

# POLLINATORS

## Lesson Plan

### Curious Camouflage

Lesson Plan for *Moths*

Grade 2

#### Objective

To help students recall specific details, explain the purpose of images in the text, and make a new drawing based on this information.

#### Things Needed

- *Moths* book
- Access to the “Moths” web page on the Pop! website:  
<https://popbooksonline.com/pollinators/moths/>
- Printer
- Pencils, colored pencils, crayons, and/or markers

#### Before the Activity

Open the “Moths” web page in your internet browser. Pull up the “Activities” tab and click on the Drawing activity. Print a copy of this activity for each student.

#### Activity

Read Chapter 3 (“Blending In”) of *Moths* out loud as a class. Then ask the following questions:

- What does it mean to adapt? (Answer: To adapt means to develop traits that make it easier to survive in an environment.)
- What is camouflage? (Answer: Camouflage is a pattern, color, or shape that helps an animal blend in with its surroundings.)
- How do moths use camouflage? (Answer: Some moths’ wings have patterns and colors that look like leaves or tree bark. This helps the moths hide from predators.)
- What does mimic mean? (Answer: It means to copy how something looks or behaves.)
- What do moths mimic? (Answer: Some moths have spots on their wings that look like the eyes of larger animals. These spots help scare off predators. Other moths look like spiders, wasps, or bird poop.)



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Next, turn back to the start of the chapter. Have students examine the photos on pages 19, 20, and 21. For each photo, ask “Is the moth on this page using mimicry or camouflage?” Answers appear below:

- The moth on page 19 is using camouflage to blend in with tree bark.
- The moth on page 20 is mimicking an owl’s eye.
- The moth on page 21 is mimicking a hummingbird.

Then, pass out the Drawing activity. Ask students to imagine an environment where a moth might live. They can think through the following questions:

- What is the weather like?
- What kind of plants live there?
- What other animals live there?

Based on this information, students should draw a moth that would survive well in this environment. They should choose the color, shape, and pattern of the moth’s wings. The wings can provide camouflage, or they can mimic another animal. On the back of the paper, each student should write a few sentences describing the place where the moth lives and how the moth’s appearance will help it survive in that environment.

### **Evaluation**

Collect the papers at the end of class. Give each student 5 points for describing where the moth lives and 5 points for explaining how the moth’s appearance will help it survive there.

### **Standards**

This lesson plan may be used to address the Common Core State Standards’ reading standards for informational texts, grade 2 (RI 2.1, 2.7).

