How many moths survived? Why did some of the moths get eaten and others did not? How could you change the moth so it could have survived?
6. In their science journal have students tell 3 things they learned about how an animal protects itself from danger. They may use drawings, drawings with labels, and/or writing.

### Extension Ideas:

1. Go outside to observe various habitats. Look for how the inhabitants use camouflage.
2. Read *Teeth* by Sneed B. Collard and discuss how different sized teeth protect an animal.
2. Read the following books aloud: *What Color is Camouflage?* by Otto, *Fake Out! Animals that Play Tricks* by Ginjer L.Clark, *Survival at 40 Below* by Debbie Miller, *How to Hide a Meadow Frog and other Amphibians* by Ruth Heller, *I See a Kookaburra!* by Steve Jenkins and Robin Page, *Biggest, Fastest, Strongest* by Steve Jenkins, *What Do You Do When Something Wants to Eat You?* by Steve Jenkins, and *What Do You Do With a Tail Like This?* by Steve Jenkins.

MOTHS

TEMPLATE

