

Where in the Wild?
Camouflaged Creatures Concealed...and Revealed
By: David M. Schwartz and Yael Schy
Tricycle Press, 2007

About the Authors:



<http://www.davidschwartz.com/>

David Schwartz was a kid who always wondered about how the world around him worked. As an adult he began to write books to enlighten children about the scientific and mathematical world in which they live. He has written over 50 children's books and travels all over the world speaking to students to help make math and science come alive for them. Along with his wife, Yael Schy, he has compiled a book of poetry and facts about animals camouflaged in the wild.

Awards:

2008 SB&F Prize for Excellence in Science Books

John Burroughs Association Young Readers Award

Booklist Editor's Choice 2007

Finalist, Cybils Award

2008 Outstanding Science Trade Books for Students K-12 National Science Teachers

Association and the Children's Book Council

"Lasting Connections of 2007"

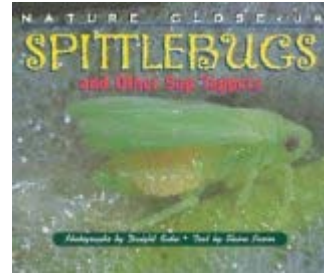
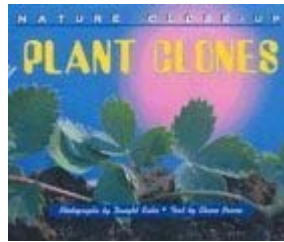
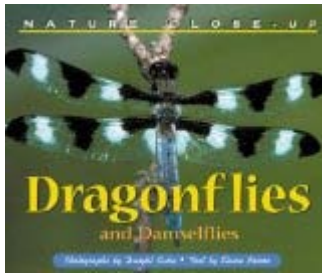
Other Books by this Author:

<http://www.davidschwartz.com/books.html>

About the Photographer:

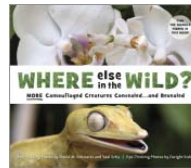
Dwight Kuhn is an accomplished teacher, biologist and photographer. His photography is among the best in the world of nature photographers. He has published a variety of book as an author and illustrator.

<http://www.kuhnphoto.net/iphoto/main2.htm>



Annotation:

Where in the Wild? is a collection of poems describing ten different animals. The photographs that accompany the poems show the animal camouflaged in its natural environment. Readers can flip the page open to reveal the animal and detailed facts about the animal. The book provides a wide variety of animals to discover.



Available September 2009

Genre:

Poetry/ Informational Text

Point of View:

First Person, Third Person- depending on the poem

Theme:

Nature/Animals

Conflict:

None- Collection of poetry

Conflict Resolution:

None- Collection of poetry

Characters:

Coyote
Gray Tree Frog
Fawn
Weasel
Moth
Killdeer Eggs

Crab Spider
Flounder
Green Snake
Red-spotted Newt

Setting:

Nature

Interest Level/Reading Level:

IL 1-3

RL 5.2

Booktalk:

Do you think you are an expert at spotting animals in the wild? Sometimes animals may be in plain view, but their camouflage can hide them from you! As you read through the descriptive poems try to image what animal is being described and see if you can find it in the photograph. Chances are you will be deceived by their camouflage.

Discussion Questions:

Pre-Reading-What animals do you know of that use camouflage to hide themselves in the wild?

Pg.2- Name some reasons animals use camouflage.

Pg. 3- What senses do coyotes use to search for their prey?

Pg. 5- What adaptations allow the gray tree frog to live in trees?

pg. 7- What makes it hard to see the fawn in the wild?

Pg. 9- How does a weasel change throughout the year?

Pg. 11- Where do moths hide during the day? What do they do at night?

Pg. 13- What does a mother killdeer do to keep her eggs safe?

Pg. 15- In what ways does a crab spider catch its prey?

Pg. 17- How do you think the flounder swims in the water?

Pg. 19- What did the author do with the words to give you a clue about the animal that was being described.

Pg. 21- Name another animal that goes through metamorphosis.

Language (introduction and poems only):

predator-2- an animal that hunts other animals

prey-2- animals that are hunted

camouflage-2- a way to hide

vanish-2- disappear

appearance-2- how something looks

habitats-2- where something lives

wary-3- to be aware of

crouching-3- squatting down

blotchy-5- spotty
 trounce-9- to beat
 stalk-9- to hunt or follow
 flitting-11- flying fast
 poised-15- sitting still
 coiled-19- all curled up
 cunning-19- sneaky
 serpentine-19- winding, twisting
 vagabond-21- someone who moves from one place to another
 metamorphosis-21- changing from one thing to another

Standards Met By Content:

Language Arts-k.2.1, k.2.2, k.2.3, k.3.1, k.3.5, k.7.2, k.7.3, 1.2.1, 1.2.3, 1.2.7, 1.3.2, 1.3.4, 1.3.5, 1.7.1, 1.7.2, 1.7.5, 2.1.1, 2.2.2, 2.2.4, 2.2.5, 2.3.4, 3.2.3, 3.2.5
 Science- k.1.1, k.3.2, k.4.1, k.4.2, 1.1.2 1.4.2, 1.4.3, 2.4.1, 2.4.2, 2.4.4, 3.4.1

Anticipation Statements:

Before		Anticipation Guide	After	
Agree	Disagree		Agree	Disagree
		Animals are easy to find in the wild.		
		All spiders use webs to catch what they eat.		
		All animals are predators.		
		Poems always have rhyming words.		
		A fawn is a baby deer.		
		All birds lay eggs in a nest in a tree.		

Art Medium:

The photography in this book is beautiful. The pictures convey how animals are truly camouflaged in their natural habitats. Students will enjoy this version of a seek and find. The pictures that reveal where the animals are hidden are a nice addition to the book.

Read Alikes:

Schwartz, David-

Q is for Quark

If You Hopped Like a Frog

Look Once, Look Again Science Series

Ferrari, Marco- Colors for Survival: Mimicry and camouflage in nature

Palazzo-Craig, Janet- Hide and Seek: Animal Camouflage

Curriculum Connections:

Science- k.4.2, 1.1.3, 1.4.2, 2.3.4, 2.4.1

Have students color a paper butterfly to hide somewhere in the classroom. The object would be that they color it to match its surroundings so that others cannot find it.



Language Arts- k.1.10, 1.1.7, 2.1.1

1. In pairs students will fill in the chart with rhyming words found in the poems.
2. Then they will think of their own word (real or nonsense) that rhymes with the pair.

Example Chart...

Rhyming words from the poem	My own rhyming word

Book Activities:

Activity #1: Writing Animal Poetry
Individual or Pairs

Standards: English- K.1.10, K.7.3, 1.5.3, 1.3.4, 1.4.1, 1.1.7, 2.3.4, 2.4.1, 2.5.4, 2.5.5, 3.4.2, 3.5.4, 3.7.13
Science- K.4.2, 1.2.7, 2.4.1, 3.4.1

1. We will discuss the poems Silent and Still, Motionless, Eyes on One Side, and Vagabond from the book.
2. We will determine the speaker of the poems which is the animal. Each poem is considered an “I” poem.
3. Students will write an “I” poem for any animal that they are interested in. The focus will not be limited to those that use camouflage.
4. Students will list all facts and descriptions about the animal.
5. Students will list all facts and descriptions about the environment the animal lives in.
6. Using the facts and descriptions they will write an “I” poem and include an illustration of the animal.

Activity #2: Creating a Camouflage Puzzle
Individual or pairs

Standards: Visual Arts- K.6.1, K.6.2, K.6.4, K.6.5, K.6.6, 1.6.1, 1.6.2, 1.6.4, 1.6.5, 1.6.6, 2.6.1, 2.6.2, 2.6.4, 2.6.5, 2.6.6, 3.6.1, 3.6.2, 3.6.4, 3.6.5, 3.6.6

Materials Needed:

tag board, pencils, colored pencils, crayons, scissors, Ziploc bag

1. Students will draw a picture of an animal in its natural environment.
2. The key will be to camouflage or hide the animal in the picture.
3. The picture should fill the entire piece of tag board.
4. Upon completing the picture, the students should cut the picture into at least 8 but no more than 12 puzzle pieces.
5. Students will exchange their puzzles with other groups and attempt to put the puzzle together and locate the hidden animal.

* Student handout attached *

Camouflage Puzzle

Name: _____

Hidden Animal: _____

1. You will need tag board, pencils, colored pencils, crayons, Ziploc bag and scissors.
2. Decide what camouflaged animal you will draw.
3. Draw the animal in the environment that it lives in.
4. Fill the entire page with the picture.
5. Cut the picture into at least 8 but no more than 12 puzzle pieces.
6. Put the pieces into a Ziploc bag.

Grading Scale:

- 1- Entire page not covered and animal easily seen
- 2- Entire page covered, but animal easily seen
- 3- Entire page not covered, but animal camouflaged
- 4- Hid animal well with the environment

Bibliography:

Where in the Wild? by David M. Schwartz and Yael Schy

<http://www.davidschwartz.com/>

Poetry Resources <http://www.clevelandschools.org/training/poetry.html>

www.butterflypictures.net

Academic Standards <http://dc.doe.in.gov/Standards/AcademicStandards/index.shtml>

<http://www.perma-bound.com/PermaBound>

<http://www.kuhnphoto.net/iphoto/main2.htm>