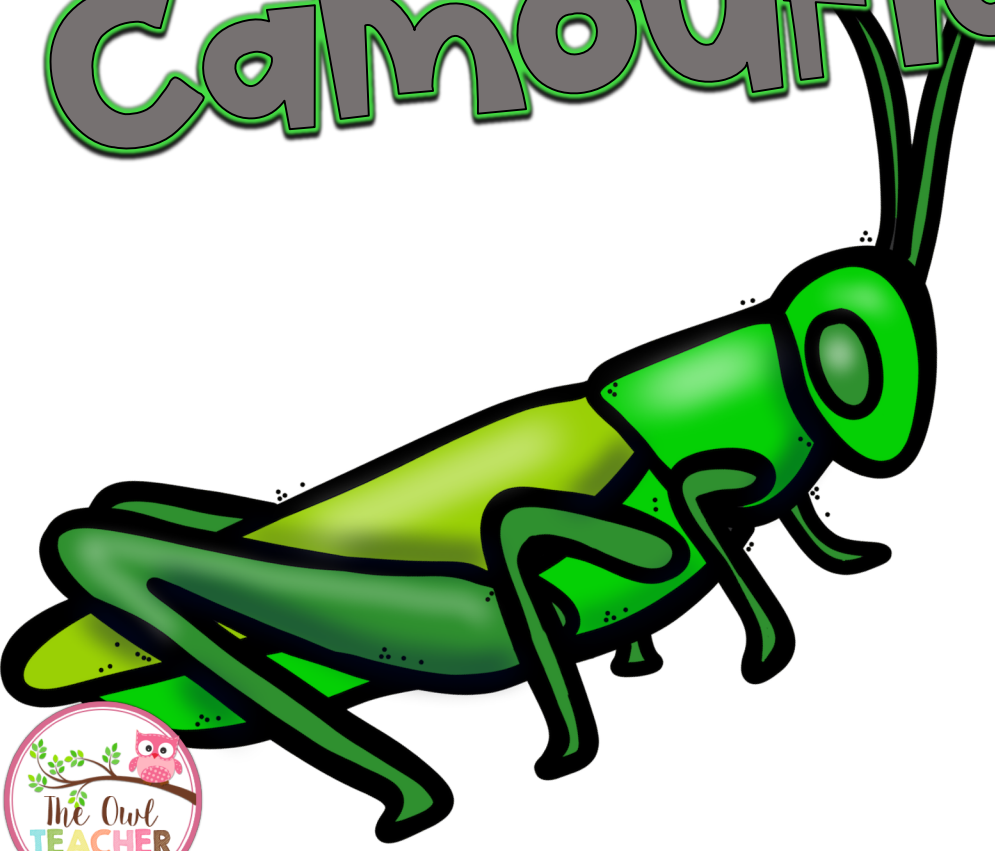
Science Booklets

Differentiated & Student Centered

Camouflage



The Owl TEACHER

Teacher's Page

Unfortunately, with the large demands on reading and math from Common Core, science is often pushed to the side. If your district is like mine, you often have very little time to dedicate to science, yet are still expected to fully cover the entire curriculum. This packet was created to help save time and to cover the all important science concepts – all while still meeting the nonfiction criteria of Common Core.

In this packet you will find a mini-book for students to assemble and explore the critical science concepts. It can be used to teach, reinforce, and/or challenge students, all while meeting their needs and learning styles. The reading page has been differentiated for your students with one being a higher level (two stars) and the other being a lower level (one star).

The tabs in this booklet can be used as science stations. The first tab contains an important vocabulary activity related to the science concept of camouflage. There an accompanying reading piece is provided. The second tab asks comprehension questions related to the reading piece and requires students to support their answers with textual evidence. The third tab focuses on the investigation to deepen the understanding of camouflage along with how it works. Additionally, the tab explores the investigation more thoroughly. The fourth tab asks students to draw while the fifth tab from students requires thought-provoking personal question.

I personally have used my products in my classroom and can testify to the effectiveness of them.

How to Use:
Print pages on single sided (two sided copying will not work). Also print page 9 and/or 10 for students to use as their reading piece and page 11 for station use.
*After making class copies, provide each student with scissors and a glue stick. You can also staple or tape if you prefer.
*Have students color before cutting - including the tabs. This makes the piece look attractive.
*Have students cut out all flipbook pages. The cover page goes first. Then the students should line up the tabs for each page, in view, similar to steps.
*Have students run a line of glue along the left edge of each sheet. When finished, the final product should resemble a small tabbed notebook.
*Have students complete each page individually, in pairs, in groups, or as a whole class. This can also be used in small groups with your direction.

Camouflage

Scientist: _____

Vocabulary

Fill in the blanks below with the vocabulary word from the word bank.

Adaptation	Physical Adaptatio
Mimicry	Behav Adapta
Camouflag	unte ding

1.) _____ hys
ad tion b . animal's r.

2.) _____ is a
base what anim es to survive.

3.) _____ is when an animal's body is light on top and dark on the bottom.

4.) An animal that looks similar to another animal is using _____.

5.) When an animal's body changes to help it survive in its environment this is called a _____.

6.) A special feature that helps an animal survive is called an _____.

Vocabulary

Reading

Directions: Read the sheet titled "Where Did You Go?" and then answer the following questions with complete sentences. Be sure to support your answers.

1.) What are the two main types of adaptations?

_____

_____

2.) What are the four types of camouflage?

_____

_____

_____

_____

3.) What is the purpose of animals having the adaptation of camouflage?

_____

_____

_____

Reading

Investigation

Directions: Follow the directions on the Investigation sheet and then write your response below.

What 'insect' color do you predict will be easiest to find?

What 'insect' color do you predict will be the hardest to find?

Number of 'insects' found

	Red	Blue	Green	Yellow
Hunt 2				
Hunt 3				
Total				

Why do you think you got these results? Explain.

Investigation

e Did You Go?

What does a zebra, a monarch b[illegible], and a ghost crab all have in common? Believe it or not, they all [illegible] a physical adaptation called camouflage.

An **adaptation** is a [illegible]acteristic that helps an animal survive in its environment. An adaptation [illegible] help [illegible] animal or plant find its food or escape from a predator.

There are two main t[illegible] of adaptations. There are physical adaptations and behavioral adaptations. A **physical adaptation** is when an animal's physical structure adapts, or changes, to [illegible]ent to help it survive. A **behavioral adaptation** is an adapt[illegible] wha[illegible] animal does to help it survive in the environment.

Many animals have physi[illegible] adapta[illegible]ns such as sharp claws or teeth. One kind of physical adaptations is [illegible]ed camouflage. **Camouflage** is a physical adaptation based on the color of a creatur[illegible]elp it survive.

There are different types of camouf[illegible]or instance, some animals blend in with their environment, like a gho[illegible] blends in with sand. You may have also seen inchworms camouflage[illegible]aves. This type of camouflage is the most commonly known type.

Another type of camouflage is called **mimicry**. This is when an animal looks similar to another. Typically a nonpoisonous animal will look like a poisonous one to avoid being eaten by a predator. Many insects do this [illegible]f camouflage. One common example is the viceroy and m[illegible]y. Many insects also look similar to bumble bees.

Some animals actually try to dazzle and confuse th[illegible]dators with the colors on them. For instance, some tortoises have [illegible]n that makes it harder to see them in the grass. Zebras ar[illegible]ake it [illegible]d to tell them apart when they stand together in a grou[illegible]

The last type of camouflage is called **[illegible]untersh[illegible]ing**. This is when an animal is darker on top and lighter on their bot[illegible]n. This makes it so the animal blends in with the sky or ground, depending on which way you a[illegible]ing upon the animal. This is common in penguins and large mouth bass.

Now that you understand what camoufla[illegible] petting you now know what a ghost crab, a zebra, and a monarch but[illegible] all have in common. Can you think of any other examples of camouflage?

e Hu t is On...

Your teacher has p ed your with some "insects." These colored toothpicks will stan for insects that a bird is hunting.

Step 1 – Predict whi be i easiest to find in grass. Predict which woula e the hardest find. Record your predictions in your b klet.

Step 2 – In the area your teacher h arked off, try to pick up as many "insects" as you can in 15 s s. You must pick them up one at a time.

Step 3 – Total the numbe collected. Record this information in the table in your b

Step 4 – Put aside the "insects" you colle and repeat step 2 two more times. After each 15-se ecord the number of "insect" pieces of each colo collected. After your final "hunt," total each column.

Step 5- Clean up your materia