

### About the Book

Text Type: Nonfiction/Informational Page Count: 28 Word Count: 1,855

#### Book Summary

**Camouflage** explains different types of animal camouflage. Readers learn why and how animals use camouflage throughout their lives. The book shows examples of types of camouflage in interesting, close-up photographs.

### About the Lesson

#### Targeted Reading Strategy

- Visualize

#### Objectives

- Use the reading strategy of visualizing to understand text
- Identify main ideas and supporting details in text
- Recognize and use commas in a series
- Understand and use content vocabulary

#### Materials

**Green text** indicates resources available on the website

- Book—**Camouflage** (copy for each student)
- Chalkboard or dry erase board
- **Main idea and details, commas in a series, content vocabulary worksheets**
- **Discussion cards**



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on interactive whiteboard or completed with paper and pencil if books are reused.)

#### Vocabulary

- Content words:

Story critical: **blending coloration** (n.), **disguise** (v.), **disruptive coloration** (n.), **flash coloration** (n.), **startle** (v.), **warning coloration** (n.)

Enrichment: **blotch** (n.), **conceal** (v.), **eyespot** (n.), **offspring** (n.), **predators** (n.), **prey** (n.)

### Before Reading

#### Build Background

- Ask students if they have ever been startled by an animal they didn't see, such as an insect, a bird, or a snake. Have them tell why they didn't see the animal.

#### Preview the Book

##### Introduce the Book

- Give students a copy of the book asking them to preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is, and what it might be about.

- Discuss the meaning of the title, *Camouflage* (relate it to the camouflage clothing students wear). Tell students that nonfiction books are telling the reader facts. Explain that a fact is information based on truth and evidence. Explain that this book contains facts and evidence about camouflage used by animals.
- Show students the title page. Talk about the information on the page (title of book, author's name).
- Direct students to the table of contents. Remind students that the table of contents provides an overview of what the book is about. Each section title provides an idea of what the section is about. After reviewing the table of contents, model using it as a way to think of questions about the contents of the book.

### Introduce the Reading Strategy: **Visualize**

- Explain to students that good readers often visualize, or create pictures in their mind, while reading. Visualizing is based on what a person already knows about a topic. Explain that one way to visualize is to draw a picture. Read aloud page 4.
- Model how to visualize using drawing.  
*Think-aloud: Whenever I read a book, I always pause after a few pages to create a picture in my mind of the information I've read. This helps me organize the important information and understand the ideas in the book. For example, the introduction states that some animals must rely on the color and pattern of their body covering for survival. Where I live, I often see lizards that match the ground they live on. I pictured them using their color to hide from predators that are hunting them.*
- Ask students to identify another detail the author mentioned in the Introduction. Provide blank drawing or scrap paper. Have them draw what they visualized. Invite them to share their drawing.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Vocabulary


- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out a word. They can look for words within words and prefixes and suffixes. They can use the context to work out meanings of unfamiliar words.
- Direct students to the first sentence on page 5. Have them find the word *disguise*. Model how they can use context clues to figure out the meaning of an unfamiliar word. Explain that the last sentence on the previous page describes how some animals rely on the color and pattern on their body for survival. Read the first paragraph on page 5 with students and point out that the text describes how predators sneak up on their prey without being seen. Explain to students that these clues make you think that the word *disguise* means *to change appearance*. Have students follow along as you reread the second sentence to confirm the meaning of the word.
- Remind students that they should check whether a word makes sense by rereading the unfamiliar word in the sentence.


### Set the Purpose

- Have students stop after every few pages to visualize the most important information and draw on their paper what they visualized.

## **During Reading**

### Student Reading

 Guide the reading: Have students read to the end of page 16. Encourage those who finish early to go back and reread. Have students draw what they visualized from these pages on their paper.

- Model visualizing.  
*Think-aloud: On page 16, I read about disguise and how the stick insects look just like the stick they are resting on. It made me visualize a time when I might have been close to picking up a stick insect, instead of a stick!*
  - Invite students to share their drawings aloud.
  - **Check for understanding:** Have students read to the end of page 18. Have them visualize the information in the text as they read. Ask students to draw what they visualized about the trickery that some animals use as a defense. Ask them to share aloud what the chameleon and the snake have in common when it comes to trickery.
  - Have students read the remainder of the book. Encourage them to continue to visualize as they read the rest of the book.
-  Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.


## After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

## Reflect on the Reading Strategy

- *Think-aloud: On page 23, I envisioned the butterflies I have seen at my house and how peaceful they look flying around. Many of them are very colorful, like the Monarch. I never knew that these pretty colors actually repel their predators. Maybe that is why they look so peaceful, because they know that their colors warn others that they do not taste good.*
- Ask students to explain how the strategy of visualizing helped them understand and enjoy the book. Ask volunteers to share examples of the things they visualized.

## Teach the Comprehension Skill: **Main idea and details**

- **Discussion:** Review or explain that many books are about a main topic. A main topic is who or what the book is about. Show students the cover of the book and ask them to tell the main topic of this book (camouflage). Remind students that it is easy to know the topic when it is the title, but in some books you may have to look at the table of contents, or read the book, to find out the main topic.
  - **Introduce and model:** Direct students to the table of contents on page 3. Explain that each section tells a main idea about camouflage. Say: *A main idea gives us important information about the main topic, which is camouflage. Supporting details can be facts and/or reasons that give additional information to explain, or support, the main idea.* As an example, have students review the sections on “Camouflage in Young Animals” on pages 13-15. Say: *This section tells about animals that disguise themselves as a means of protection when they are young. This is the main idea. (Write it on the board.) The rest of the information, the details, tells us why and how young animals must be camouflaged.* Ask students to tell some of the details that support, or prove, the main idea to be true. (Write the details under the main idea.)
  - **Check for understanding:** Have students look at page 16. Ask them to find the main idea (Disguise is another form of camouflage). Invite students to find two details that tell more about disguise. Explain that looking for the main ideas and details in text helps students to remember important information.
-  Have students write the main idea of each section on the inside back cover of their book. Working in pairs, have students exchange books and write two details under each main idea. Have students discuss what they wrote and why.

- **Independent practice:** Give students the [main-idea-and-details worksheet](#). Explain that there are two main ideas listed on the worksheet: 1. camouflage that stays the same; 2. camouflage that changes. Have students fill in the details that support each main idea on the worksheet. Discuss student responses.

## Build Skills

### Grammar and Mechanics: **Commas in a series**

- Review or explain that whenever a list of three or more items is made, a comma must be placed between the items. Without the commas, the sentence would be difficult to read and understand. Listed items can be nouns, verbs, adjectives, or entire phrases or clauses. Remind students that this is only one of the many uses for a comma.
- Write the following sentence on the board: *They are able to match the color of white pink or yellow flowers.* Ask student to explain why this sentence doesn't make sense (there is no such thing as *white pink*, the sentence doesn't make sense). Direct students to page 12. Ask students to identify the location of the commas in the sentence. Ask a volunteer to come to the board and add commas in the correct places, separating the words in a list. Point out that the last phrase (*or yellow flowers*) is joined to the list by the word *or* following the comma.
- Have students turn to page 25 and ask them to follow along as a volunteer reads the second sentence in the second paragraph aloud: *Predators with the best traits will be the ones that have regular meals, stay strong, and are more likely to survive and reproduce.* Point out the phrases in a list (*regular meals, stay strong*). Talk about the location of the commas within the list. Point out that the sentence makes much more sense with the correct punctuation.



**Check for understanding:** Have student turn to page 22. Ask them to find a series of words that is separated by commas (*Fish, frogs, snakes, many kinds of insects*). Ask them to circle the commas and notice that the last item is added to the list after the word *and*.

- **Independent practice:** Introduce, explain and have students complete the [commas-in-a-series worksheet](#). Discuss answers aloud after students finish.

### Word Work: **Content vocabulary**

- Have students turn to the glossary on page 28. Have them read the glossary words and their definitions aloud. Next have students turn to the page indicated, and read the glossary word in the sentence. Use context clues in the surrounding sentences to work out unfamiliar vocabulary words, as necessary.
- **Independent practice:** Introduce, explain, and have students complete the [content vocabulary worksheet](#). Make sure students understand the concepts of *across* and *down* when solving a crossword puzzle. Do the first few questions together. Have students complete the remainder of the worksheet independently. Discuss their answers.

## Build Fluency

### Independent Reading

- Invite students to read their book independently. Additionally, invite partners to take turns reading parts of the book to each other.

### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

## **Extend the Reading**

### **Writing and Art Connection**

Have pairs of students work together to write a story about an imaginary animal that needs to disguise itself but is having a problem. Ask students to think about what might happen if the animal could not disguise itself or what might happen if it hid itself too well. Have students illustrate their stories and share their stories and illustrations with the group.

Visit [Writing A–Z](#) for a lesson and leveled materials on narrative writing.

### **Science Connection**

Encourage students to look in their environment for animals that use camouflage. For helpful information about your area, use the Internet, science textbooks, and human resources, such as park naturalists or the 4-H extension office. Have groups of students share what they learned about animals and camouflage by making a poster that shows the animal and tells how and why it uses camouflage. Display the posters in a group, titled *Hidden Among Us*.

### **Skill Review**

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

## **Assessment**

### **Monitor students to determine if they can:**

- consistently use the strategy of visualizing to comprehend text during discussion
- accurately identify the main ideas and details in nonfiction text and complete the worksheet
- correctly recognize and use commas in a series during discussion and on the worksheet
- correctly understand and use content vocabulary and complete the worksheet

### **Comprehension Checks**

- [Book Quiz](#)
- [Retelling Rubric](#)