

OIMB GK12 CURRICULUM

Kindergarten

30 minutes

REPTILES VS. AMPHIBIANS

Oregon Science Content Standards:

K.1 Structure and Function: The natural world includes living and non-living things.

K.1L.1 Compare and contrast characteristics of plants and animals.

K.2. Interaction and Change: Living and non-living things move.

K.2P.1 Examine the different ways things move.

Goal: for the student to be able to differentiate reptiles from amphibians

Concepts:

- Animals can be placed in groups based on their characteristics. These groups are related.

Materials:

- Reptile poster & amphibian poster (or collection of pictures)
- Laminated reptile and amphibian cards, each with a picture of a reptile or amphibian
- Peeled grapes
- Orange rinds
- Optional PowerPoint on amphibians and reptiles

Lesson Plan:

1. Review the frog lifecycle (eggs, tadpoles, frog)
2. Ask students to describe the grown up frog's body (slimy, webbed feet, large eyes). Can they think of any animal that looks a bit like a frog? Establish that frogs, newts, and salamanders are all related, in the same great big family called AMPHIBIANS (today's big word).
3. Display an AMPHIBIAN poster which shows that amphibians can breathe through their lungs, gills, or skin; must live near the water (or they'll dry up); and grow from jelly-like eggs into tadpoles. Pass around a bowl or two of peeled grapes to demonstrate what an amphibian's squishy eggs or skin feel like.
4. Review the poster by having the students act out a frog's lifecycle, from hatching out of jellylike eggs, to swimming as a tadpole, to turning into a frog that can hop and breathe through its slimy skin.
In the end, the students must flee from a snake, and jump back into the water to lay their jellylike eggs, completing their lifecycle. But was the snake an amphibian?
5. Reveal a REPTILE poster, which shows that reptiles have scaly skin, can only breathe with lungs, hatch from leathery eggs, and can live away from water—even in the desert.

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Pass around some orange peels to show the roughness of a snake's scales and the leather texture of its eggs.

6. Review reptiles by having the students hatch through leathery eggshells, crawl through the desert on their scaly skin, and eat a delicious (and imaginary) frog.
7. Display the posters and make sure the kids know which describes "reptiles" and which describes "amphibians".
8. Place a shuffled pack of laminated reptile and amphibian cards at each table, and have the students work together to sort the cards into two piles, based on whether the pictures show reptiles or amphibians.
9. If time remains, have the students draw their favorite reptile/amphibian and label it.

Assessment: Monitor if the children are able to sort the reptile and amphibian cards correctly.

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