



Teacher's Notes: Reptiles

Science Standard: Strand 4, Concept 1 Characteristics of an organism

Learning Objectives:

- The students will be able to match picture to picture.
- The students will be able to complete a graphic organizer.
- The students will use a graphic organizer to write sentences about reptiles.
- The students will be able to identify reptiles
- The students will be able to explain/identify characteristics of reptiles.
- The students will use technology to search for reptiles.

Activities

1. Students do image searches. Have the students save pictures of their favorite ones. Those are then inserted onto a Word document or a PowerPoint. Students write a sentence about each characteristic. **See Technology printable in the materials.**
2. Take student temperatures. Talk about how the inside of their bodies stays the same temperature unless they are sick.
3. Get a collection of magazines. Have students look for pictures of reptiles to cut out. Depending on group you could use the pictures for different things:
 - Students glue pictures of reptiles on collage
 - Students divide poster into sections labeling all or some of the characteristics of reptiles (cold blooded, scales or shells, lays eggs, hatches from an egg). Have students find pictures that represent the characteristics listed.

General Tips: The goal is to build background knowledge while leading an engaging discussion on any and all information that can be talked about on a given page. The items that you choose to bring up or focus on can be modified for the students you are working with. For example, if you have a student who can point to something in the picture, answer yes/no questions be sure to incorporate a lot more of that as you go through the book. On the same token, be sure to ask a lot of comprehension questions and critical thinking questions at the level appropriate for students. There is something for everyone.

Page 1: There are many different types of animals. There are birds. There are reptiles. There are fish. There are mammals. This book is all about reptiles. Look at the pictures on page 1. What animals do you see? Those animals are all reptiles.

Point: snake, lizard

WH Questions: What is one type of animal?

Yes/No: Are snakes reptiles? Are people reptiles? Are lizards reptiles?

Opinions/Experiences: Are there any reptiles at your house? Have you ever seen a reptile? Which reptiles have you seen?

Peer to Peer Interaction: After you read Page 1, ask students, “What is one type of animal?” The answer is the main idea card “reptile.” Students will find the main idea card and read it to their partner. Teacher will prompt them to talk to each other about what animals they think are reptiles.

Page 2: All baby reptiles hatch from eggs. An egg comes out of the mother reptile. The unborn reptile grows inside the egg. When the unborn reptile is grown enough, it hatches from the egg. That means it comes out of the egg. Have students view the following video of a baby chameleon hatching.

<https://www.youtube.com/watch?v=Zf34k0kh0uQ> Have students view the following video of snakes hatching. <https://www.youtube.com/watch?v=GCQrEdhbGro>

Point: eggs, baby turtle, baby crocodile

WH Questions: What do mother reptiles lay? Where does the unborn reptile grow?

Yes/No: Do baby reptiles grow inside their mother? Do baby reptiles grow inside an egg?

Opinion/Experiences: Have you ever seen a reptile egg?

Peer to Peer Interaction: After you read Page 2, ask students, “What do mother reptiles lay?” The answer is the main idea card “eggs.” Students will find the main idea card and read it to their partner. Teacher will prompt them to talk to their partner about where a baby reptile grows.

Page 3: Use Presentation on Reptile Food A baby reptile can eat the same food as their mother. They can eat the same food as grown up reptiles. They do not drink milk like baby mammals do.

Point: baby lizard, bug, baby turtle, turtle eating

Questions: What do baby reptiles eat?

Yes/No: Do baby reptiles drink milk? Do baby reptiles eat the same food as grown up reptiles? Can baby mammals eat the same food as adult mammals?

Opinion/Experiences: Do you think that human babies can eat the same thing as adults? Why not?

Peer to Peer Interaction: After you read Page 3, ask students, “What do baby reptiles eat?” The answer is the main idea card “food.” Students will find the main idea card and read it to their partner. Teacher will prompt them to talk to each other about what baby reptiles eat.

Page 4: Once a baby reptile is born it leaves its mother. It can live by itself. A baby reptile does not need help from its mother. Have students view the following video of sea turtles hatching and heading to the ocean. https://www.youtube.com/watch?v=w82xpBR_Z4A

Point: eyes

Yes/No: Do baby reptiles need help? Can baby reptiles live on their own?

Sharing Opinion/Experiences: Have you ever seen a baby reptile?

Peer to Peer Interaction: After you read Page 4, ask students, “Do baby reptiles need help or do not need help?” The answer is the main idea card “don’t need help.” Students will find the main idea card and read it to their partner. Teacher will prompt them to talk to each other about baby reptiles.

Page 5: Some reptiles have scales on their skin. That makes their skin bumpy. Have students view the following video. Pause the video periodically and have the students talk about the reptile’s scales or shells.

<https://www.youtube.com/watch?v=DefLKnKyQfA&list=PLIIAL88bhqbFEAFAEIrmUagYxaMMAaTzi>

Point: skin

WH Questions: What do reptiles have on their skin?

Yes/No: Do reptiles have hair or fur on their skin? Do some reptiles have scales on their skin?

Sharing Opinion/Experiences: Have you ever touched a reptile? How do you think a reptile feels?

Peer to Peer Interaction: After you read Page 5, ask students, “What do reptiles have on their skin?” The answer is the main idea card “scales.” Students will find the main idea card and read it to their partner. Teacher will prompt them to talk to each other about reptiles’ skin.

Page 6: Some reptiles have shells on their backs. The shells are hard. The shells protect their bodies.

Point: turtles, turtle shells.

WH Questions: What do some reptiles have on their backs?

Yes/No: Do some reptiles have shells on their backs? Do turtles have shells? Do snakes have shells?

Opinion/Experiences: Have you ever seen a turtle? Have you ever touched a turtle? What does a turtle’s shell feel like?

Peer to Peer Interaction: After you read Page 6, ask students, “What do some reptiles have on their backs?” The answer is the main idea card “shells.” Students will find the main idea card and read it to their partner. Teacher will prompt students to talk to their partners about reptiles with shells.

Page 7: Reptiles are cold blooded. That means that the blood inside their body changes temperature. If it is cold outside, a reptile’s blood gets cold. When it is warm outside, a reptile’s blood gets warm. Have students view the following video explaining the difference between warm and cold blooded.

<https://www.youtube.com/watch?v=p3mAAjr8Ej8>

Point: cat, dog, thermometer

Questions: Is a reptile warm or cold blooded?

Yes/No: Is a reptile warm blooded? Is a reptile cold blooded? Does a reptile’s blood get cold when it is cold outside? Does a reptile’s blood get warm when it is warm outside?

Peer to Peer Interaction: After you read Page 7, ask students, “Is a reptiles warm or cold blooded?” The answer is the main idea card “cold blooded.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.

Page 8: Reptiles will lay in the sun to warm up their blood. That is why we might see more snakes and lizards when it is warm outside. When it is cold outside, reptiles might dig a hole under the ground where it is warmer. They don’t want their blood to get cold. Have students view the following video song about lizards. <https://www.youtube.com/watch?v=H10A7o4eSs4>

WH Questions: Why do reptiles lay in the sun?

Yes/No: Do reptiles lay in the sun to warm up the blood inside their bodies?

Opinion/Experiences: Have you ever seen a lizard out in the sun? Have you ever seen a snake out in the sun?

Peer to Peer Interaction: After you read Page 7, ask students, “Why do reptiles lay in the sun?” The answer is the main idea card “warm up.” Students will find the main idea card and read it to their partner. Teacher will prompt them to talk to each other about why reptiles lay in the sun?

Page 9: Not all animals are reptiles. Bugs, insects, people, dogs are not reptiles. Look at the two pictures on the page. Which animals are reptiles? Which one is not? Have students view the following funny video with reptiles. <https://www.youtube.com/watch?v=CsoFVGA05uE>

Point: lion, lizard

WH Questions: What animals are reptiles?

Yes/No: Are all animals reptiles? Is a turtle a reptile? Is a dog a reptile? Is a lizard a reptile?

Opinion/Experiences: Can you name some reptiles?

Peer to Peer Interaction: Have students talk to each other about some animals that are reptiles.