

## **“Do Lizards Play Hide and Seek?”**

### **An Elementary Science Lesson Plan Designed For Group Inquiry Based On the 5E Inquiry Model**

**GRADE LEVEL:** Kindergarten (**Confirmation**)

**SCIENCE CONCEPT (the Main Idea or Enduring Understanding):** This is lesson aimed to investigate lizards and their process of camouflaging to their environment.

#### **RELATIONSHIP TO CALIFORNIA SCIENCE CONTENT STANDARDS:**

Kindergarten Investigation and Experimentation:

4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

e. Communicate observations orally and through drawings.

#### **LEARNING OBJECTIVES:**

1. Students will confirm the notation that lizards camouflage to hide in their environment through observation, stories, and activities.

#### **EVALUATION IDEAS:**

1. Summative – Have students move around like lizards on the playground then camouflage when you blow a whistle.

2. Formative – Using the last handout, students can demonstrate their understanding of lizards camouflaging.

#### **CONCEPTUAL BACKGROUND:**

Lizard – reptile with four legs, two moveable eyes and tail

Habitat – place where a person or thing lives; where it can most likely be found

Characteristics - features that help us describe something

#### **LESSON IMPLEMENTATION PLAN:**

**ENGAGE** – Have students stand at their seats. Direct students to areas in the classroom that match the clothes they’re wearing. Ask students to think about why you’re placing students in these specific areas (because of the colors of their clothes). Write students responses on the board.

**EXPLORE** – Hand out copies or project the story “The Confused Chameleon”. Read-aloud to students and think a-loud about what the lizard is doing (camouflaging). Guide

students to question what's happening with the lizard through out the story and what makes the author say "Well Done!" at the end of the book.

**EXPLAIN** – Explain to students that many lizards, animals, and even people *camouflage* to blend in or become invisible in an environment. Write the word camouflage on the board. Discuss with the class how people camouflage to blend in or hide like soldiers and lions in the dessert.

Pass out the handout "Camouflage" by Jennifer Fixman to teach the song on camouflaging lizards. Have students repeat several times. Allow students to move around the class as if they were lizards while singing.

To engage students, ask them to come up with ways they can emphasize the words "lizard" (hands together, tongues out) and "camouflage" (hiding face, tip toeing) in the song.

**ELABORATE** – Have students take out their "pet rock lizard" and hand out a sheet of white paper to each student. Instruct students to make an environment that their "pet rock lizard" can camouflage with. Walk around and ask students why they're using particular colors and shapes.

If students finish early, have them explore ways other animals they're familiar with camouflage and/or if that animal could camouflage in the students environment.

Once students have completed their "pet rock lizard" camouflage environment paper, have them place their lizards and papers in a pile in the middle of their group desk. Have students stand and rotate to the table to their left and then sit. Have the new group of students take out the drawn environments and pet rocks to determine which rock goes with the correct environment that helps it camouflage.

For each table rotation, have students sing the song about camouflaging lizards.

**EVALUATE** -

1. Summative – Have students move around like lizards on the playground then camouflage when you blow a whistle.

2. Formative – Using the last handout, students can demonstrate their understanding of lizards camouflaging.

**DIFFERENTIATION PLANS:**

Behavioral for Student A – Students will constantly be engaged in singing and moving. For student A, participation is a necessity. When this student seems to be bored or become a distraction to others, have he or she lead the class into the camouflage song or demonstrate different ways they can camouflage as a lizard in environments you call out.

Cognitive for Student B – For students that need to be challenged more, have them discuss why animals and people camouflage themselves. Encourage Student B to think of environments that may be impossible to camouflage with.

Cognitive for Student C – Partner Student C with a peer he or she gets along with and can provide extra support with each activity. Ask this student to volunteer to lead demonstrations to make sure he or she comprehends the activities tasks. This student may also benefit from receiving materials first to have time to complete each activity.

Affective for Student D – Ask Student D to share with the class how lizards may feel having to constantly camouflage themselves. This student can also discuss how the lizard in the story read felt at the beginning and end of the story and why.

Language Demands for Students E, F, G

Habitat – Where something lives

Lizard/Reptiles – (images)

Characteristics – What do they look like?

Camouflage – blending into an environment to be unnoticed/invisible.

#### **LIST OF MATERIALS:**

1. Handouts (attached)
2. “Camouflage” By Jennifer Fixman (lyrics attached)  
<http://www.songsforteaching.com/jennyfixmanedutunes/camouflage.htm>  
(purchasing information available with website)
3. “The Confused Chameleon” by Lynda Swanner  
<http://www.litlibraryonline.com/eBooks/TheConfusedChameleon.pdf>

#### **DIRECTIONS OR SPECIAL INSTRUCTIONS; SAFETY CONCERNS, ETC.**

1. Make sure there’s enough room for students to move around when signing and rotating from table to table.
2. Situate desks and chairs so students are working together which may provide more room in the classroom.

**“Camouflage”** by: Jennifer Fixman

Camouflage, camouflage,  
Don't let your colors show.  
Are you green like a tree  
Or are you white like the snow?

Lizards may be colored green  
To match grass on the ground.  
Chameleons change colors  
To match all that's around.

Camouflage, camouflage,  
Don't let your colors show.  
Are you green like a tree  
Or are you white like the snow?

While hiding in your habitat,  
You look just like your home  
That predator may search and search  
While you remain unknown.

Camouflage, camouflage,  
Don't let your colors show.  
Are you green like a tree  
Or are you white like the snow?

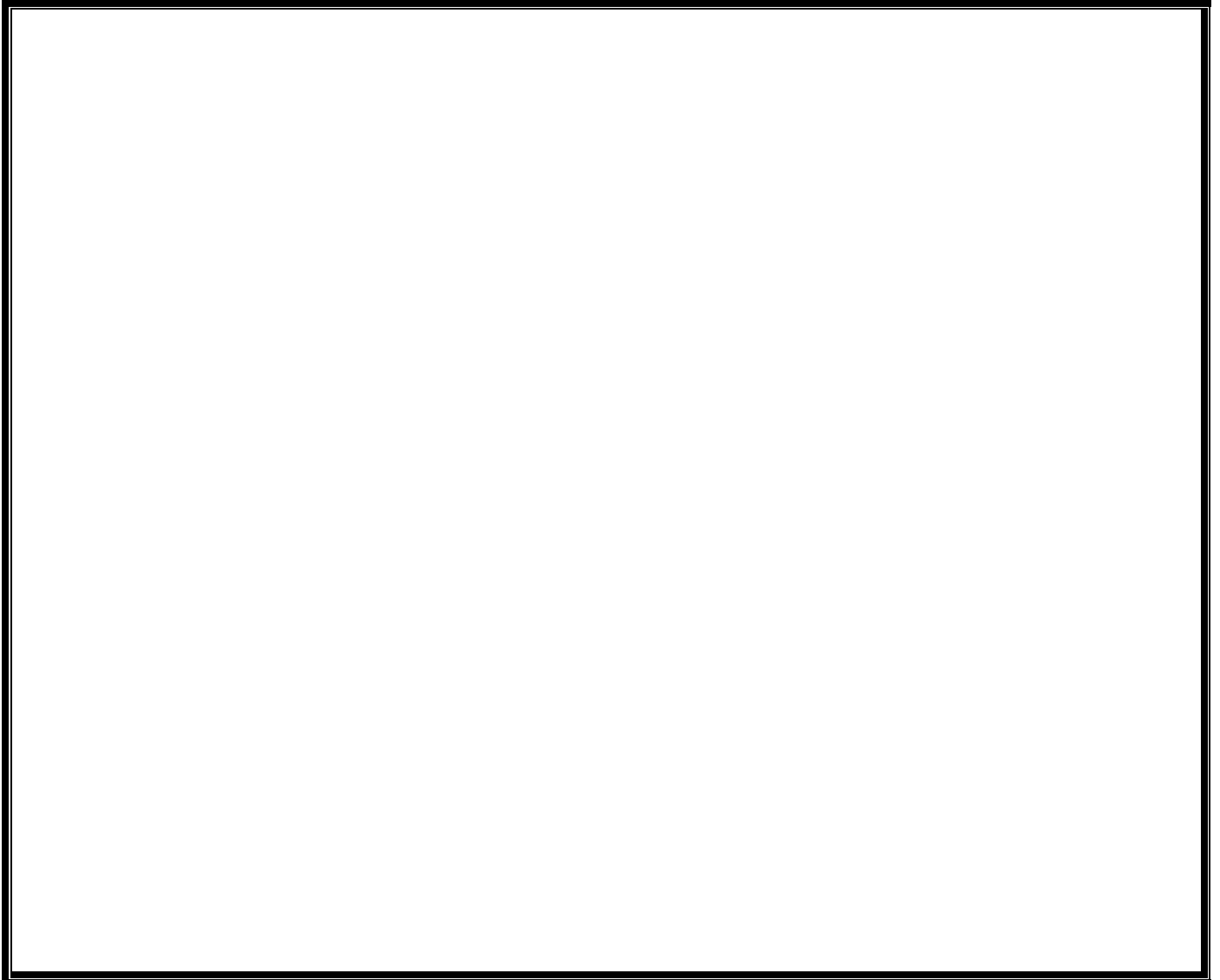
That predator is hoping  
To turn you into prey.  
He's hungry for some yummy food,  
And wants to gobble you away.

Camouflage, camouflage,  
Don't let your colors show.  
Are you green like a tree  
Or are you white like the snow?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**This is where My Pet "Lizard" Rock CAMOUFLAGES**



*Draw Your Pet Lizard Camouflaging(hiding) in an environment*