

# Will it Camouflage?

## 2.2.2 Pre and Post Field Trip Activity

### Activity Information

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**Revision Date:** 10/15/2024

**Recommended Audience:** 2<sup>nd</sup> grade students

**Activity Duration:** Two 15-20 minute sessions

**Activity Location:** In a classroom.

**Activity Description:** Students will be able to understand that animals who live in different habitats have different adaptations. This is done through the lens of camouflage and how that looks different in different habitats.

**Theme:** While many animals have camouflage, it looks different in different habitats.

**Path to Championship:** This programs aims to help students increase their environmental literacy. Children this age are likely at the beginning of their journey to being a champion for wildlife. This activity does directly tie into Utah's Hogle Zoo's goal of reaching 300,000 students.

**Learning Objectives:** By the end of this lesson students will be understand that animals who live in different habitats need to be able to camouflage in different ways as fits into standard 2.2.2.

#### **Evaluation:**

A formative evaluation should be done during the activity and some questions to gauge student understanding are included in the instructions for this activity.

A summative evaluation would be making sure students area able to complete the included worksheet.

## Activity Preparation

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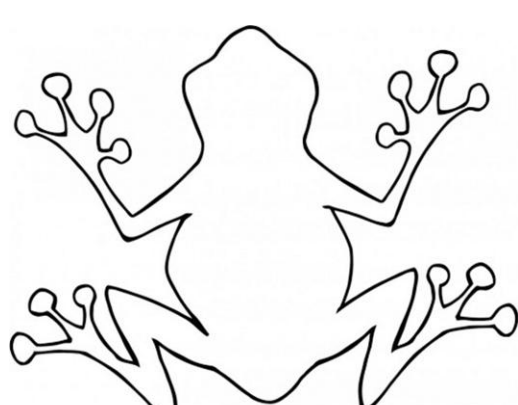
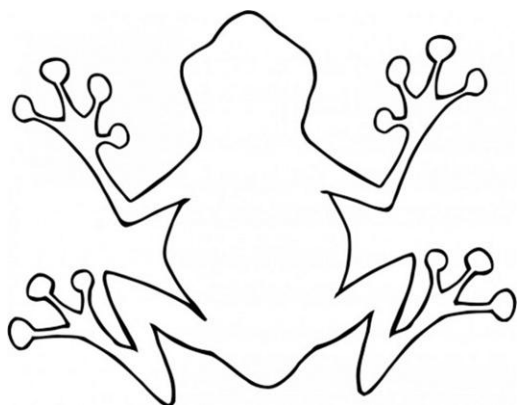
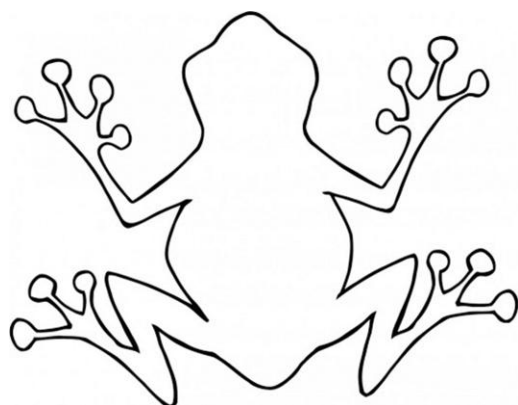
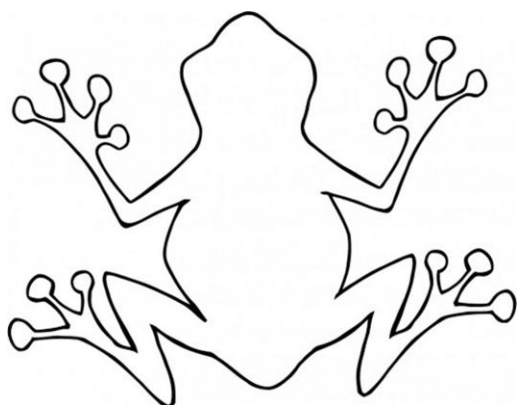
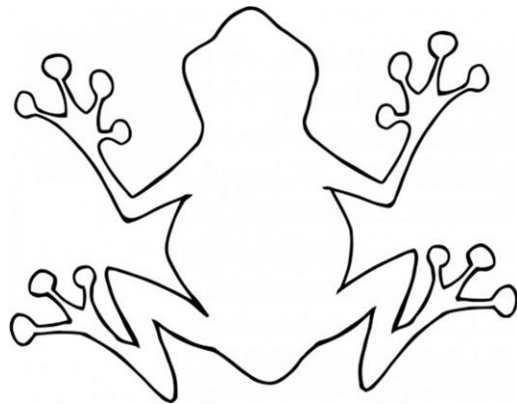
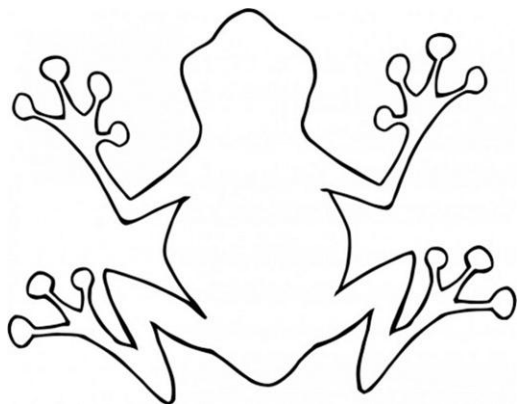
### Supplies List:

- General Supplies
  - Pictures of habitats
  - Animal outlines
  - Worksheet
  - Crayons
  - Pencils
  - Glue stick

## Activity Procedure

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1. Break students into small groups.
2. Give each group one of the provided pictures of a habitat. It is okay if you need to have multiple groups working on the same habitat, but make sure there is variety.
3. Give each student one of the blank animal cut outs provided and instruct them to color their animal in a way that it would be able to blend in or hide really well in the habitat they were given.
4. Have each member of the group use a glue stick to put their animal in a place in their habitat that it would blend in the best.
5. Let each group show their picture and explain why they chose the colors they chose for their animal.
6. Ask the students if they know what the word camouflage means and why they think the animals in the habitats needed to be different colors if they were all trying to hide?
7. Ask each group if they can think of one more thing that an animal living in their habitat might need to have to live there and why.
8. Give each student the included graphic organizer and explain that while they are at the zoo they are going to look for an animal who camouflages into its habitat and one that does not.
9. Students can take their worksheet with them to the zoo or complete it once they return to the classroom.
10. As a class discuss what the students observed during the field trip. Which animals camouflaged well? Which ones did not? Why would an animal want to camouflage? Why would an animal want to stand out? What other body parts do they have that help them live in their habitats?



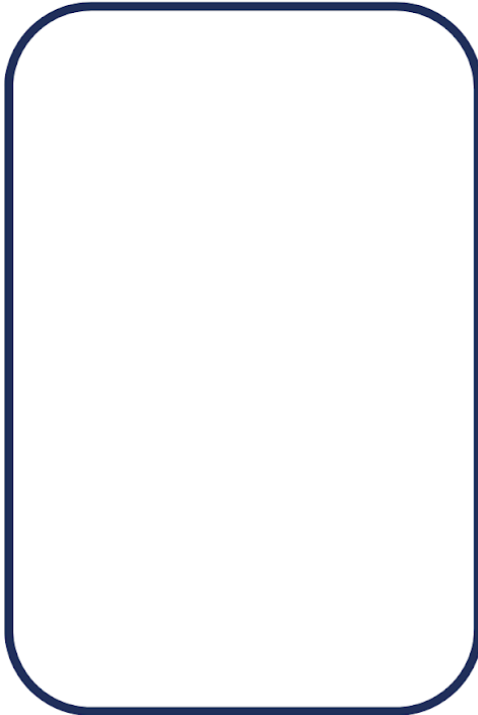
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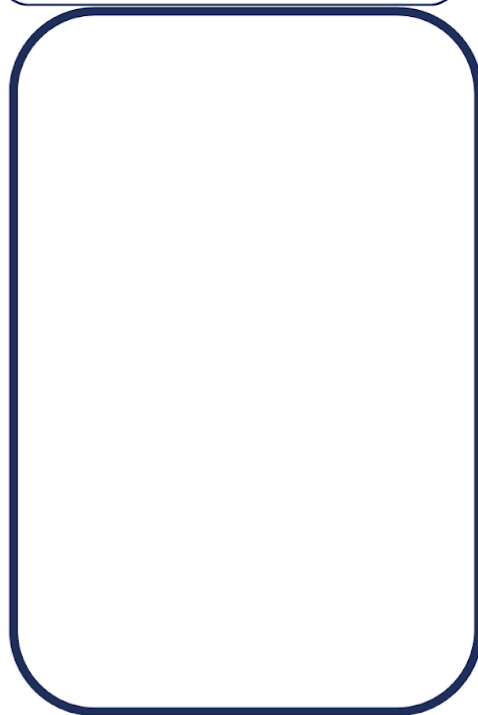
## WILL IT CAMOUFLAGE?

In the spaces below draw an animal camouflaging into its habitat and one who does not have camouflage. Remember to answer the question at the bottom.

**This animal HAS  
camouflage**



**This animal DOES  
NOT have camouflage**



**Where would the  
second animal blend  
in?**

**Answer:** \_\_\_\_\_