

## *Growing Up Wild Lesson Plan*

**Participant Name:** Helen Thull

**Current Teaching Situation:** Daycare

**Activity:** Hiding in Plain Sight, page 34-35

**Age:** 3 years- 7 years

**Objectives:** Students will observe how animals use their background to hide. Fall would be an appropriate time, as color is changing in the environment. Thinking about how trees change. How do animals use colors and patterns protect them from *predators*? These changes in animals are called *adaptations*. This color or pattern creates a *camouflage*. This change helps the animal from becoming easy *prey*. The students will play a matching game: finding the background that matches the animal or insect best.

Read the book *Who's Hiding Here?* by Yoshi Why do animals and insects have spots, stripes or certain colors?

**Activity Lotto/Matching game:** After the story use habitat boards (which have different types of background, grass, water, trees, rocks) and have the students place the animal, insect or fish (use animal cards on pg. 67-69 and reduce 82%) Match the animal with the habitat which best fits on a color or pattern for hiding.

**Activity: Can you find the Mitten Game?** (This could be played inside or outside.)

Warm or cold hide and seek game: Play a hiding game with a bright colored mitten. Have one student cover their eyes (or leave the room). Hide the mitten. When the student returns, the rest of the students will help guide the finder using their body language.....COLD: close to the floor, means you are not near the mitten. WARM: hands to the ceiling, means you are getting close to the glove. Was it easy to find the bright mitten? Let's try a dark mitten. Play the game again and compare. Was it harder to find the dark mitten? Would a clear glove be hard to find? If you were an animal would you want to be easy for find? What would you wear if you were in the jungle? In front of your school?

### **Post Activities:**

Note home to parent with vocabulary and the Lotto game.

**Outdoor exploration suggestions:** Naturalist from Warren Count Conservation: Missy Smith or Joel Van Roekel. Lesson on Animal Adaptations —Lower elementary student will understand the components of habitat, identify Iowa habitats, define adaptations, and discover how adaptations allow animals to live in a particular habitat.

**Outdoor exploration:** Field Trip of Blank Park Zoo, Army Post Rd., Des Moines, IA (alternate suggestions; Trip to farm with animals.

- Before the field trip. Talk about why animals are hard to see outside in nature. Have children describe the color, size and shape of different animals, such as squirrel, bird, turtle. Remind children that we are going to visit these animals in their homes. We should not make loud noises or frighten them. We must always remember to keep our hands to our selves and not put them in their cages.
- Look for animals that live in trees? How are they different from animals that live in the water? Why do some animals want to hide? Can you find an animal that is hiding?
- Post activity might include moving like an animal they saw at the zoo?

**Post Learning Experience:** Use leaf collage to create a habitat for one of the animals on page 66-69. Art project: make a jungle background for your snake. Use green finger paint to create a background. Cut a green ribbon (or cut a green spiral) to glue onto the dried paper.

Another follow up book: *I Spy A Lion, Animals in Art*, by Lucy Micklethwait. Students look for animals in famous paintings.

**Accommodations/considerations:** Children should be wearing appropriate clothing and have the necessary adult supervision. It may be possible that a young child is not aware of color (names) or maybe color blind. Repetition is important for learning what habitats animals use, and why.

**Standards/benchmarks/concepts:**

**NAEYC 2.A.07**

The curriculum guides the development of a daily schedule that is predictable yet flexible and responsive to individual needs of the children.

**2.A.08**

Materials and equipment used to implement the curriculum:

- Reflect the lives of the children and families.
- Provide for children's safety while being appropriately challenging.
- Encourage exploration, experimentation, and discovery
- Are rotated to reflect changing curriculum and accommodate new interests and skill levels.

**2.B.03**

Children have varied opportunities to learn the skills needed to regulate their emotions, behavior, and attention.

**2.B.07**

Children have varied opportunities to learn to understand, empathize with, and take into account other people's perspectives.

**2.D.03**

Children have varied opportunities to develop vocabulary through conversations, experiences, field trips, and books.

**2.G.03**

Children are provided varied opportunities and materials that encourage them to use the five senses to observe, explore, and experiment with scientific phenomena.

**2.J.07**

Children have opportunities to respond to the art of other children and adults.