



OBJECTIVES

Students will

- ◆ use context clues, apposition, and word structure to learn the selection vocabulary words.
- ◆ review elements of expository texts.
- ◆ be able to explain one way that animals use camouflage.

MATERIALS

- ◆ *Home Connection*, pp. 39–40
- ◆ *Student Reader*, Book 2, pp. 14–29
- ◆ *Transparencies* 35 and 99
- ◆ Routines 10, 12, and 13
- ◆ Writer's Notebooks



Writer's Notebook

- ◆ Have students use their Writer's Notebooks to list other expository selections they have read in class or on their own.
- ◆ Have students compare the elements of expository texts found in the selections they listed.



Distribute *Home Connection* page 39. Encourage students to discuss "Animal Camouflage" with their families. This *Home*

Connection is also available in Spanish on page 40.

Build Background 

Activate Prior Knowledge

Ask students the following questions:

- *Do you like to play hide-and-seek?*
- *What makes a good hiding place?*
- *Have you ever seen an animal hiding?*
- *How did the animal hide itself?*
- *Why was the animal hiding?*

Background Information

To help students understand the selection they are going to read, you may want to

- explain that "Animal Camouflage" is told from the third-person point of view. Ask them to explain the difference between first-person and third-person points of view. **Possible Answer** *First person has a character in a story telling the story, and third person has someone outside of the story telling the story.*
- tell students the selection is about how and why animals use camouflage to survive.