

SOLAR LESSON PLAN FORMAT

Age Level: 1st

Subject(s) Area: Science

Materials Needed:

- Tree print outs
- Color a moth handout
- Look for moth handout
- Internet for video
- Crayons
- Scissors
- Tape
- <https://mysteryscience.com/powers/parts-survival-growth>

Resource: <http://static.nsta.org/files/PB224X-ch5.pdf>

Standards:

Code and description:

LS1.A: Structure and Function

▪ All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1- LS1-1)

Objectives:

- Students will understand how animals use camouflage to protect themselves to survive.
- Students will understand how animals use camouflage to move from place to place to seek food.

Learning Activities:

Opening Element:

- Students will transition to their carpet spots.
- Students will be asked if they have ever been hunting?
- If so, what is stuff called that you wear to blend in to your surroundings?
 - Camouflage
- Teacher will then ask students if they can think of any animals that use camouflage to blend into their surroundings.
 - Rabbit
 - Deer
 - Frog
- Students will then watch a video on camouflage on how animals use it to stay hidden.
- Students will be shown a few different animals in the video and they will need to spot them as they use their camouflage.
- They will then be asked what all these different animals have in common.

- Teacher will listen to some answers to this question and then a video will be played to explain what they have in common.
- The video will then ask students why they think animals need to stay camouflaged.
 - Teacher will listen to some answers.
 - Looking for the answer of to keep them safe or hide from bigger animals.
- Teacher will explain to students that we will learn why animals need to camouflage themselves.

Reflective Questions:

- Why do animals camouflage themselves?

Technology:

- Internet access for video

Required Vocabulary:

- Prey
- Predator
- Camouflage

Instructional Methods:

- Students will be asked to if they know what prey means?
 - Animal being hunted
 - Teacher will give some examples to students of prey
 - Mouse
 - Rabbit
 - Moth
- Teacher will ask if they can think of a reason that an animal who is a being hunted would need to use camouflage.
 - To stay safe
 - To hide
- Teacher will then ask students if they know the name of the animal that is hunting the prey
 - Predator
- Predator- The bigger stronger animal that hunts smaller weaker animals.
- Teacher will ask students if they can think of any animals that would be considered predators
 - Bird
 - Tigers
- Teachers will be asked to give a fist to five in regards to how they feel about the prey and predators.
- Student will then watch a video going over the activity they will be doing.
- Teacher will explain to the students that they will be acting as predators. Specifically, birds. As birds you will be hunting for moths.
- Teacher will ask students if they can raise their hand and tell the class what the moth is considered.
 - Prey

- The teacher will explain that as birds they will be hunting for moths on the trees at the front of the room. The moths are using camouflage though so it will be difficult to spot them.
 - As you hunt for them you will want to be quite and not point just look.
 - It is important to keep this in mind because you don't want other people to find the moths.
- Students will then be given a moth hunting sheet and the teacher will place it under the projector to explain to student show to use it.

Guided Practice Strategies:

- Student will then watch a video going over the activity they will be doing.
- Teacher will explain to the students that they will be acting as predators. Specifically, birds. As birds you will be hunting for moths.
- Teacher will ask students if they can raise their hand and tell the class what the moth is considered.
 - Prey
- The teacher will explain that as birds they will be hunting for moths on the trees at the front of the room. The moths are using camouflage though so it will be difficult to spot them.
 - As you hunt for them you will want to be quite and not point just look.
 - It is important to keep this in mind because you don't want other people to find the moths.
- Students will then be given a moth hunting sheet and the teacher will place it under the projector to explain to student show to use it.
- Teacher will remind students that before they are to be quite as we do this activity. If students do not follow this direction they will go back to their desks to sit.
- The teacher will give students about 5 min to look for the moths.
- Student will be asked to move back to their desks when the activity is finished.
- As a group we will discuss which moths were found first and why that is.
 - They weren't blended in with their surroundings
- The bird would get these moths first.

Independent Concrete Practice/Application:

- Students will then hide their own moth around the room.
- Students will be told that they will need to find a place around the room to hide their moth.
 - Teacher will explain to the students that it is important to hide the moths in a place that they will be able to blend in well.
 - Give example of a place you shouldn't hide your moth.
 - Window (hard to color a moth to camouflage into the window well).
- Students will then be given a couple min to look for place they want to hide their moth.
 - The teacher will remind them again that they will want to be quiet so the other predators don't find out where you are hiding your mouth.
- When students return to their desks after finding a place to hide their moths they will be given a piece of paper to create their moth.
- A video will be watched to show students how to create their moths.
- Students will then be given time to create their moth.

- When the student have finished their moths they will be asked to bring their moth to be to get a piece of tape to hang their moth.
- While students wait for everyone to finish they will be asked to quietly read out fo their book boxes.

Wrap-Up:

- To wrap up the student will be shown the wrap up portion of the video.
- This portion talks about how predators hide themselves as well.
- The teacher will refer back to the opening question where the student were asked why they wear camouflage when they hunt. To answer the question portion of the video that asks why predators camouflage themselves.
- They will then watch the rest of the video to wrap up the lesson touching on prey, predators, and hiding.
- Students will then be given an exit slip asking them to answer what prey is, predators are and what camouflage is.

Assessment:

Formative:

- Fist to five activity to judge students' knowledge throughout activity.
- Checking on students' ability to understand camouflage based on where they placed their moth.

Summative:

- Exit slip to judge students' knowledge of the lesson.

Reflection:

This lesson plan went great; I was very impressed with the students' knowledge. We had a lot of fun learning about camouflage and then putting that knowledge to use. We did end up being a little short on time, so in the future I may break this up into two lessons. In the future, I would also consider placing trees around the room and having small groups go look instead of having it at the front of the room. Other students were able to spot the moths as the students came up to the front to look.

Exit Slip:

What is a predator?

What are prey?

How does camouflage help animals?

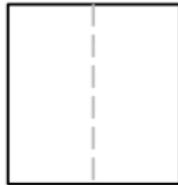
Color a moth

MYSTERY
science

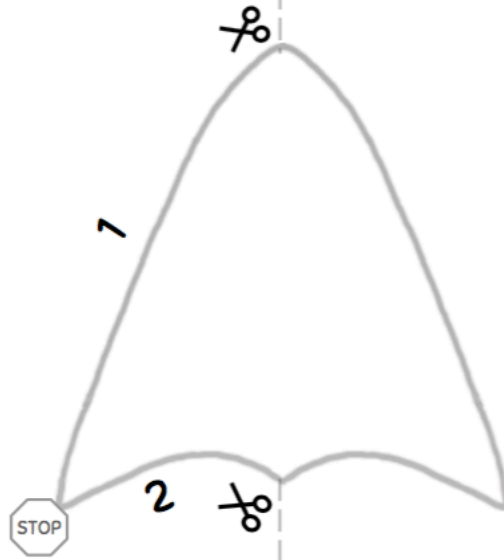
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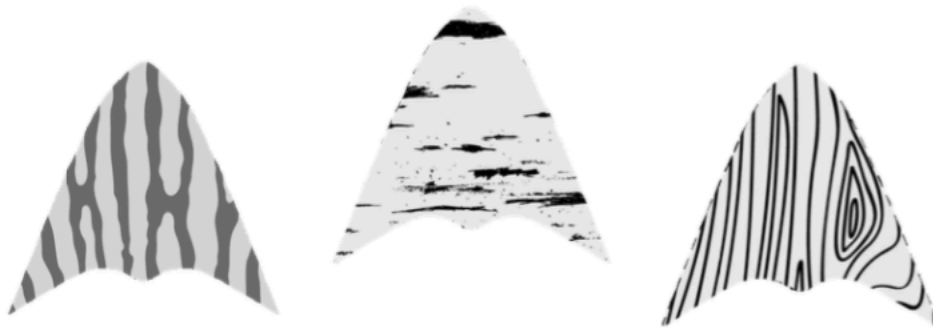


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Name: _____

**Look for moths like these,
hiding in the trees:**



Circle the number of moths you find:

1 2 3 4 5

6 7 8 9

