



## ***Ready or Not, Dawdle Duckling*** **Teaching Guide**

by **Toni Buzzeo, MA, MLIS**

Many Science and Common Core English Language Arts standards can be addressed when sharing *Ready or Not, Dawdle Duckling* in your classroom or library. In addition, *Mapping the Cove* addresses Social Studies standards, while many of the activities, particularly *Hiding Here, Hiding There*, address Information Literacy standards as outlined by the American Association of School Librarians in *AASL Standards for the 21<sup>st</sup> Century Learner*. **NOTE: For a full chapter of standards based curriculum activities for *Ready or Not, Dawdle Duckling*, see the book *Toni Buzzeo and You*.**

### **CURRICULUM ACTIVITIES**



#### **BOOK PAIRING**

Sharing animal camouflage books with students will help them to gain knowledge and begin to think about how camouflage helps animals to survive. There are three books that you might want to share. *I See Animals Hiding* by Jim Arnosky (Scholastic, 1995) explains, through water color illustration and text, how coloration, seasonal changes, and body shape enable animals to escape danger in their habitats. In *We Hide, You Seek* by Jose Aruego and Ariane Dewey (Greenwillow, 1979) when his East African animal friends challenge Rhino to play hide-and-seek, he goes on a hunt to find all the animals camouflaged in their native habitat. *Hard-to-See Animals* by Allan Fowler (Children's Press, 1997) is a Rookie Read-About-Science title that uses illustrations and brief text to explain how a variety of animals use their coloring to camouflage themselves in their environments.



**FIND OUT MORE ABOUT WETLAND HABITATS.** Consider subscribing to [Ducks Unlimited Puddler](#) magazine for children up to age 11. For only \$15 a year, your class can join as a Greenwing member and receive four issues of the magazine.



***Hiding Here, Hiding There:*** Dawdle Duckling and his siblings find many places to hide at the watery shore. Ask students to name all of the places the ducklings find to hide. Then, ask them to list the three friends Dawdle calls on to help him hide.

Now, ask students to think of different baby animals, for example, those that live in the forest like rabbits, squirrels, or raccoons or those who live in the ocean like crabs, jellyfish, or starfish. Have students imagine that these babies and their siblings are trying to hide from their mamas. Where are some of the places they might find to hide in their environment? Who are the friends living nearby in their habitat that might help to hide these animals? (*Wildlife and Plants of the World*, published by Marshall Cavendish, 1999, is an excellent reference set for use by primary students, if you'd like to do some research.)



***Nature's Hide-and-Seek:*** In *Ready or Not, Dawdle Duckling*, Dawdle and his siblings hide on purpose. But in nature, many animals play hide-and-peek just by blending with their environment when they are camouflaged. Discuss camouflage with students.

Ask students to brainstorm a list of animals that use camouflage to hide themselves. What type of camouflage do they use? Where do they live? Invite students to remember what they've learned in the books you've shared (see **Book Pairing** above). You might also ask them to do some additional research in other nonfiction books about animal camouflage.



***Camouflage Online:*** Invite your students to discover how camouflage really works--online! First, visit this [free game site](#) and experience prehistoric animal camouflage. Ask them to choose either the predator or the prey to place on the screen, then select a habitat for it by placing it in the jungle, on the plains, or in the tundra. Finally, ask them to select colors, shading, and patterns to try to make the beast as invisible as possible. Discuss the differences that habitat makes on animal camouflage.