

Reptiles vs Amphibians



Grade: 1st

Length: 30 minutes

Big Ideas: Organization, Categorization

Topic: Reptiles and Amphibians

Summary: Play a running game where the students will explore the differences between reptiles and amphibians.

Standards:

K-2 Standard 4 – Life Science

Students will gain an understanding of Life Science through the study of changes in organisms over time and the nature of living things.

Objective 1: Communicate observations about the similarities and differences between offspring and between populations.

- 1. Communicate observations about plants and animals, including humans and how they resemble their parents.*
- 2. Analyze the individual similarities and differences within and across larger groups.*

Essential Questions:

- How can you differentiate between two groups of animals?

Enduring Understandings:

- You can use the adaptations of an animal to distinguish it from a different animal.

Objectives:

Students will...

- Identify at least 1 adaptation unique to reptiles.
- Identify at least 1 adaptation unique to amphibians.

Materials:

- An open space to run in
- Statement list (Provided)

Background Information:

Amphibian means two-lives. Amphibians start their life with gills and tails, living in the water. Later on, they develop legs and lungs and live on land. There are more than 4,000 different species of amphibians. There are salamanders, frogs, toads, newts, and blindworms (Guenther, L. All About Amphibians. Kidzone, <http://www.kidzone.ws/animals/amphibian1.htm>.)

Statement List:

- I have wet and slimy skin! (Amphibian)
- I have dry and smooth scales! (Reptile)
- When I am first born, I have gills! (Amphibian)
- I lay my eggs in the water! (Amphibian)
- I start my life as a tadpole! (Amphibian)
- I have sharp teeth for eating meat! (Reptile)
- My eggs have hard, white shells! (Reptile)
- My eggs are slimy and gooey! (Amphibian)
- I have a forked tongue for smelling! (Reptile)
- I breathe through my skin! (Amphibian)

Key Vocabulary:

- **Adaptation:** Something that helps an animal survive in its environment/home.
- **Reptile:** An animal that is cold-blooded, breathes air, and is covered in scales or bony plates.
- **Amphibian:** An animal that is cold blooded, starts its life with gills, breathes air as an adult, and is covered in moist, slimy skin.

Procedure:

1. Remind students of the classification game they played when the Ogden Nature Center visited; ask them what characteristics reptiles have (e.g. cold-blooded, lay eggs, have scales).
2. Introduce amphibians, and some details as to why they are different from reptiles, use the Background Information section as a reference.
3. Play the game!
 - a. You will choose a statement from the “Statement List” above, and if the students think that statement is describing a reptile, they will run to one side of the room or field, if they think the statement is describing an amphibian, they will run to the other side.
4. Debrief: Did you learn anything about reptiles or amphibians? Did any facts you learned surprise you?