

Teacher Notes

Themes

- Biology – animal adaptations
- Use of images in a picture book

Key learning outcomes

- Learn about different animals from around the world.
- Understand that camouflage is used as a way for animals to survive.
- Understand that some words rhyme and this can support the spelling and reading of new words.
- Identify the importance of images in texts.

Key curriculum areas

- **Science:** Science Understanding (Biological sciences); Science Inquiry
- **English:** Language; Literature; Literacy
- **Mathematics:** Measurement
- **The Arts:** Visual Arts

Publication details

Look, See, Find Me

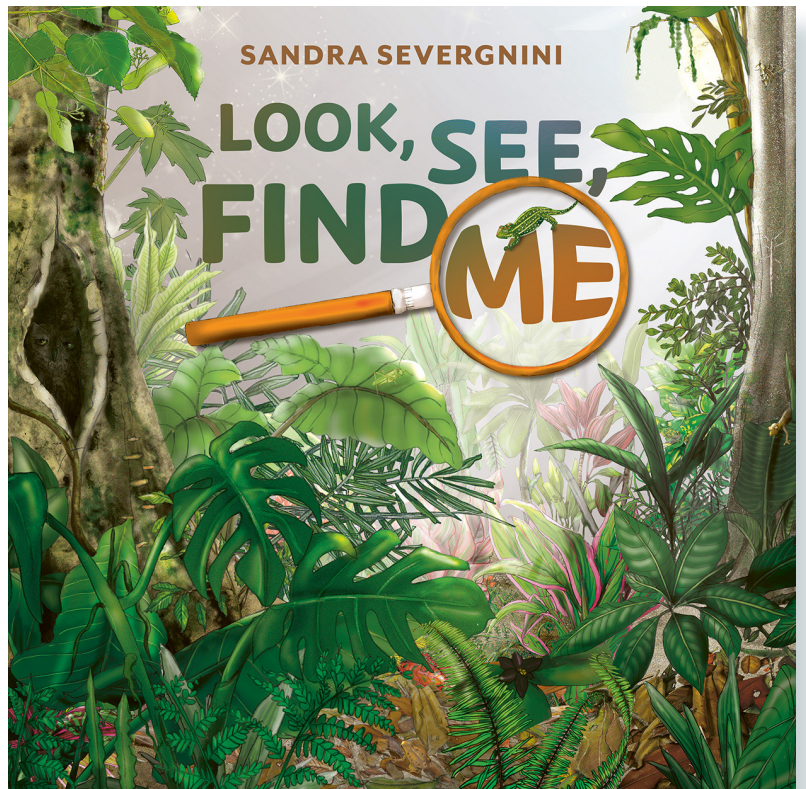
ISBN: 9781486319886

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Look, See, Find Me

Sandra Severgnini

About the book

Take a journey into the world of animal camouflage and uncover what may be right under your nose!

Discover frogs that look like leaves, spiders disguised as flowers, crabs concealed as sponges and seahorses hidden in coral. See if you can spot the species hidden among stunning illustrations, and learn about these elusive animals in *Look, See, Find Me*.

Recommended for

Readers aged 5 to 9 (Years 1 to 4)



PUBLISHING

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About the author/illustrator

Sandra Severgnini is an author and illustrator of numerous award-winning books. She has a background in botanical illustration, but her passion now is with picture books, especially those featuring environmental and nature subjects. Sandra's fascination for the amazing world around her inspires her words and brings sensitivity and humour to her illustrations. She is also the author and illustrator of *Dung Beetle on a Roll*.

Pre-reading questions or activities

Camouflage is a word that means something blends into its surroundings. We are going to read a book about animals that are very good at camouflaging. Why might an animal need to hide? *So they are not eaten by other animals.* How do you think an animal might camouflage itself? *By changing its colour, by changing its shape or patterns to look like something else (such as a stick, or a poisonous animal or plant), by changing its smell.*

Discuss with students how the pictures add interest to the story and why the author may have chosen to include them.

Discussion questions

Science

1. On pages 2 and 3 there are some animals hiding using camouflage. Can you see any of these animals? *Help students find the animals (owl in the tree hollow, chameleon on the pink flower, geckos on the trees, cricket on the green leaf, moth on the tree trunk, frog on the ground).*
2. The gecko on page 17 has a tail that looks like a leaf. Why does its tail look like this?
3. Why is it important for some animals to use camouflage to disguise themselves in their surroundings?

Teacher Notes

English

1. On pages 4 and 5 the illustrator has decided to have a night sky as the background. Why is this? *Owls are nocturnal so are awake at night-time.*
2. On page 8 the word 'We're' is used. What type of word is this? *Contraction.* What does this contraction stand for? *We are.*

Mathematics

1. On pages 14 and 15, the tree has no leaves, but it is starting to get some buds and flowers forming. What season do you think it is in the picture? *End of Winter or start of Spring.* What month might it be in Australia? *July, August, September or October.* What is the order of the seasons? How many months are there in a season? What is the order of the months?

Activities

Science

Animal hunt in the garden

Lots of animals use camouflage in the garden. Go on a nature walk around the schoolyard and see if the students can spot any animals. Discuss if the animal is camouflaged and if so, how and why does this animal camouflage to survive? Students can take pictures of the animals that they find, and this can be discussed back in the classroom. Make sure students only look at the animals and do not touch them.

Mix and match

On worksheet 1 there are some animals from the book and some mixed-up statements about these animals. Using the information from the section 'Meet the camouflaged creatures' near the end of the book, draw a line to the correct statement for each picture. Answers are on page 6 of the teacher notes.

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English

Rhyming

Each page has a rhyming pair. Before reading the book use a sticky note to cover up the second of each pair of rhyming words. For example, page 8 has the words 'sound' and 'found' – cover the word 'found'. As you read the book to the students, stop before the covered word and see if the students can guess it. Once they have had a guess, reveal the word and discuss why it rhymes. On page 8 it is because both 'sound' and 'found' end with the letters 'ound' and make the same sound. However, be sure to discuss that sometimes words rhyme but don't use the same letters, such as page 5 where both 'e' and 'ee' make the 'ee' sound.

The Arts

Animals in disguise

Photocopy worksheet 2 in colour then cut out each animal picture. Hand one animal picture to each student and instruct them to stick their picture onto a white piece of paper and then create a background for their animal. They can decide if they are going to camouflage their animal or not camouflage their animal. (Note: A5 paper might be easier as it will take them less time to colour in.) Once students have created their artwork, do a gallery walk with the pictures and group them into 'Camouflaged' and 'Not camouflaged'. Then discuss which animals were easier to see and why.

Teacher Notes

Name: _____

Worksheet 1: Mix and match

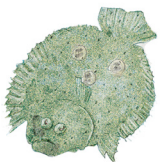
Draw a line from the animal to the correct fact about it. Use the information in 'Meet the camouflaged creatures' in the book to help you.



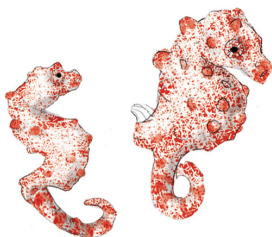
I change colour when I am stressed or under threat.



I nest in tree hollows and can grow to 19 to 25 centimetres high.



I can release up to a million eggs at one time.



I like to hide in the leaf litter on the forest floor.

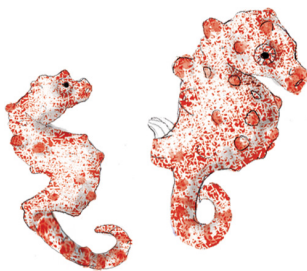


Before I am born, my father carries me in a pouch for 2 to 4 weeks.

Illustrations © Sandra Severgnini.

Teacher Notes

Answers to Worksheet 1: Mix and match



I change colour when I am stressed or under threat.

I nest in tree hollows and can grow to 19 to 25 centimetres high.

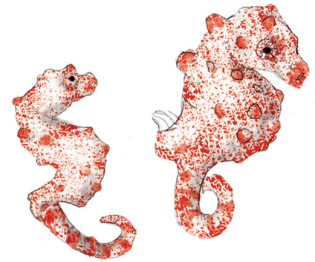
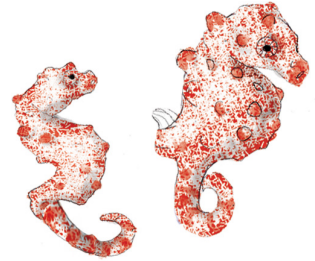
I can release up to a million eggs at one time.

I like to hide in the leaf litter on the forest floor.

Before I am born, my father carries me in a pouch for 2 to 4 weeks.

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Worksheet 2: Animals in disguise



Illustrations © Sandra Severgnini.

Teacher Notes

Australian Curriculum Links (Version 9.0)

Year level	Learning area: Science	Other learning areas
Year 1	<p>Science Understanding: Biological sciences</p> <ul style="list-style-type: none"> Identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs (AC9S1U01) <p>Science Inquiry</p> <ul style="list-style-type: none"> Pose questions to explore observed simple patterns and relationships and make predictions based on experiences (AC9S1I01) Compare observations with predictions and others' observations, consider if investigations are fair and identify further questions with guidance (AC9S1I05) 	<p>English: Language</p> <ul style="list-style-type: none"> Explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs (AC9E1LA04) <p>English: Literature</p> <ul style="list-style-type: none"> Listen to and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme (AC9E1LE04) <p>English: Literacy</p> <ul style="list-style-type: none"> Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures (AC9E1LY05) <p>Mathematics: Measurement</p> <ul style="list-style-type: none"> Describe the duration and sequence of events using years, months, weeks, days and hours (AC9M1M03) <p>Visual Arts: Creating and Making</p> <ul style="list-style-type: none"> Use visual conventions, visual arts processes and materials to create artworks (AC9AVA2C01)
Year 2	<p>Science Inquiry</p> <ul style="list-style-type: none"> Pose questions to explore observed simple patterns and relationships and make predictions based on experiences (AC9S2I01) Compare observations with predictions and others' observations, consider if investigations are fair and identify further questions with guidance (AC9S2I05) 	<p>English: Language</p> <ul style="list-style-type: none"> Understand that images add to or multiply the meanings of a text (AC9E2LA08) <p>English: Literature</p> <ul style="list-style-type: none"> Identify, reproduce and experiment with rhythmic sound and word patterns in poems, chants, rhymes or songs (AC9E2LE04) <p>English: Literacy</p> <ul style="list-style-type: none"> Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning (AC9E2LY05) <p>Visual Arts: Creating and Making</p> <ul style="list-style-type: none"> Use visual conventions, visual arts processes and materials to create artworks (AC9AVA2C01)
Year 3	<p>Science Understanding: Biological sciences</p> <ul style="list-style-type: none"> Compare characteristics of living and non-living things and examine the differences between the life cycles of plants and animals (AC9S3U01) <p>Science Inquiry</p> <ul style="list-style-type: none"> Pose questions to explore observed patterns and relationships and make predictions based on observations (AC9S3I01) Compare findings with those of others, consider if investigations were fair, identify questions for further investigation and draw conclusions (AC9S3I05) 	<p>English: Language</p> <ul style="list-style-type: none"> Identify how images extend the meaning of a text (AC9E3LA09) Understand that apostrophes signal missing letters in contractions, and apostrophes are used to show singular and plural possession (AC9E3LA11) <p>English: Literacy</p> <ul style="list-style-type: none"> Use comprehension strategies when listening and viewing to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (AC9E3LY05) <p>Visual Arts: Creating and Making</p> <ul style="list-style-type: none"> Use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning (AC9AVA4C01)

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Year level	Learning area: Science	Other learning areas
Year 4	<p>Science Understanding: Biological sciences</p> <ul style="list-style-type: none">Explain the roles and interactions of consumers, producers and decomposers within a habitat and how food chains represent feeding relationships (AC9S4U01) <p>Science Inquiry</p> <ul style="list-style-type: none">Pose questions to explore observed patterns and relationships and make predictions based on observations (AC9S4I01)Compare findings with those of others, consider if investigations were fair, identify questions for further investigation and draw conclusions (AC9S4I05)	<p>English: Language</p> <ul style="list-style-type: none">Explore the effect of choices when framing an image, placement of elements in the image and salience on composition of still and moving images in texts (AC9E4LA10) <p>English: Literacy</p> <ul style="list-style-type: none">Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas, and evaluate texts (AC9E4LY05) <p>Visual Arts: Creating and Making</p> <ul style="list-style-type: none">Use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning (AC9AVA4C01)

Related books from CSIRO Publishing

For younger readers:

- *Dung Beetle on a Roll* (<https://www.publish.csiro.au/book/8184>)
- *Life in a Hollow* (<https://www.publish.csiro.au/book/8076>)
- *Sid and the Very Hard to Find Squid* (<https://www.publish.csiro.au/book/8201>)

For older readers:

- *This Bird: Noticing Our Urban Birds* (<https://www.publish.csiro.au/book/8166>)

Other CSIRO resources

CSIRO has developed and delivered a broad range of high-quality STEM education programs and initiatives for nearly 40 years. Our programs aim to inspire the pursuit of further STEM education among students and the community, to equip the emerging workforce with tomorrow's skill sets, and to strengthen collaboration between industry and classrooms across Australia. For more information visit: <https://www.csiro.au/en/Education>